

Haileybury Almaty

Parents'  
Handbook

2017-18



# Foreword



## Dear Parents!

Our aim at Haileybury Almaty is to ensure that all pupils achieve their full potential both academically and as successful, rounded young

people who will go on to play an active and responsible role in the world. Pupils will have many opportunities to excel academically in a balanced and challenging curriculum. Pupils are encouraged to develop their personal, social, emotional, creative, physical and leadership skills through participation in a wide ranging co-curricular programme. Each child will be nurtured in a caring and supportive school environment. We aim to be a happy, proud, vibrant and purposeful school. We strive to provide an ethical and moral environment that promotes respect, develops teamwork, leadership and encourages pupils to take risks, yet to still feel safe, secure and happy.

We value our community and welcome new ways of working together for the benefit of our pupils. Parents are welcomed in our school and we believe effective home-school communication is key to ensuring student success. Parents are encouraged to contact the class teacher for a primary student and the form tutor of a secondary student and to raise any concerns. Pupil voice is highly valued and is promoted and encouraged at every opportunity. All members of staff are well qualified and share our ambition and vision. Our staff are well-positioned and highly motivated to ensure the continuous improvement of the school, confident that this will bring benefits and satisfaction for us all. Our community works tirelessly to ensure that student experiences are rich in variety, challenge and reward.

We are an ambitious school. We are proud of our close links with Haileybury UK and share its traditions and values and we are proud to serve our local community in Almaty. We feel a heavy obligation to ensure that our staff, curriculum and co-curricular programme are continuously improved to ensure all pupils can learn about and enjoy the rich local history, language and culture of Kazakhstan. We are proud to balance the benefits of a British curriculum and education with the importance of maintaining and promoting local culture and traditions, and as a result, feel our pupils are better placed for the future.

We ask that you familiarise yourselves with the contents of this Parents' Handbook, which is designed to help you to support the aims of our School.

I believe that honest and open communication between home and school is essential in building a special partnership that will lead to your child's future success. I operate an open door policy and will endeavour to make myself available to parents particularly at the beginning and end of the school day. For other times an appointment may be made through my personal assistant, who will ensure that a meeting takes place as soon as a mutually convenient time is found.

A very warm welcome to Haileybury Almaty!

**Lynne Oldfield, Headmistress**

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# 1. General information

This section covers routine matters and key points of information for parents of new and returning pupils.

## 1.1 Haileybury Almaty Ethos

Haileybury Almaty aims to:

- provide a spiritual, ethical and intellectual framework within which fundamental issues are explored and informed choices made;
- nourish a respect for individuals of all ages;
- encourage a willingness to help others;
- foster excellence in scholarship and academic studies;
- be a happy and purposeful school;
- offer an experience rich in variety, challenge and reward.

We achieve this by:

- encouraging and sustaining a wide range of intellectual, cultural and sporting activities;
- developing pupils' curiosity, and their awareness of the world;
- acknowledging their improvements and achievements;
- helping them to improve in areas of underachievement;
- monitoring their work regularly and carefully;
- treating them with respect.

We ask our pupils to:

- co-operate with their teachers and fellow pupils, and treat them with respect;
- promote a constructive and purposeful attitude in the school;
- speak the truth in all circumstances;
- do their best in all they set out to do;
- maintain high standards of behaviour and appearance;

- accept reprimands with good grace when they fall short of these expectations.

Our rules play a part in helping to achieve these aims and are an inevitable and agreed constituent of our community. Pupils face many pressures and temptations and we try to administer the rules of the school in a way that is consistent, fair, and reflects the values we wish to teach.

## 1.2 Haileybury Almaty mission statement and aim

*"Achievement for All"*

### Mission Statement

To provide our community with an educational experience which enables our students to fulfil their potential academically, physically, culturally and socially within a global and future context.

### Aim

Our aim is to develop pupils who are **resilient, resourceful, courageous, inquisitive, organized,** and **reflective** in all that they do. Together, these six qualities are known as the 'Haileybury Habits'.

To achieve this aim, we:

1. demand high standards of academic endeavour and personal development through a balanced and challenging curriculum, complemented by a rich co-curricular programme;
2. encourage our students to demonstrate ethical behaviour and to develop a keen understanding of their rights and responsibilities, the need for both teamwork and leadership, and the importance of contributing fully to society;
3. reflect in ethos and action the traditions, values, heritage and cultural diversity of the Republic of Kazakhstan and Haileybury School.

### 1.3 History of Haileybury Almaty

Haileybury Almaty opened its doors to the first students in 2008. We offer a quality of educational experience that aims to achieve the same excellence provided at its partner school, Haileybury in the UK. Haileybury UK, one of Britain's most prestigious independent boarding schools, is synonymous with academic rigour and the fulfilment of the individual's potential in the widest possible sense.

It is the mission of Haileybury Almaty to match the exceptional standards of its partner school by combining the traditions and educational expertise of Haileybury UK with the dynamism that lies at the heart of the Kazakhstani vision for the future. The provision of state-of-the-art facilities and resources for our pupils enables Haileybury Almaty to offer the highest standard of education to families within Kazakhstan and the wider region of Central Asia.

### 1.4 Daily schedule

Start	Finish	Key Stage 1	Key Stage 2	KS3&4	KS5
08:00	08:10	Registration	Registration	Registration	
08:10	08:30	Period 1	Tutor Time	Tutor/PSHE	
08:30	09:00		Period 1	Period 1	
09:00	09:30	Break	Break		
09:30	10:00	Period 2	Period 2	Period 2	
10:00	10:30		Period 2	Break	
10:30	11:00	Period 3	Period 3	Period 3	
11:00	11:30		Period 3	Period 3	
11:30	12:00	Lunch	Lunch	Period 4	
12:00	12:30		Period 4	Lunch	
12:30	13:00	Period 4	Period 4	Lunch	
13:00	13:30		Period 4	Period 4	
13:30	14:00	Period 5	Period 5	Period 5	
14:00	14:30		Break	Break	
14:30	14:45	CCA	CCA	Period 6	
14:45	15:00		CCA	CCA	
15:00	15:15			Break	
15:15	15:30				Period 6
15:30	16:00			Break	
16:00	16:15			CCA	
16:15	17:00				

## 1.5 Website and school calendar

The Haileybury Almaty calendar can be found on the school website at:

[www.haileyburyalmaty.kz](http://www.haileyburyalmaty.kz)

Please take careful note of holiday dates, as permission will not be given for children to take holidays during term time.

## 1.6 Administrative centres

### Reception

A receptionist is on duty from 7.45am–5.15 pm. The Reception Area is located by the main door to the school building. Administrative Coordinator and Maintenance Manager have their offices in the Primary Atrium Area.

### Senior Leadership Team Offices (SLT)

The Head, Bursar and Deputy Head have their offices on the ground floor in the administrative area.

### Accounting and Human Resources

The offices of the Chief Financial Officer and Human Resources Manager are located on the ground floor in the administrative area.

Accounting is located on the ground floor in the Main Atrium.

### The Registry (Admissions)

The Registrar's office is on the ground floor in the administrative area.

### The Clinic

The Clinic is located near the dining area, just beyond the School Reception. This is where the School Nurse is situated. The School Doctor is situated next to the Library in the Primary Atrium area. In addition, many of our staff are qualified to give first aid.

## 1.7 Haileybury Almaty code of conduct

General:

- The use of the English language is encouraged throughout the school
- Be caring and considerate to everyone
- Be polite
- Listen carefully to adults in school and follow their instructions
- Work hard and to the best of your ability
- Work sensibly with other pupils, talking quietly and sharing with each other
- Be prepared for lessons
- Be well-presented in full, correct school uniform
- Respect other people and their property; look after books and equipment
- Move around the school sensibly and quietly, taking care of the school environment

Specific:

- No food or drink should be brought into school without permission, including chewing gum, sweets and fizzy drinks
- Walk on the right side, being especially careful on the stairs
- Running is only allowed in outside play areas
- Stay within the school grounds at all times
- No make-up is to be worn in school
- No jewellery may be worn in school, except for studded earrings (one pair) and watches
- Mobile phones are not allowed in school

## 1.8 General behaviour

Pupils are expected to observe common sense and good manners at all times, to maintain a high standard of personal bearing and dress, and to strive for friendly interaction between themselves and all staff at all times. Pupils are responsible for keeping their school tidy. Year groups have a shared responsibility for the tidiness of their communal spaces.

## 1.9 Discipline

The essence of all discipline is self-discipline. We try to keep penalties to a minimum; if, having tried personal admonition, further action is necessary, the next step is for the teacher concerned to write an informal note to the pupil's tutor, outlining the cause for concern.

Whilst penalties have an element of deterrence, care will be taken to avoid any excesses just to deter others. Awareness will always be taken of the degree of honesty shown by a pupil in owning up to an offence.

An important aspect in our disciplinary procedure is an attempt to discuss with the offender why the offence occurred and to agree a strategy to prevent its recurrence.

We recognise that care must be taken to avoid a build-up of resentment and we also recognise that persistent offenders may need help and support to address their behaviour, as well as disciplinary action. This support could be a **Behaviour Report** from the Form Tutor/Class Teacher, or, for more serious misbehaviour, a **Behaviour Report** which is given by the **Head of Key Stage**.

## 1.10 Sanctions

KS1 and KS2 have their own procedures up to the level of internal suspension and beyond but may, on occasion, need to refer to the sanctions used for KS3, KS4 and KS5 listed below.

Various penalties are available to staff for misdemeanours as follows:

**Pink Card** – minor misdemeanour card with a reference to what the pupil has done wrong. If a student receives a Pink Card an automatic 30-minute detention is triggered after lessons, and a letter sent home. A second pink card within a half-term triggers a one-hour detention after lessons and a phone call home from the form tutor. If the pupil receives a third pink card in a half-term then the pupil will be given a further one-hour detention, and placed on tutor report with targets agreed at a meeting between the form tutor and the parents. Should a pupil receive a fourth pink card within a half-term, the pupil will attend a further one-hour after-school detention and be placed on report with the Head of Key Stage, who will agree a target at a meeting with the pupil's parents.

A minimum of 24 hours' notice will always be given to parents ahead of a Pink Card detention.

Any further pink cards or any offenses deemed to be serious at any stage may be met with sanctions which may include, but are not restricted to:

**Internal Suspension** – the pupil is removed from lessons and normal activities for a period at the Head's discretion.

**External Suspension** – the pupil is sent home for a period at the Headmaster's discretion.

**Expulsion** – the pupil is asked to permanently leave the school for a very serious individual offence or following written warnings by the Head to parents that further offences will result in expulsion of offender.

### 1.11 Rewards

Encouragement of pupils' efforts lies at the heart of the Haileybury Almaty community. Teachers are always ready to give praise where it is due, both in academic and extra-curricular situations. Staff will take care to inform tutors or class teachers of the successes and achievements of individual pupils. There are two formal systems to recognise and reward achievement and encourage pupils on the pathway to success:

**Yellow cards** are awarded to recognise improvement as well as outstanding achievement in academic work. The Head will award books to pupils who have gained six Yellow Cards in Primary School and in the Secondary School.

**Blue cards** are awarded to recognise and promote service to others, whether in helping a particular individual, a team, the school as a whole or the wider community, particularly when that service is above and beyond that would routinely be expected. The Head will award prizes to pupils who win a certain number of Blue Cards in a similar way as for Yellow Cards.

Staff will keep the Head and Housemasters/mistresses informed of pupils' successes so that other members of the school may learn of their achievements and take pride in what they have done. These are often celebrated in assemblies.

### 1.12 Relationships between pupils

Haileybury Almaty is a mixed community and the boys and girls are encouraged to form friendships in a mature and responsible way. They are at different stages of development and in some respects have different needs, yet all derive strength from each other and from being part of the community. As in all well-ordered school communities, inappropriate displays of affection in public are actively discouraged.

Staff members play a positive role in helping pupils to cultivate a proper appreciation of one another and in supporting them at all times in their personal development.



### 1.13 School uniform / appearance

All pupils need to wear the school approved school uniform listed below. School wear should be comfortable, practical, and appropriate for the working day, and portray a good image of the school to all visitors.

Shoes must be made of black leather and the style must be plain. They should be sensible and for girls, shoes must have a heel of no more than 3cm. Black trainers are not allowed.

Hair must be clean and tidy. Boys' hair must be of reasonable length above the collar. Girls with long hair must tie it back during the school day. In the case of an unacceptably 'extreme' hairstyle being worn at school, the Head reserves the right to ask a pupil to remain at home until this has been rectified to the school's satisfaction. This applies equally to excessively short hair as to excessively long hair.

Blazers must be worn around the school and can be taken off in the classrooms and at lunch. Skirts must be knee length and shirts must be tucked in.

Girls with pierced ears may wear one pair of plain studs. Other jewellery is not permitted. Pupils may not wear make-up, with the exception of girls in the Sixth Form (see below). Pupils are not permitted to wear nail polish, hair dye or henna to school. Where these cannot easily be removed pupils may be asked to stay home until the issue has been resolved to the satisfaction of the school.

The school operates a system of winter and summer uniforms. Once parents have been notified that a change of uniform is expected, the uniform must be worn as set out below at all times. A mixing of winter and summer uniforms will not be accepted. Sufficient notice will always be given.

**The following is a list of uniform required for each Key Stage:**

#### Key Stage 1 (Years 1&2)

1. Blue Polo Shirt (unisex)
2. Black Leather Shoes (unisex)
3. Magenta Sweater (unisex)
4. Magenta hoodie (unisex)
5. Girls Kilt
6. Girls White Tights
7. Boys Grey Trousers
8. Boys Black or Grey Socks
9. Boys Grey Shorts
10. Girls Summer Dress
11. Boys Grey Shorts
12. School Bag - big
13. House Polo Shirt (unisex)
14. Sports Polo Shirt (unisex)
15. Girls Athletic Red Shorts
16. Boys White Shorts
17. Track Suit

## Key Stage 2 (Years 3-6)

1. Girls Blazer
2. Girls White Shirt
3. Girls Kilt Age
4. Boys Blazer
5. Boys White Shirt
6. Boys Grey Trousers
7. Boys House Tie
8. Girls House Tie
9. Navy Sweater (unisex)
10. Summer Dress (Knee Length)
11. Girls Short White Socks
12. Boys Black or Grey Socks
13. Black Plain Leather Shoes
14. Boys Grey Shorts
15. School Bag - big
16. House Polo Shirt (unisex)
17. Sports Polo Shirt (unisex)
18. Girls Athletic Shorts (Years 3, 4 and 5 only)
19. White Shorts (Boys and Year 6 Girls)
20. Track Suit

## Key Stages 3 and 4 (Years 7-11)

### Basic Uniform

1. Girls' blazer
2. Girls' white shirt
3. Girls' kilt age 12-15
4. Boys' blazer
5. Boys' white shirt
6. Boys' grey trousers Age 12-15
7. Boys' house tie
8. Girls' house tie
9. Girls' flesh coloured / brown / navy tights
10. Boys' black or grey socks
11. Boys' black plain leather shoes, with a heel between 1-2 cm
12. Girl's black plain leather shoes, with a heel between 1-2 cm
13. Navy Sweater (unisex). This is optional, and to be worn in addition to the school blazer not instead of the blazer.

### Other

1. Art Apron
2. House Polo Shirt (Unisex)
3. Sports Polo Shirt (unisex)
4. White Shorts (unisex)
5. Long Blue Socks (for Boys Football)
6. Track Suit

## Summer Uniform

The uniform is the same except where stated below:

For primary school pupils:

- a school sun-hat is obligatory;
- summer dresses for girls and short white socks;
- if the correct size summer dress is not available then girls should come in a white blouse, kilt and short white socks;
- short-sleeved, plain white shirts may be worn. No patterns and no logos;
- boys may wear grey shorts from the uniform shop or normal school uniform trousers.

For secondary school pupils:

1. the school blazer is optional;
2. short-sleeved, plain white shirts may be worn. No patterns and no logos are allowed. Long sleeves may be rolled up neatly with the teacher's permission in class, but must not be rolled up around the school;
3. sandals and open toe shoes are never allowed;
4. if girls choose to not wear tights, then they must wear white ankle socks.

Note: a school tie **must** be worn.

## Key Stage 5 ('the Sixth Form' - Years 12-13)

Haileybury Almaty's objective in establishing a smart dress code for Sixth Form is to enable our students to project the high standard that is in keeping with the needs of our school.

The following dress code must be followed in the Sixth Form:

### Boys

- Shirt – White or light blue – plain, or with discreet stripe
- House tie
- Pullover - V neck: navy blue, black or grey, in a plain, smart style
- Suit or jacket/trouser - navy blue, black or grey, of conventional style and plain design. Jackets must be worn around the school and may be taken off in the classrooms and at lunch.
- Shoes - black or brown leather - plain style, with a heel between 1 and 2 cm. Trainers are not allowed.
- Socks - plain: navy blue, black, grey or brown.
- Coat - navy blue, black or grey, without slogans or logos.
- Boys are expected to be clean shaven. Hair must be clean and tidy and of reasonable length above the collar.
- Jewellery is not permitted. A wrist watch is allowed.

## Girls

- Suit (trousers or skirt) - navy blue, black or grey - in plain design. The jacket must be worn with an appropriate top, plain tights and shoes. Jackets must be worn around the school and can be taken off in the classrooms and at lunch.
- Skirt/trousers - navy blue, black or grey – in a smart, conventional style. Skirts should be no shorter than the top of the knee and blouses must be tucked in.
- Collared, conventional blouse – white, cream, or light blue – not low cut or 'off the shoulder'. It is inappropriate for blouses to be low cut or too short so that they cannot be tucked into the trousers or skirt. Blouses should not be see-through.
- Smart pullover/cardigan (optional) - navy blue, black or grey – in a plain design.
- Shoes – navy, grey, black or brown leather - plain style, low-heeled for health and safety reasons. Girls' shoes must have a heel of no more than 3cm. Shoes without backs are not permitted. No Ugg-style, casual or non-conventional boots. Ankle boots may only be worn with trousers.
- Tights – plain navy blue, black, brown, flesh, or grey. No leggings or patterned tights are allowed.
- Coat - navy blue, black, or grey, with no logos/slogans.
- Hair must be clean and tidy. Girls must wear long hair tied back during the school day due to health and safety. A smart, conventional appearance is expected in both the style and length of hair.
- Make-up is permitted as long as it is subtle.
- Jewellery is permitted, with these limitations: only one fine chain with a small hanging pendant; one pair of small ear studs in the ear lobes; one wrist watch; one simple ring. Dangly earrings and facial jewellery/piercings are not acceptable.
- Casual clothes such as denim jackets, jeans and T-shirts are not acceptable. Girls must not wear exceptionally short, tight skirts in stretch material, or tight trousers.

### **1.14 Pupil voice/student council**

An important part of Haileybury Almaty life for the pupil is learning about the democratic process. Pupil voice is integral to school life. For example, pupils interview new teachers, and evaluate their own education.

In primary, the Pupil Voice CCA is open to pupils who wish to represent the views of all pupils and to improve the school. Through the Pupil Voice CCA, pupils have the opportunity to discuss and solve problems, and present ideas and views to all Haileybury Almaty pupils.

In secondary, the Student Council is a group of pupils who are elected to represent the views of their form groups and to improve the school. Through the Student Council, pupils have the opportunity to discuss and address problems, and present ideas and views to all Haileybury Almaty pupils. The Student Council meets fortnightly and is chaired by the Deputy Head.

### **1.15 Personal property**

- All personal property is brought to school entirely at the pupil's own risk.
- Any damage to school property must be reported at once to the appropriate staff.

- All pupils must respect the personal belongings of other pupils.
- All pupils must respect the buildings, grounds and environment of the school.
- Staff may inspect the possessions of pupils if they have reason to believe that they might discover stolen property, drugs, illegal material, or other items that contravene school rules.

### **1.16 Mobile phones and music players**

Mobile telephones and music players (iPods, MP3 players, and so on) and other electronic items are not necessary during a working school day, and pupils are requested not to bring them to school. Any mobile telephone or music player brought to School will be confiscated, and returned after one week. There may be other penalties for persistent offenders, who disregard this school rule.

If calls need to be made home then the Receptionist's telephone may be used for urgent calls to parents, but only with written permission from class teachers/form tutors. Phone calls home may not be used to ask for things pupils have forgotten, to be brought in by parents or drivers.

## 1.17 Medical

It is important that all pupils' medical information is shared with the School Clinic and that medical records are given to the Doctor.

The School Doctor and Nurse are on call throughout the school day. Please note the following guidelines.

- No pupil is to take a course of treatment or prescription medicine at school without the School Doctor's knowledge and permission.
- Accidents or emergencies must be reported to the Doctor at once whenever they occur.
- Before visiting the Doctor, pupils should report to the Nurse and have their names entered in the Attendance Book.
- After a visit to the Doctor / Nurse, pupils will be given a medical note which they must show to their Class Teacher / Form Tutor.
- Parents will be informed at the earliest opportunity about any medical issues occurring at the school.
- If necessary, the school medical team will contact local emergency services, e.g. an ambulance to take an injured pupil to hospital. Where possible, parents will be informed beforehand about such a decision. Parents whose children attend Haileybury Almaty agree to the medical team's right to make such decisions based on their medical judgement.
- The Accident & Incident Report Form should be completed as soon as possible afterwards, by a staff member who was present at the scene of an accident or incident.

Should a pupil become ill during the day, the Doctor will arrange for appropriate medical aid and inform both teachers and parents. Pupils should not return to class without a medical note from the Doctor or Nurse. Pupils should not leave school because of illness without first consulting with the Doctor. The Doctor will contact the pupil's parents and make arrangements for the pupil to go home. Pupils excused by the School Doctor must inform the Class Teacher / Form Tutor and sign out at the Reception desk.

### 1.18 Lockers

All secondary school pupils are assigned separate lockers with a keypad. It is the responsibility of the pupil to keep the locker tidy and secure. The lockers should always be locked when not in use. Pupils are responsible for keeping their code secure and for any damage to their lockers. All locker damage should be reported immediately to the School Office. Pupils opening other pupils' lockers by whatever means is strictly forbidden. It should be noted that all lockers remain the property of Haileybury Almaty and can be inspected by appropriate school personnel.

### 1.19 Health and safety regulations

All staff must ensure they are conversant with the Health and Safety Regulations drawn up by their departments and all regulations that apply to all activities undertaken at any time for safe working guidance. The school takes health and safety issues very seriously and regular evacuation drills for incidents of fire and earthquake are regularly carried out so that pupils know what to do in the case of an emergency.

### 1.20 Fire alarm drill

These are conducted on a regular basis throughout the year in compliance with local and international practice and procedure.

Pupils should move quickly with staff supervision to their designated assembly areas for a formal roll-call.

### 1.21 Earthquake drill

These are conducted throughout the year in a similar way to fire drills.

The following procedures are followed:

1. Order pupils to DROP, TAKE COVER, and HOLD ON.
2. Get under a desk, table or other sturdy

furniture with your back to the windows.

3. If you are not near any furniture, sit in a corner or against an inside wall with your back to any windows.
4. Drop to your knees and make your body as small as possible. Hold your hands behind your neck close your eyes and cover your ears with your forearms.
5. If your folder, notebook or blazer is close, then hold this over your head for extra protection.
6. Stay away from windows, bookcases, or other heavy objects.
7. Maintain this position until the shaking stops.
8. After the shaking stops, check for injuries and give first aid.
9. Stay with your teacher and EVACUATE the building in silence. DO NOT RUN.
10. DO NOT return to building.
11. Keep a safe distance from any power lines that have fallen down.
12. Assemble in the junior school grass area.
13. Find your year group written on the wall and line up in your form group in silence. Line up alphabetically.
14. Stay alert for aftershocks.
15. The Head will issue further instructions.

*If you are outside then the following also applies:*

1. DROP AND TAKE COVER in an open space.
2. Maintain position until shaking stops.
3. Move away from the building, retaining walls, trees, overhead wires, and poles.
4. DO NOT enter the building.

## 1.22 School travel rules

### Drivers of Vehicles Arrival and Departure Guidelines

1. Along the road to School from Al-Farabi the School has erected traffic signs in the road to restrict the speed of vehicles.
2. Please observe all traffic signs.
3. Road cameras are in place to monitor traffic movement.
4. Please observe the requests of the School's Security Guards to improve and control road safety.
5. On the arrival at the school driveway, cars containing only secondary pupils **must** turn left before the traffic barriers and park in the lower carpark. Secondary pupils can then enter via Gate 7, and walk along (not across) the football pitch to the school. Cars containing primary pupils may continue up the driveway to the parking area behind the School, either to park, or return back down to the School to either of the two 'drop off' points by the Primary Entrance, and the Main Entrance. If the traffic barrier is closed, cars **must** park in the lower carpark.
6. To maximise the safety of pupils to drop children on the opposite side of the road, and therefore not drive to car park and return to 'drop off points', is highly dangerous, and prohibited.
7. Drivers who do not follow these simple safety procedures will be photographed.
8. A warning letter will be sent to those who infringe the requirements.
9. Repeated infringements by drivers of these safety rules will result in the possible exclusion of drivers from the school site and the end of the contract.

### Arrival and Departure Guidelines: Primary Classes (Years 1-6)

1. At the Primary Atrium entrance there is a camera to film all those entering.
2. Primary Classes (Years 1-6) enter through a separate entrance/exit.
3. An identification card will be given to authorised adults, which will be valid as an Identification (ID) card.
4. People without the necessary documents are not permitted on the school site.
5. Children arriving by 8.00am will be registered in class.
6. Children arriving after 8.00am should report their arrival at the School Reception.
7. If the school has not been notified of a child's absence by 9.00am, the school will inform parents by telephone.
8. At the end of the school day the departure of primary pupils is supervised by teachers and teaching assistants, who check the identity of the people who collect each child.
9. In case of absence of the card the school notifies parents, and clarifies who should collect the child.
10. If the card is lost, it is necessary to inform School Administration.



## Arrival and Departure Guidelines: Secondary Classes (Years 7-13)

1. At the Main Entrance there is a camera to film those entering the school.
2. Secondary students (Years 7-13) enter through the main entrance.
3. On arrival at school for 8.00am, all secondary pupils are registered for their attendance by their teachers.
4. Pupils arriving after 8.00am should report their arrival at the School Reception Desk.
5. If the school has not been notified of a child's absence by 9.00am, the school will inform parents by telephone.
6. Secondary pupils may be filmed as they leave at the end of the school day.
7. If a pupil wishes to leave school with another pupil's parent or driver, their parents must first notify the school. Otherwise permission will not be granted.
8. After an exit of the pupil from the school building, through the entrance/exit door, the school cannot bear the responsibility for their health and safety, except for pupils who are on a supervised school activity.
9. All pupils must be collected at the end of the school day unless otherwise agreed between the parent and the Head of Secondary.

## 1.23 School trips

The school intends to enrich every pupil's career at Haileybury Almaty by arranging educational visits locally, nationally, and internationally. Pupils and parents will be given ample notice of trips, a strict pupil/staff ratio will be approved, and the correct medical/travel insurance will be in place. In addition, the school will form relationships with other schools in Almaty and arrange inter-school sporting fixtures. Full risk assessments

are an essential part of our policy on planning educational visits and trips.

## 1.24 Pupil bedtimes

Sleep and proper rest are essential to children's learning. These are the **latest** times we advise children in each year group to go to bed:

<b>Years 1 and 2</b>	8.00pm
<b>Year 3</b>	8.30pm
<b>Year 4</b>	8.30pm
<b>Year 5</b>	9.00pm
<b>Year 6</b>	9.00pm
<b>Year 7</b>	9.30pm
<b>Year 8</b>	9.30pm
<b>Year 9</b>	10.00pm
<b>Year 10</b>	10.30pm
<b>Year 11</b>	11.00pm
<b>Year 12</b>	11.00pm
<b>Year 13</b>	11.00pm

## 2. Academic

### 2.1 Haileybury Almaty entrance policy

Haileybury Almaty is an ambitious school. We aim to have the strongest possible academic dimension, supplemented by an extensive range of extra-curricular activities to discover and develop enthusiasms and talents.

The school is co-educational across Year 1 to Year 13. Admission is therefore dependent on a place being available in a particular year group. The school reserves the right to allocate pupils to House teams according to availability and in order to have balanced year groups within each House. It is not possible for pupils to change House once they have entered the school. The maximum capacity of the school is 660.

In consultation with reports from feeder schools, Haileybury Almaty will mount informal 'pre-tests' as necessary in order to give an indication of whether an applicant is likely to be successful in the relevant entrance exam at a later stage.

There are four main points of entry: Primary, Key Stage 3, Year 10 and Year 12.

#### Entry at Primary

We admit 66 pupils each year to Year 1. Entry is by a competitive assessment using the school's internal tests. In assessing applications a judgement is made as to the individual pupil's potential. The main factor is performance in the assessment and an interview. The report of the Head of the current school is also taken into account. If places are available in a year group entrance testing is continuous throughout the year.

#### Entry at Key Stage 3

We aim to admit around 60 pupils each year to Year 7. The main factor in determining a pupil's progression to Year 7 is academic performance. Pupils will be continually

monitored throughout the preceding school year and parents will be informed should their child be at risk of failing to progress. External candidates must sit the school's entrance examination and undertake an interview with the Head of Secondary. The report of the Head of the current school is taken into account, as are other talents, for instance in music, art and sport.

#### Entry at Year 10

We aim to admit around 60 pupils each year to Year 10. The main factor in determining a pupil's progression to Year 10 is academic performance. Pupils will be continually monitored throughout the preceding school year and parents will be informed should their child be at risk of failing to progress. External candidates must sit the school's entrance examination and undertake an interview with the Head of Secondary. The report of the Head of the current school is taken into account, as are other talents, for instance in music, art and sport.

#### Entry at Year 12

Boys and girls are invited to apply for entry to Haileybury Almaty Sixth Form to study A Levels. Each year we aim to admit up to 60 pupils to Year 12. Students will normally prepare themselves for three A-levels and the IELTS English examination. IELTS is accepted by universities in the US, the UK and Australia as well as many other countries as evidence of sufficient competence in English for university study. Entrance to the Sixth Form is based on academic merit. The entry requirement for Haileybury Almaty Sixth Form is a minimum of six grades at C or above at IGCSE or equivalent. It is also expected that students will have attained a grade C or above in English and Mathematics as these will be required for entry to most universities.

## Subject Choices

Pupils should have attained at least a B grade in any subject they wish to study at A Level, but consideration will be given to students who have not attained B grades. Subject specific entrance tests may be taken if there is inadequate information about the pupil's ability to meet the academic demands of the A Level programme. Internal candidates are offered a place on the basis of their mock exam results and predicted grades. Offers of places into Haileybury Almaty Sixth Form for A Levels are conditional upon the applicant achieving the matriculation requirement of at least six IGCSE subjects at grade C or above. Enrolment into the Sixth Form closes one month after each course commences.

### 2.1 Reporting progress

Haileybury Almaty's aim is to produce a personal report that notes achievement to date, strengths, weaknesses, and areas for future development and progress. Reports promote good home-school relationships and provide information for parents. Parents receive detailed reports which include written comments from teachers and grades based on teacher assessments. There are two types of reports: brief interim reports on a pupil's progress during the school year, and detailed full reports at the end of the school year.

Parents are also invited to attend formal parent/teacher meetings with the teacher during the school year. Parents' Days take place during the year, when teachers and parents discuss pupil progress, achievements and future targets. Should the need arise, parents are welcome to discuss the progress of their child with the class or subject teacher at other times by arrangement.

### 2.3 Homework policy

Homework is an integral part of the learning process. Learning continues through the completion of homework. The regular and consistent completion of homework is an important part of each pupil's academic programme. It fosters habits of self-discipline, organisation, preparation and independent work early in pupils' lives as well as reinforcing, consolidating and revising work that have been covered in class.

#### Parent guidelines

Homework provides a link between school and home and also gives parents the opportunity to reinforce the importance of learning. It provides parents with a means of becoming involved in their child's learning. Parents play a crucial role in shaping good attitudes and habits in relation to their child's homework. Parents should monitor their child's Homework Diary, ensuring that homework is being recorded and completed according to the needs of the pupil. Parents should encourage their child to persevere with difficult assignments; valuable learning comes from attempting work as well as completing it. Experience has shown that parental involvement with homework is invaluable to pupils. Encouraging a positive attitude is most beneficial and parents can play a major role in this.

## The role of parents in supporting pupils' homework

- Parents are encouraged to provide a reasonably quiet, suitable place in which children can do their homework free of distractions.
- A regular time should be set aside for homework.
- Pupils may attend after-school study.
- It is the parents' responsibility to inform the school or class teacher of any reasons why a pupil was unable to complete a homework assignment. A parent may communicate this through the pupil's Homework Diary or by email.
- If parents feel that their child is struggling with the amount of homework or its degree of difficulty, they may communicate this to the subject teacher.
- Parents are expected to check and sign the Homework Diary on a weekly basis. Individual notes from school personnel should also be acknowledged.
- Parents may communicate with a subject teacher at parent/teacher meetings regarding homework.
- Since computers are an integral part of today's world, it is inevitable and essential that the internet is a source for much research. Parents are encouraged to monitor their child's use of the internet.
- All pupils should spend time at home on their studies, whether or not work has been assigned.
- It is necessary for parents to ensure that there is a healthy balance between time allocated to homework and time allocated to extra-curricular and leisure activities.

## 2.4 Plagiarism

Pupils must not:

- copy their classmates' work;
- copy directly from another source;
- buy, borrow or steal someone else's paper or homework;
- receive inappropriate help from tutors or other people.

Pupils must:

- acknowledge all sources of information they use.

If pupils are in any doubt they should ask the teachers for guidance.

## 2.5 Pupil attendance

Regular school attendance is essential for good academic work. School attendance will be taken at 8.00am each morning. Pupils arriving after this time must report to Reception to be registered. Afternoon attendance for secondary pupils is taken at the beginning of Period 5 at 2.00pm. Haileybury Almaty is a secure campus, and pupils may not leave the school premises without written permission during school hours.

In case of absence due to illness, parents should call the office after 7.45am and before 9.00pm on the morning of the pupil's absence. The School Receptionist will call home if no call has been received. Upon returning to school after any absence, a note explaining the circumstances should be handed to the school office. If a pupil is absent for 3 days or more due to illness, a doctor's certificate is required upon his / her return to school.

Medical visits, visa interviews and other appointments should be planned outside the school day. However, if it is necessary to leave school early on a particular day, the form tutor/class teacher needs to be informed at least a day in advance and a parental note explaining the circumstances should be given to the School Receptionist.

If a pupil has permission to leave school during the school day they must sign out when they leave and sign in when they return. The signing out book can be found at Reception.

If a pupil is going to be absent for an extended period of time due to personal circumstances, parents should contact the school to discuss the matter with the form tutor and class teacher and ask for the relevant Head of School's approval. It is the pupil's responsibility to obtain and complete work and assignments missed when absent. **Absence due to extended vacations or family trips during school time is strongly discouraged.**

## 2.6 Haileybury Almaty attendance policy

Haileybury Almaty expects pupils to attend school regularly. It is clearly the responsibility of parents to ensure that their children do attend regularly. For various reasons, some children do not attend as regularly as they should. This creates difficulties because education is a long-term process which requires commitment over time. Parents must minimise absences and recognise that significant absence may jeopardise their child's success, and even the child's place in the school. It is not helpful for those children who do attend regularly to have their teachers' attention distracted by the need to help unnecessary absentees catch up on work they have missed while away.

Consequently, we should be grateful if parents:

- do all in their power to ensure that their child attends school each school day;
- provide their child with a note explaining why he or she has been absent on the child's return to school. The note should detail the days a child has been absent and the reasons for this absence;
- seek permission **in advance** from Head to remove their child and explain why they wish to do so, if they wish to take their child out of school for any reason other than short-term illness. A form is available for this purpose at the School Reception Desk.

We ask parents to note the following:

- We expect 100% attendance as an ideal. Where a pupil's attendance falls significantly below this, and the opinion of teachers is that academic progress has suffered badly as a consequence, a pupil may not be promoted into the next year and instead be asked to repeat a year. This would be after ongoing discussion with the parents as the year progresses.
- Pupils with high absence rates may be precluded from attending school trips, at the discretion of the Head of School.
- If it is felt that reasons for absence are inadequate, then a child's place in the school may be jeopardised.
- It is often not possible to set or provide work for pupils who are absent, particularly when they are very young and their lessons may depend on a high level of teacher involvement.

We recognise that the exigencies of life in Kazakhstan, particularly business trips, create challenges for some families, but, with our holiday policy of having around three weeks at the end of the Autumn Term, the two-week holiday at the end of the Spring Term and the long summer holidays, we would expect the vast majority of families to be able to accommodate their own holidays within school holidays.

Please find at the back of this handbook the Student Leave of Absence Form to be completed and submitted to the school.

## 2.7 Equipment required for years 3 and above

All pupils should bring the following equipment to school **every day**:

- pencil case containing: uniball pens (blue and black), green pens, red pens, 2H pencils, pencil sharpener, eraser and a clear plastic ruler;
- set of colouring pencils, highlighter pens, glue stick, round-ended scissors;
- scientific calculator (for Years 7 and above, a calculator with trigonometric functions will be required);
- trigonometry set (set square, protractor and compass).

Pupils may not use correction fluids such as Tipp-Ex, and should not bring them into school.

## 2.8 Co-curricular activities

Co-Curricular Activities (CCAs) are an important part of life at Haileybury. The education of the 'whole person' is at the core of Haileybury Almaty and Haileybury UK. During the week, both at lunchtimes and after school, a range of sporting, music, cultural activities is arranged, and pupils at all levels of the school are encouraged to take part in at least two activities each week, in addition to their academic programme of study. Most activities are offered by Haileybury Almaty's teaching staff free of charge. There may be a charge for certain activities tutored by visiting specialists.

The purpose of co-curricular activities within Haileybury Almaty is to promote the participation of all pupils, and to develop the talents and skills of each pupil.

Pupils who choose to participate in the co-curricular programme must accept the following code:

- it is an honour, not a right, to represent Haileybury Almaty at fixtures with other schools and outside events. This privilege may or may not be granted to all pupils.
- Academic work must come first. It is expected that pupils work consistently to the best of their academic ability and that they meet the academic standards set by their teachers.
- In order to participate in an co-curricular activity, pupils must be in school for the whole day of the activity, the exception being school-related absence.
- Behaviour during CCAs is to be of the highest standard. This positive behaviour is expected when away from school, as well as at home events.
- Attendance at all practices or rehearsals is expected. If pupils must be excused from a practice or rehearsal, they must first see the teacher in charge of the activity.

## 2.9 Musical instrument tuition

Tuition on a specific instrument is organised by the Music Department, which arranges tuition with visiting qualified teachers during the week. Payment for this tuition is separate from school fees. Lessons are scheduled to take place at lunch time and after school each day. Pupils learning instruments should use the extensive music facilities in the Music Department area for regular practice.

## 2.10 Computers at Haileybury Almaty — acceptable use

Use of the Haileybury Almaty computers and access to the internet are provided to promote educational research and learning. This access is a privilege and not a right. The purpose of this policy is to define what is and what is not regarded as acceptable use. Pupils are required to read this policy and are expected to observe it.

1. Pupils must refrain from accessing any news groups, links, list servers, or web pages which are considered offensive in the judgement of the Head or his/her delegate because of pornographic, racist, violent, illegal, illicit or other inappropriate content.
2. Pupils will be courteous and will refrain from using any obscene, harassing or abusive language online and will report any cases of such use against them to one of the staff.
3. Pupils must not use valuable internet time playing non-educational games.
4. Pupils must not violate any copyright laws by posting or distributing copyright material.
5. Pupils should know what is meant by 'plagiarism' and understand that it is unacceptable. Therefore they will only use downloaded material in an authorised manner in assignments, clearly acknowledging its source in a bibliography and specifying any directly quoted material.
6. Pupils must not use the system in such a way as to disrupt the use of the network or work stations by other users. This includes all attempts to install or uninstall programs without permission.
7. Pupils must understand that operations

which may be entirely acceptable with a stand-alone computer can have unexpected harmful consequences on the network and they must therefore not attempt to alter the system in any way. This includes insertion of unauthorised CDs, DVDs or USB sticks.

8. Pupils must not use any other person's password or trespass in any other person's folders, work or files.
9. Pupils must understand that information they hold on the network (including email) is not private and may be inspected if there is reason to believe that an offence has been committed.
10. Pupils must understand that the school reserves the right to check which internet sites they have visited and to withdraw access to the network to individuals or groups of pupils on reasonable suspicion that the above rules have been infringed.

The school will use a filtering system to regulate traffic on the internet. This system is monitored and pupils who are found to have made repeated or persistent attempts to access blocked sites will be spoken to, their parents will be informed, and their computer privileges may be withdrawn.



## 2.11 Library

The Library is open from 8.00am until 4.30pm every school day. The time from 4.30pm to 5.00pm is used for shelving and other 'housekeeping'; however, pupils in school at that time (e.g. Sixth Formers) are welcome to use this time for quiet study and research.

Located near the main atrium, the Library is a whole-school resource and easily accessible to all classes, individual pupils and colleagues. Containing over 20,000 book titles, it also comprises:

- an open public access catalogue (OPAC) terminal, where pupils and colleagues can use the user-friendly computerised library catalogue to check library holdings;
- an issue / return / enquiry point - where pupils will be able to check and return items they wish to borrow, and obtain help with all manner of information enquiries;
- 10 work stations with networked computers for individual study or group work, and seating for up to 18 secondary pupils and a soft seating area for primary pupils.

### Library resources

Books are arranged into fiction, non-fiction and reference titles. They are also organised into separate junior and senior sections. We also have a collection of graded easy reader titles in English (both fiction and non-fiction), many of which also have accompanying audio CDs.

Our non-fiction and reference titles comprise books in English, Kazakh and other languages. These are shelved together by subject, using the Dewey decimal classification scheme. Our collection of English and Kazakh fiction titles are arranged and shelved alphabetically, by author surname. Young learner picture books in the primary area of the library are not organised by either subject or author.

We subscribe to a number of English-language journals / periodicals - current copies are displayed at the issue counter, with back issues available on request.

### Borrowing

Pupils can borrow up to two books at any one time. The loan period for books is 10 days. After 10 days borrowers must either (1) return the item/s they have borrowed or (2) ask Library staff to if it is possible to extend the loan period for another 10 days. Library staff strictly enforce this rule, starting with reminders to the concerned pupil's class teacher if they fail to return an item on time. If something has still not been returned after two reminders, we will consider it lost and bill parents for its full replacement cost.

## 2.12 Bullying policy

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. It can take the form of physical assault, verbal abuse (including 'cyberbullying', such as the sending of hurtful notes, e-mails or text messages), abuse of property, or the deliberate isolation or exclusion of an individual. It is unacceptable and is not tolerated. It is the responsibility of all members of the community to take action if they see it happening. To remain silent is to condone the action of the bully.

Older pupils are encouraged to keep an eye on isolated younger pupils, offer support to them and inform staff of their concern. Experience suggests that the role of older pupils is an important element in the well-being of schools, not least in advising staff of the times and locations in school premises and grounds where bullying is likely to occur.

Should a pupil be bullied, he or she is strongly encouraged to seek advice and help; the worst thing to do is not to tell anyone. Should a pupil become aware that another pupil is being bullied, their responsibility and duty is to seek advice and help. Bullying does not go away if it is ignored.

Unacceptable behaviour will be reported immediately to the tutors and parents of the victim and the offender. If there is physical injury, the incident will be reported to the Headmaster. The Head will consult with the relevant tutor and they will agree on what action to take. Advice, support and counselling will be offered to all parties involved, and, if necessary, to their parents. While recognising that both victim and bully need help, Haileybury Almaty does not subscribe to the 'no blame' approach.

Those guilty of bullying are not assumed to be irrecoverably bad. They will be encouraged to view their anti-social behaviour objectively, and, given a change of heart on their part, the

possibility of their restoration as valued members of the community will never be in doubt.

## 2.13 Social issues

Where problems arise with illegal drugs, alcohol abuse, or smoking, parents are kept fully informed about the situation and are involved in the process arising from severe misbehaviour.

### Illegal Drugs

Taking illegal drugs is wrong. Drug abuse is against the law, damaging to health and may have other serious consequences. Drug-related issues are tackled in an open and responsible way. There is a programme of education directed towards enabling pupils to make informed and responsible choices on this issue. It is delivered within the tutor groups and the Biology courses and is supplemented by visits of specialists from outside the school.

We draw a distinction between those who supply and those who use illegal drugs. All suppliers can expect to be expelled from Haileybury Almaty without question. Users, however occasional, and those found to be in possession of illegal drugs on Haileybury Almaty premises, can expect at least external suspension and cannot be certain that the punishment will not be more severe.

Where a pupil is found in circumstances which suggest that he or she has used illegal drugs, the school may require the pupil to take a drug test. Such a test will be carried out by trained staff using an approved system.

Where a pupil has been suspended from school for a drug-related offence it will be a condition of the pupil's return to school that the school may, from time to time thereafter, require the pupil to take a drug test. Such pupils will also be offered support by the School Doctor.

## **Alcohol**

Education in the use and abuse of alcohol is a matter we take seriously at Haileybury Almaty. This issue is addressed both in the tutor groups programme and during Biology lessons.

Pupils are forbidden to bring alcoholic drinks into school or to consume them while at school.

Tutors will keep in close contact with parents in any case where pupils are believed to have abused alcohol. Cases that involve the abuse of alcohol during term time will be considered by the pupil's Tutors and the Headmaster.

The supply of alcohol by older pupils to younger ones will be treated as a serious offence and is likely to lead to external suspension. Repeat offending is also likely to result in external suspension and may result in expulsion. Younger pupils found to be abusing alcohol will be offered support from the School Doctor.

The same rules apply to educational visits whether in Kazakhstan or overseas.

## **Smoking**

Smoking is a health hazard and a fire hazard and it is forbidden at Haileybury Almaty.

## **Weapons**

Pupils must not bring weapons or anything that resembles a weapon, including toy guns and knives to school.

## **2.14 Equal opportunities**

All pupils have access to a broad, balanced and relevant education irrespective of their age, gender, race, background or disability. All have the opportunity to reach their full potential. The active pursuit of these aims is evident in all activities and relationships involving staff and pupils. The curriculum takes into account the diversity of our society. Teaching styles encourage all pupils to participate in the classroom, and discourage the domination of lessons by any particular group. Pupils are encouraged to challenge assumptions widespread in society about 'men's roles' and 'women's roles', prejudiced attitudes, and stereotyping. Any element of racism, whatever form it may take, will be swiftly and firmly dealt with. Pupils who persist in racist behaviour must expect a formal warning from the Headmaster, and may be asked to leave the school.

## 3. Pastoral care

### 3.1 Pastoral support

If pupils feel worried about something or if pupils wish to talk about how they are feeling or have a personal problem, there are many people available to listen, including their form tutors/class teachers, House Masters/Mistresses, and subject teachers.

Their own friends may be able to help, or just an older boy or girl with whom they can talk in a relaxed way. The form tutor and class teacher are always ready to help, as is any other member of staff whom they feel comfortable with.

There may be times when pupils do not feel able to talk with a member of staff, and this is perfectly normal. Other people they might communicate with include parents, Heads of School, Deputy Head and the Headmaster or the School Doctor.

### 3.2 House system

Each pupil from Year 1 upwards belongs to one of the four School Houses. The Houses are named after famous Haileybury UK alumni – Attlee, Edmonstone, Bartle Frere and Kipling. The aims of the House system are to:

- give the pupils a focus of identity outside their class group;
- provide competition in sports;
- give an added incentive to work hard in all subjects;
- enable pupils to identify with pupils and staff outside their own year group.

The House system provides a focus for pupils. House points are gained for academic, pastoral and sporting achievements throughout the year. House and sports cups are awarded annually to recognise these achievements.

### 3.3 Form tutors/class teachers

The form tutor/class teacher is expected to encourage high standards in all aspects of school life; contribute to the effective and efficient management of the school; promote a school culture which is happy, purposeful and productive; support and motivate pupils, teachers and other school employees; encourage consultation and discussion. Form tutors/class teachers are responsible for the general welfare, health and safety and happiness of pupils in their form or class. They should contribute effectively to the work of the Year and support a working atmosphere which encourages co-operation and values the contribution which individuals make to the work of the team. They are the first point of contact for parents when difficulties arise and are expected to know their charges extremely well.

### 3.4 The PSHE curriculum

Personal, Social and Health Education (PSHE) Programme is taught across the whole school. Major objectives of teaching PSHE lessons are to build pupil's self-esteem, self-control, and respect for the rights of others, and a sense of responsibility for one's own actions.

Learning these social skills is seen as the foundation for social and academic adequacy. It assists in the prevention of social problems and leads to successful functioning and survival skills for young citizens within everyday life. The PSHE curriculum is designed to teach appropriate behaviours in ways that bring together how pupils learn in their natural environment.

The more ways in which pupils are exposed to good communication and problem solving lessons and experiences, the greater the impact and longer lasting the outcomes. Hence Personal, Social, and Health Education can be effective and successful in reinforcing adequate social experiences.

### 3.5 Careers and university guidance

The Head of Sixth Form is responsible for the careers, university, and personal guidance of pupils in the Secondary School. The Head of Sixth Form helps pupils to focus on academic and personal development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The Careers and University Guidance service is principally concerned with the personal, social, educational, and career needs of all pupils.

### 3.6 Communication channels for parents

Haileybury Almaty is committed to a continuous programme of rigorous self-evaluation in order to make the best possible provision for the pupils entrusted to our care. Parental feedback therefore is much to be welcomed. Where the school's policies, or the implementation of them, are open to criticism parents must be able to express criticism without fear or favour, provided only that complaints are addressed in a constructive tone and spirit.

Many concerns are addressed informally and they are dealt with entirely satisfactorily on that basis. Nothing in this document is intended to inhibit the informal free flow of information and comment between parents and the various responsibility holders within the school.

#### Channels of Communication

1. Initial communication should always be made first with class teachers, form tutors and subject teachers regarding any informal enquiries. Parents may prefer to contact the school's parents' group, the Friends of Haileybury Almaty; current contact details for the group's chairperson may be obtained by contacting the school Reception.
2. Academic queries and concerns can also be addressed to the school's Academic Officer by email at [ao@haileyburyalmaty.kz](mailto:ao@haileyburyalmaty.kz) who will be able to direct your query to the appropriate member of staff.
3. Where a parent feels that it would be beneficial to register a formal complaint after first making informal enquiries with the form tutor/class teacher or Friends of Haileybury Almaty, then the nature of the complaint should be expressed in writing. The complaint should be addressed in the first instance to the relevant responsibility holder (e.g. Head of Department/Head of School).
4. The responsibility holder, having duly considered the issue and acted on it at his or her discretion, will then notify the parent in writing, confirming that the matter has been investigated and informing what action has been taken in the light of the concern.
5. If the parent remains dissatisfied, he or she should next approach either the Head or the Finance Director as appropriate. The division of responsibility at Haileybury Almaty is as follows:
  - The Head:** all matters to do with pupils' education, including discipline and pastoral care.
  - The Finance Director:** financial matters, including those relating to premises and equipment, Health and Safety and domestic issues.

The Head and the Finance Director consult regularly, particularly when their areas of responsibility overlap. A formal complaint to the Head or the Finance Director should commence with the parent briefly setting out in writing the concern together with a statement as to why it is believed that the investigation and or action taken at a lower level was unsatisfactory.

6. The Head or the Finance Director will investigate the matter further and independently of conclusions arrived at an earlier stage. The outcome of their investigation will be communicated to parents in writing or by a meeting.

### 3.7 Agreement for pupils

#### I will do my best to:

- come to school regularly and be on time for lessons and activities.
- maintain a polite, respectful manner to all other members of the school community.
- keep the school rules and be responsible for my own behaviour.
- work hard and listen carefully to instructions.
- do my class-work and my homework to the best of my ability.
- wear the school uniform and follow the dress code.
- treat others as I would like to be treated.
- respect school property and the property of others.
- speak in English at school to improve my English Language skills.

### 3.8 Agreement for parents

#### To help my child at school, I will do my best to:

- make sure that my child arrives in school on time and is collected on time.
- make sure my child attends regularly, participates fully and to inform the school of the reason for any absence.
- make sure the Calendar dates are respected and followed accurately so my child does not miss curriculum time.
- support the school in promoting and maintaining good behaviour and discipline.
- make sure that my child goes to bed at a time that is appropriate for their age.
- support my child with homework and provide an environment suitable for study at home and help to manage their time.
- ensure my child wears the school uniform and follows the school dress code.
- attend parent/teacher conferences and discussions about my child's progress at school.
- talk to the school if my child is worried about attending school or if something happens to affect my child's learning.
- avoid taking holidays in term time.
- support the school's policies and guidelines.
- reply to any school correspondence.

**If you have concerns, in the first instance please speak to your child's Class Teacher/Form Tutor.**

### 3.9 Agreement for teachers

#### **The school will do its best to:**

- take reasonable steps to ensure the safety, happiness and self-confidence of all children.
- contact parents if there is a persistent problem concerning your child's attendance or punctuality.
- encourage children to do their best at all times.
- encourage children to take care of others and the school.
- expect the best from children in behaviour and work.
- contact parents as soon as possible if we have concerns about your child's work or behaviour.
- set, mark and monitor a planned programme of home activities regularly according to the school's policy.
- offer a broad, balanced and challenging curriculum which meets the needs of your child.
- provide a range of activities designed to enrich your child's experience.
- inform parents regularly how their children are progressing.
- be open and welcoming at all reasonable times and offer opportunities for parents to contribute to the life of the school.