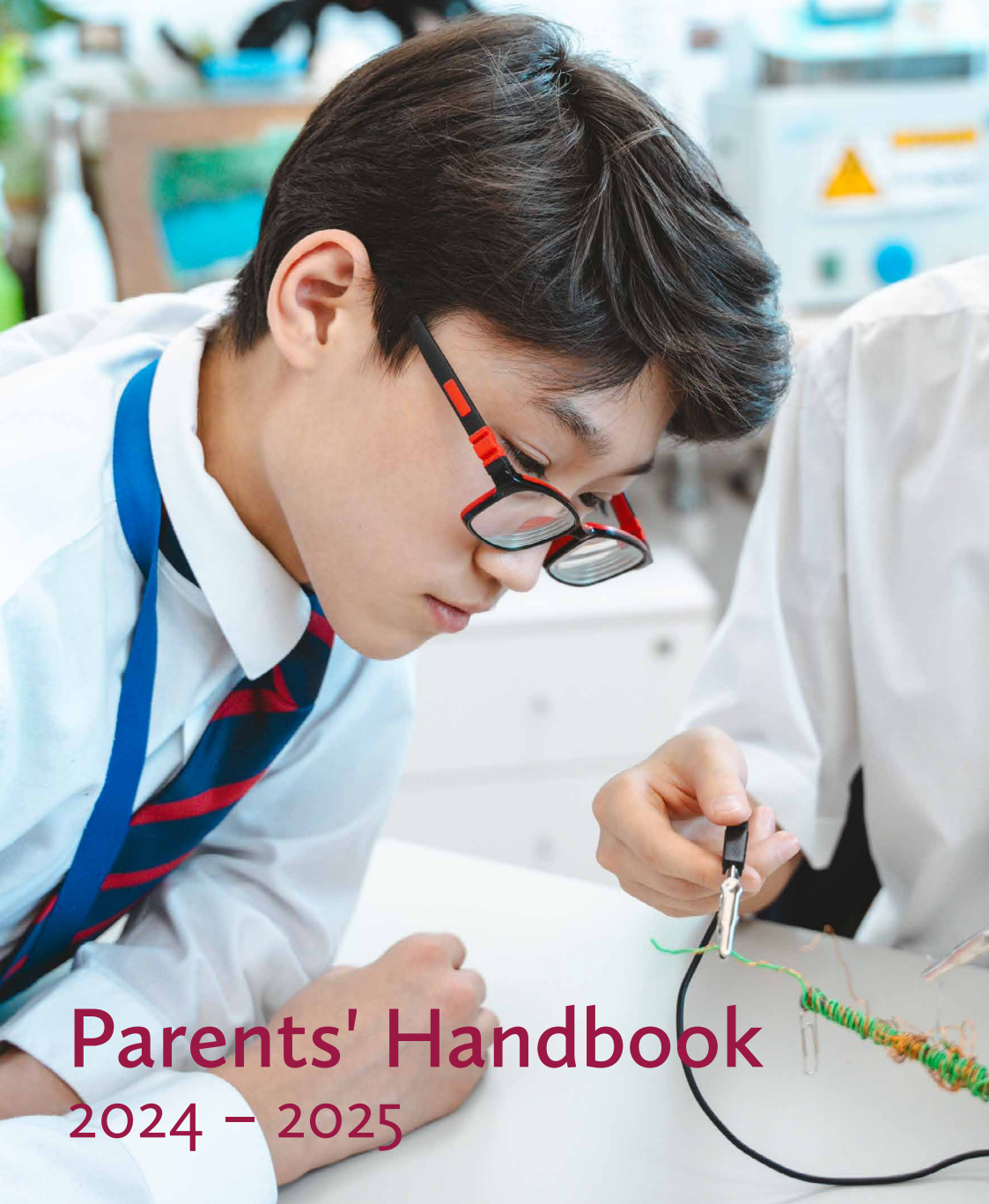




Haileybury Astana



# Parents' Handbook

2024 – 2025

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Content is clickable



HAILEYBURY





# A Message from the Headmaster



## Dear Parents

We are sure you share our excitement at the prospect of your son or daughter joining us at Haileybury. The Haileybury experience will, we hope, see all pupils being happy and cheerful; we also want them to display a strong sense of purpose allied to serious ambition.

At the heart of our School lies a value system that emphasises respect for others, a sense of service and a spirit of inquiry. Our aim is to help all pupils achieve and grow within this framework. We want them to be given a very wide range of opportunities so they can discover and develop their talents. We want them to be busy, to get used to meeting their academic and personal commitments, to be knowledgeable, skilled and self-confident.

Haileybury's educational philosophy particularly emphasizes the importance of the relationships your child will form with us. This relationship, in particular, with their class teacher in Junior School and then later in the Senior School with their subject teachers,

House Tutor and Housemaster, ensures that every child is cared for both academically and pastorally throughout their learning journey. Also significant, are those relationships that are formed between pupils as they grow into independent, compassionate and responsible young people. Equally, a strong and trusting relationship and indeed partnership between school and home is invaluable.

This handbook seeks to provide a resource and guide for parents – it is important to reflect that we all want our children's educational experience to be fulfilling. We believe strongly that we can achieve this goal when we work together in partnership.

We endeavour to ensure:

- Successful outcomes in an ever-changing global environment.
- A community that promotes resilience, resourcefulness and reliability.
- The provision of the very highest quality of academic standards.
- A happy and positive learning environment where everyone is valued.
- A place of preparation for our pupils who will take their position as future global leaders and responsible global citizens.

We recognise that elite global universities seek pupils who are well rounded and balanced, ethical, moral and involved citizens. In addition to the right academic qualifications, they seek pupils of character.

I invite you to be full partners in the educational journey your sons and daughters will undertake at Haileybury Astana and to work with us in ensuring it is happy, safe, enriching, challenging and fulfilling.

## **As a school community**

*We are kind and helpful to each other.*

*We listen and speak calmly and pleasantly.*

*We are honest and work hard to support the school.*

*If we are worried about something we speak to the school directly.*

*We look after property and help children to do so.*

### **Haileybury Astana Mission Statement & Aims**

#### **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.

#### **School Aims**

To develop pupils who are resilient, creative, independent, courageous, inquisitive and reflective in all that they do in a safe and caring environment

To encourage the Haileybury Habits and IBO Learner Profile through a curriculum which covers a broad and balanced range of subjects, extra-curricular activities, visits and special events.

To develop pupils who always try to understand the difference between right and wrong; their rights and responsibilities as global citizens and the need to give back to society, while encouraging both self-awareness and teamwork.

To reflect in ethos and activity the traditions, values, heritage and cultural diversity of the Republic of Kazakhstan and of Haileybury Schools and a commitment to intercultural and international learning

To provide a technologically and innovation rich environment with successful academic outcomes achieved through strong teaching and learning.

# RECEPTION



Haileybury Astana  
Information for Visitors

- 1. How to get to the school
- 2. What to bring
- 3. The school's location
- 4. The school's opening hours
- 5. The school's contact information

Haileybury Astana  
Мектепке келушілерге арналған ақпарат

- 1. Мектепке қалай жетуге болады
- 2. Не алып келу керек
- 3. Мектептің орналасуы
- 4. Мектептің ашылу уақыты
- 5. Мектептің байланыс ақпараты

Haileybury Astana  
Информация для посетителей

- 1. Как добраться до школы
- 2. Что взять с собой
- 3. Расположение школы
- 4. Режим работы школы
- 5. Контактная информация школы

Haileybury Astana  
STEM Centre  
Opening September 2023



# Routines

## Reception

The main school reception area is located at the main entrance. We also have a reception area for Junior School at the KS1 entrance. We have bi-lingual Receptionists on duty at both entrances throughout the school day.

## Senior Leadership Team (SLT):

The Senior Leadership Team are: The Headmaster, Head of Senior School, Deputy Head of Senior School, Head of Junior School, Deputy Head of Junior School, General Director and the Director of Human Resources.

## Administration

The Administrative Team are: General Director, Registrar, Human Resources Manager, iSAMS Manager, Accounts Department, Admissions Team, PR and Marketing Team.

The accounts and admissions offices are open 8.00am – 5.00pm.

## Medical

The medical centre is near the Kindergarten entrance and is staffed by Doctors at all times.

## Advice to Parents

- Please read the policies on the school website for up to date information for parents.
- Log on to the school Portal regularly for news and information. Class Dojo for Junior School and for all parents iSAMS portal.
- Make sure that your child arrives in school on time and is collected on time.
- Let us know if your child is ill.
- Ensure regular attendance. 100% attendance is expected. Absence puts your child at risk of falling behind.
- Encourage your child to participate fully in the life of the school.
- Respect the calendar dates and only take holidays outside of teaching days.
- Support the school's behaviour and discipline policy.
- Ensure your child gets enough sleep.
- Monitor your child's home learning and provide a home environment suitable for study.
- Ensure your child wears the school uniform and follows the school dress code.
- Attend parent/teacher meetings and discussions about your child's progress at school.
- Support events in which your child is taking part. All parents and pupils must stay to the end of every event. It is considered bad manners to leave early.
- Parents must not take photographs of other children in school as you do not have permission from other parents to do this. The school has this permission.
- Tell us if you are concerned about your child or if something happens to affect their wellbeing.
- Support the school's policies and guidelines.
- Be responsible for your child at school after the teacher has handed him / her over to you. Please respect other people's children and all corridor learning / play areas.
- Reply to any school correspondence.



- Parents are welcome to collect their children at the drop off and pick up points at the beginning and end of each day. At Creche entrance for Creche pupils, the Kindergarten entrance for Kindergarten and Year 1 and 2, the Junior 1 entrance for Year 3 and 4, Main entrance for Year 5 to 13.
- If your child has forgotten something, please leave it at one of the reception desks.
- Entrance to the lessons and CCAs is for pupils and staff only. Parents are often invited to special events.
- Collect your child promptly at the end of the school day.
- School ID to be visible when in school for Senior school pupils and for parents and visitors who are on our site.
- Where possible please make medical appointments for after school only. Please give the school 24 hours advance notice if your child has an appointment for visas or doctors.
- Inform us of any temporary or longer term change in Guardianship to your children as soon as possible so the school is fully aware that pupils are being cared for and who is responsible for them.
- If you ask another adult to collect your child from school on any particular day, please advise the class teacher.
- Families who employ drivers and minders must declare this to the school. Parents must ensure that all drivers and minders have had a police check. This is a safeguarding requirement of the school.



### Communication with the school

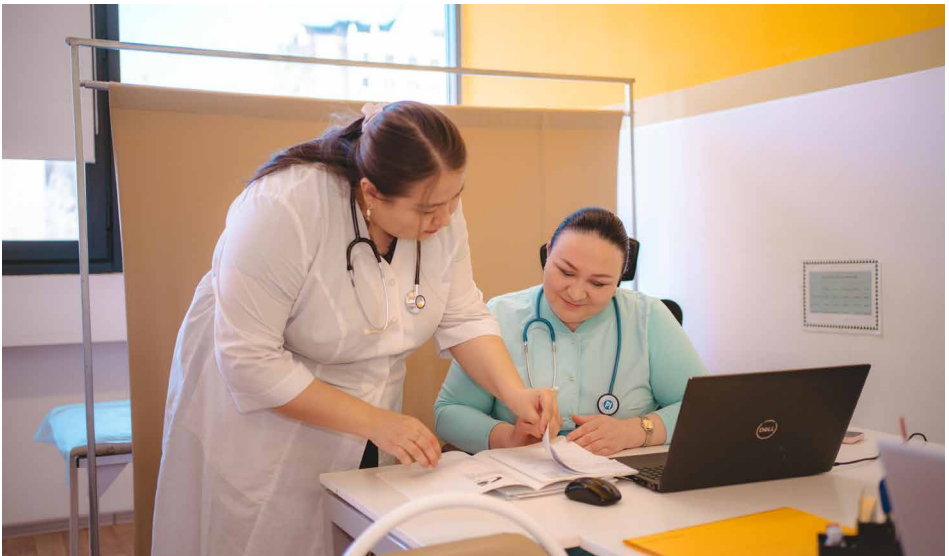
Good communication between school and parents is essential in avoiding misunderstandings, ensuring the smooth running of the school and ensuring the welfare of our pupils.

We encourage parents to read our policy on communication.

For general enquiries parents should contact the school receptionists.

### Medical

- It is important that all pupils' medical information is shared with the School Clinic and that all medical records are given to the doctors. It is expected that all children are vaccinated in accordance with the recommendations for Kazakhstan.
  - The school doctors are on call throughout the school day between 8.00am-3.00pm.
  - No pupil is to take a course of treatment or prescription medicine at school without the school doctors' knowledge and permission.
- After a visit to the doctor pupils will be given a medical note which they must show to their class teacher / form tutor.
  - Parents will be informed about any serious medical issues occurring at the school.
  - In the mornings, children in Creche are dropped off at the Creche entrance. Kindergarten and Year 1 and 2 are dropped off at the Kindergarten entrance. Year 3 and 4 are dropped off at the Junior School entrance and Year 5 to 13 are dropped off at the main school entrance. At the end of the day, children in Creche, Kindergarten, Year 1 and 2 are collected from outside their classroom doors. Children in Year 3 and 4 are collected from the Junior 1 entrance. Children in Year 5 to 13 are collected from the main entrance. Children attending a CCA after school will be collected from the designated pick up points which are communicated individually to parents.





### **Pupil safety**

The school takes pupil safety seriously and has a number of procedures in place to try to ensure that pupils come to no harm. A Health and Safety Committee meets regularly each half term and staff report immediately any concerns they have about anything in the school which might constitute a hazard to our pupils.

In Winter, we use the combination of wind speed and air temperature to gauge the overall outside temperature and use a chart to decide whether it is safe for pupils to play outside and if so, for how long. Children are not allowed to play outside unless appropriately dressed.

Please bear in mind that minor accidents are unavoidable in school, but to minimise the risk of accident and injury, we uphold strong ratios of staff to pupils, while children play outside.

# Safeguarding and Communication

## Safeguarding

At Haileybury Astana, safeguarding is a top priority. We are committed to ensuring that all students feel safe, supported, and protected during their time at school. Our safeguarding policies and practices align with local regulations and international best practices, creating an environment where students can thrive both academically and personally.

### What is Safeguarding?

Safeguarding encompasses the actions and measures taken to promote the welfare of students and protect them from harm, including:

- Protecting children from abuse, neglect, and exploitation.
- Promoting physical and emotional well-being.
- Ensuring that school environments are safe and conducive to learning.
- Preventing risks that could impact the safety and development of children, including online risks.

### Key Safeguarding Practices

1. **Open Communication:** Students are encouraged to share concerns with trusted adults, whether school staff or parents.
2. **Wellbeing and Mental Health Support:** Dedicated counselors and pastoral staff offer confidential guidance and support.

## Our Safeguarding Team

The school has a dedicated Safeguarding Team, including:



@ [Lianne Dominguez](#)  
*Deputy Head of Senior School/Designated Safeguarding Lead*



@ [Liam Stewart](#)  
*Head of Junior School/Deputy Designated Safeguarding Lead*



@ [Kamila Akhmetniyazova](#)  
*EAL Teacher/Administrative Deputy Designated Safeguarding Lead*

*Class teachers (Junior School) and Housemasters and Tutors (Senior School):* First points of contact for day-to-day concerns.

*Counselors and Medical Staff:* Available for student support.

All staff are trained regularly to identify, respond to, and report safeguarding concerns.

3. **Safe Physical and Online Spaces:**
  - All school facilities are regularly monitored to ensure they are safe and secure.
  - Students receive training on digital citizenship and online safety in their classes.
4. **Supervision:** Staff supervision ensures the safety of students during school hours, co-curricular activities, and trips.
5. **Regular Training:** All staff undergo regular safeguarding and child protection training.

### Reporting a Concern

If a parent, student, or staff member has a safeguarding concern:

1. **Contact the Designated Safeguarding Lead (DSL):** Concerns should be reported immediately to the DSL via email or in person.
2. **Confidentiality:** All reports are handled confidentially and with the utmost sensitivity.
3. **Investigation and Support:** The safeguarding team will investigate concerns and, if necessary, involve external agencies to ensure the child's safety.

### Parents' Role in Safeguarding

As partners in safeguarding, parents play an essential role in ensuring their child's safety and well-being. The home environment is critical in shaping a child's physical, emotional, and psychological development.

**Creating a Safe Home Environment:** Foster a safe and nurturing home where children feel valued, respected, and supported. It is important to use positive discipline strategies

that promote learning and growth without causing physical or emotional harm.

**Communication:** Keep open lines of communication with your child and encourage them to share their feelings.

**Awareness:** Be vigilant about your child's online activity and educate them on safe internet practices.

**Support:** Work with the school to address any safeguarding concerns and participate in school workshops on child safety and well-being.

### Online Safety

In today's digital age, online safety is a key component of safeguarding. The school provides:

- **Digital Safety lessons:** For students and parents to understand risks and strategies for staying safe online including cyberbullying, social media use, and managing digital footprints.
- **Internet Monitoring:** Filtering and monitoring systems are in place on school devices to protect students.

### Signs to Watch For

Parents are encouraged to look out for potential signs that their child may need support:

- Sudden changes in behavior or mood.
- Unexplained injuries or reluctance to go to school.
- Excessive secrecy about online activities.
- Withdrawal from friends or family.

If you notice any of these signs, please contact the safeguarding team immediately.





## Confidentiality and Privacy

The school handles all safeguarding matters with the highest level of confidentiality.

However, in cases where a child may be at risk of harm, the school is obligated to share information with appropriate authorities in the best interest of the child.

For more information, please refer to the school's full [Safeguarding and Child Protection Policy](#) available on the school website or contact the Designated Safeguarding Lead.

Parents should promote the rights of teachers and students of all ages to privacy and protection of their personal data. Personal data consists mainly of data that is collected from students, their guardians and teachers. Such data includes:

- Information relating to an identified or identifiable person, including an image of that person;
- Information pertaining to an individual student, including the student's profile, contact information such as home, grade, home address, academic behavior and performance information, test and examination results, student files including any disciplinary proceedings initiated or completed, reports provided by the school to the parent;
- Information pertaining to a student's parent or guardian, including relevant information about related students, reports provided by the school to the parent;
- information relating to a faculty member of the school, including his or her contact information such as title, home, grade and home address, information about the faculty member such as courses taught,

curriculum, knowledge scores, and including any disciplinary proceedings initiated or completed.

Personal data must be used for certain purposes that take into account the balance of rights, freedoms and interests, in connection with which it may be transferred to authorised state bodies, organisations for the protection of the rights of students and/or parents and/or teachers, school administration within the framework of an initiated or initiated procedure provided for by the legislation of the Republic of Kazakhstan or internal documents of the school. Personal data shall not be used in ways incompatible with such purposes. Any public dissemination of personal data on the Internet through online platforms or messengers without the consent of the persons whose personal data are disseminated is inadmissible, and the affected person has the right to resort to legal remedies provided for by the legislation of the Republic of Kazakhstan.

## WhatsApp Communication

At Haileybury Astana, we strive to foster effective and respectful communication between the school and parents. WhatsApp serves as a supplementary channel for urgent updates and essential notifications. To ensure its responsible use, please review the guidelines below.



### Purpose of WhatsApp Communication

- To share critical updates such as weather alerts, schedule changes, or reminders.
- To disseminate announcements regarding school events and deadlines.
- To ensure parents receive timely and accurate information from the school.



### Official WhatsApp Groups

1. **Division-Level Groups:** Managed and overseen by the school to share division-specific updates (Junior School, Senior School)
2. **Whole-School Notifications:** Administered by the school to provide critical information affecting the entire community.
3. **Event-Specific Groups:** Temporary groups created for events or activities to streamline coordination.



### Guidelines for Official School WhatsApp Groups

1. **Usage Rules:**
  - Messages in official groups should remain relevant and focused on school-related information.
  - Personal concerns, feedback, or issues should be directed to school staff through email or phone.
2. **Privacy and Confidentiality:**
  - Parents are kindly reminded not to share other students' names, photos, or personal information in group discussions unless explicitly relevant and with proper context.
  - Sensitive matters involving students should only be communicated privately with school staff.



### Private Parent-Organised WhatsApp Groups

The school recognises that parents may create private WhatsApp groups for personal communication. While these are independent of the school, we encourage the following best practices to ensure they remain positive and productive:

1. **Confidentiality:**

- Avoid sharing personal information or names of other students unless it is directly relevant and with appropriate consent.
- Discussions about specific students, teachers, or sensitive school matters are discouraged, as they may lead to misunderstandings or breaches of privacy.

2. **Respectful Communication:**

- Uphold respectful and courteous interactions. Avoid sharing rumors, complaints, or inappropriate content that could harm relationships within the school community.
- Any concerns about school matters should be addressed directly with the school staff via official channels.

3. **Disclaimer:**

- The school is not responsible for the content of private parent groups and requests that any issues arising from such discussions be resolved independently of the school.



### Opting Out

If you prefer not to join school-organized WhatsApp groups, please notify the school office in writing. Essential updates will still be shared through alternative channels such as email or the parent portal.



### Reporting Concerns

If you believe any WhatsApp group (official or private) is being used inappropriately or if there is a breach of privacy, please contact the school immediately.

## Information for Visitors

- Safeguarding is very important to us and we will ask to check your ID when you arrive.
- In the event of fire, please follow staff instructions, go outside via the nearest exit and register with a staff member in the allocated area who will further direct you.
- Please only use the toilets designated for adults.
- We do not allow pictures or videos to be taken of children in school.
- The school has CCTV operating throughout the day.
- Please wear your ID and ensure it is visible at all times.
- We expect all adults and children to speak and behave in a respectful manner in school.

If you have concerns about the welfare of a child while you are here, contact either John Coles, Liam Stewart, Lianne Dominguez, Kamila Akhmetniyazova or a member of the Leadership Team.



**John Coles**  
*Headmaster*



**Lianne Dominguez**  
*Deputy Head of  
Senior School/DSL*



**Liam Stewart**  
*Head of Junior School/  
DDSL*



**Kamila  
Akhmetniyazova**  
*ADDSL*



# Academic Standards

The school aims for academic excellence and academic work is therefore at the heart of everything we do. We also place a high value on all the other activities that take place in the school.

Pupils who do not reach the expected standard by the end of the academic year may be required to retake the year. If a House Tutor or Class Teacher believes there is a risk that a pupil might be in this position by the end of the academic year, they will raise this concern at Parent Teacher Conference and follow it up with an e-mail confirming the conversation. We do not expect that many children will fall into this category, but in the event that this should happen, the school's decision will be final.

## Home Learning Tasks

We pride ourselves on the relationships we develop between staff and parents. Learning starts at home and we provide support and a culture which enables all staff and parents to communicate in an open and honest way.

Home learning helps your child to develop organisational and time-management skills, self-discipline, skills in using out-of-school resources and personal responsibility for learning.

Home learning is an opportunity for parents and children to work together to reinforce classroom learning, fostering lifelong learning habits, and providing an opportunity for students to be responsible for their own learning.

Parents, in partnership with the school, should encourage their children to establish good Home Learning patterns from Junior School.

It is essential to provide a quiet space for children to complete their home learning tasks, with no distractions such as TV, mobile phones etc. Research shows that if parents take an interest in their children's home learning, they develop a more positive attitude towards it and it is generally done to a higher standard.

## Learning support (LS)

Some children may require additional support because they have a specific learning difficulty. We have three members of staff trained to assess children with learning difficulties and offer support. However, we can offer only limited support and we are not equipped to deal with children who have anything other than relatively mild learning disorders. It is essential for all known learning needs to be declared by parents to the school on enrolment.

## English as an additional language (EAL)

Where required, children will attend lessons with an EAL teacher for a period of time. Progress is regularly reviewed and a decision is made as to when the child is ready to follow the standard English curriculum for that year group.

## Russian

From Year 3, pupils study Russian.

MFL – Modern Foreign Languages From Year 7, pupils who have reached the expected level in English will be offered an additional Modern Foreign Language options like French or Spanish.





## Reporting

Parents are naturally keen to know that their children are making good progress and feedback from the school is both formal and informal. In the Junior School, parents will receive a full written report in December and June. In the Senior School Reports with Attainment Grades and Approaches to Learning depending on year group, will also be issued during the year.

In addition the school organizes a regular schedule of Parent Teachers Conferences throughout the year.

Subject teachers, House Tutors, Class Teachers and members of the Senior Leadership Team may also contact parents at other times if they have particular concerns, or if a problem has arisen. Parents may also request an appointment with any of their children's teachers at any time during the school year.



We have a professional counsellor who works full-time at the school. Pupils can be referred to the counsellor by parents or teachers, or may ask to see her themselves.

### **Policies and procedures**

Basic expectations of pupils:

- Be caring and considerate to everyone
- Respect all members of the school community
- Be polite and look smart all the time
- Work hard and to the best of your ability
- Use English as much as possible.
- Move between lessons quietly and without delay.

- We operate a system of rewards in order to recognise pupils' achievements. Rewards are not simply given for attainment. We also highlight hard work, a positive attitude, and improvements in performance or pupils being particularly kind or helpful. This might be done in special assemblies, which happen weekly in Kindergarten, KS1 and KS2 and Senior School assemblies.

Newsletters often highlight the achievements of individual children and Housemasters use their House assemblies in the same way.

We also reward pupils with good attendance records who arrive punctually and those with 100% attendance. In the Junior school, we also award a weekly attendance cup for the class with the best attendance in each milepost.

## Behaviour and Sanctions

We understand that children will sometimes make mistakes or errors of judgement and therefore behave in a way that is not acceptable to the school community. We regard teaching children how to behave well as part of the education we offer. Unless bad behaviour is deliberate, repeated or wilful, we try to avoid punishing pupils for it, especially in the younger year groups. It is, however, important that our pupils understand why certain types of behaviour are not appropriate. As our pupils get older they are expected to become increasingly aware of how to behave appropriately and take responsibility for their actions.

Showing disrespect to any member of staff, bullying, violent conduct and wilfully damaging property are never acceptable and any pupil guilty of this kind of behaviour can expect the consequences to be serious.

In Kindergarten we do not accept pupils hitting or biting staff or other children. The parents of children who behave in this way may be contacted and asked to take their children home.

Children may be spoken to by the Mile Post Leader / Housemaster if their behaviour does not improve after a warning or for more serious misdemeanours.

Only more serious problems will be referred to the Deputy Head Pastoral Senior School and Head of Junior School and they will decide if the Headmaster needs to become involved. Matters referred to the Headmaster are likely to result in more serious punishments.

**Detention:** Break-time and lunch-time detentions may be given by any member of staff for disruptive behaviour, lack of respect, poor uniform standards or the use of bad language. Housemaster or Senior Leadership detentions for more serious behaviour will take place in the afternoon from 3:30pm – 4:20pm and take priority over other activities or CCAs.

**Internal Suspension:** A pupil is removed from normal activities for a period at the Headmaster's discretion and works under supervision apart from the rest of the year group.

**Temporary exclusion:** A pupil is sent home for a period at the Headmaster's discretion.

**Permanent exclusion:** For serious offences which are recorded on the Serious Sanctions Log, or following a written warning by the Headmaster to parents, a pupil may be asked to leave the school.

## Pupil attendance

Regular school attendance is essential for good academic work. Pupils are expected to attend school every day unless they are too ill to do so. If your child is ill, please call the office 8.00am – 9.00am on the morning of the pupil's absence. 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 when the pupil returns to school.



**celebrating**  
Innovation and Excellence:  
GROUNDBREAKING CEREMONY FOR  
THE NEW STEM CENTRE

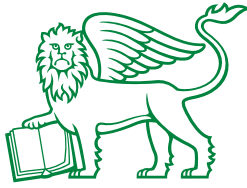
**Holeybury Adams**  
New STEM Centre  
Opening September 2022

**STEM**





Edmondstone



Kipling



Bartle Frere



Attlee

### House system

Each pupil belongs to one of the four school Houses.

The Houses are named after famous former pupils of Haileybury UK. Each House has two House Captains in the Junior School and two in the Senior School, chosen by the Housemasters after seeking the views of the members of the House. The House meets regularly as a group. This offers the opportunity for pupils of different ages to

meet and get to know each other and gives the pupils a sense of identity outside their class group.

There are House competitions during the year. On Speech Day the House Cup is awarded to the House which has the best average score based on good academic work and for demonstrating good Haileybury Habits. There are team cups for the annual House competitions.









### Co-Curricular Activities (CCAs)

Co-Curricular Activities are an important part of life at Haileybury. These give pupils the chance to develop skills, knowledge and talents which cannot necessarily be easily developed through the academic curriculum. CCAs take place at the end of the main school day (Year 1-13). There is usually a charge for activities offered by visiting specialists. For some activities extra equipment is required.

When Parent / Teacher Conferences take place, some after school CCAs are cancelled. Pupils and parents will be informed of this in advance.

### School uniform / Appearance

All pupils must wear the approved school uniform.

Shoes must be black leather and the style must be plain. They should be sensible (girls' shoes must have a heel of no more than 3 cm). Black trainers are not permitted. In cooler months the formal uniform is worn. Blazers must be worn around the school and may be taken off in the classrooms only.

Shirts must be tucked in. Skirts should be 3cm above the knee, or longer.

In the summer (between Naurz and the end of October) pupils may wear a short-sleeved white school shirt with their school house tie. In hot weather pupils do not have to wear their jackets in school, except for formal occasions.

Girls up to and including Year 6 may wear summer dresses. Boys up to Year 6 may wear uniform shorts. Girls in the Senior School wear the formal uniform with an optional short-sleeved shirt in Summer. Ties are worn all year unless special permission is given by the Headmaster.

Hair must be clean and tidy, and for boys, of reasonable length above the collar. Hair should be of consistent length. Dyed hair, shaved hair patterns and extreme hair styles are not permitted. The dress code for IB pupils is smart business uniform which is on sale in the uniform shop.

Up to Year 11, make-up, drop-earrings, and rings are not permitted at school. Pupils may not wear nail varnish to school.

# Uniforms

## Creche

| Girls                                | Boys                                 |
|--------------------------------------|--------------------------------------|
| Blue navy jacket/cardigan            | Blue navy jacket/cardigan            |
| Blue navy trousers                   | Blue navy trousers                   |
| Blue navy shorts                     | Blue navy shorts                     |
| Magenta polo shirt long/short sleeve | Magenta polo shirt long/short sleeve |
| Shoes                                | Shoes                                |



## Nursery to Year 4

| Girls                             | Boys                              |
|-----------------------------------|-----------------------------------|
| Magenta jumper                    | Magenta jumper                    |
| Blue polo shirt long/short sleeve | Blue polo shirt long/short sleeve |
| Kilt / Grey trousers              | Grey pull-on trousers             |
| House polo shirt                  | House polo shirt                  |
| Navy blue tights                  | Black or Grey Socks               |
| Black Plain Leather Shoes         | Black Plain Leather Shoes         |
| School bag                        | School bag                        |
| Summer dress/winter dress         |                                   |





### Uniform (Years 5-6)

| Girls                         | Boys                          |
|-------------------------------|-------------------------------|
| Navy blazer                   | Navy blazer                   |
| White shirt long/short sleeve | White shirt long/short sleeve |
| House tie                     | House tie                     |
| Kilt / Grey trousers          | Grey pull-on trousers         |
| Navy blue tights              | Black or grey socks           |
| House polo shirt              | House polo shirt              |
| Black Plain Leather Shoes     | Black Plain Leather Shoes     |
| School Bag                    | School Bag                    |
| Summer dress                  |                               |



**Senior School uniform (Years 7-11)**

| <b>Girls</b>                            | <b>Boys</b>                   |
|---|-------------------------------|
| Navy Blazer                             | Navy Blazer                   |
| White shirt long/short sleeve           | White shirt long/short sleeve |
| House Tie                               | House Tie                     |
| Kilt / Grey trousers                    | Grey pull-on trousers         |
| Tights (black or opaque) or white socks | Black or Grey Socks           |
| House polo shirt                        | House polo shirt              |
| Black plain leather shoes               | Black plain leather shoes     |
| School bag                              | School bag                    |



**Sixth Form**

| Girls                              | Boys                                |
|------------------------------------|-------------------------------------|
| Sixth Form Suit                    | Sixth Form Suit and Tie             |
| Shirt (plain colors without logos) | Shirt (plain colours without logos) |
| Formal Shoes                       | Formal Shoes                        |

**Sports Uniform (Nursery – Y11)**

| Girls                          | Boys                 |
|--------------------------------|----------------------|
| Haileybury tracksuit           | Haileybury tracksuit |
| Sports T-shirt                 | Sports T-shirt       |
| Navy blue shorts/navy leggings | Navy blue shorts     |
| Training shoes                 | Training shoes       |
| Navy swimwear                  | Navy swimwear        |
| Swimming House cap             | Swimming House cap   |



### Personal Property

We discourage pupils from bringing in any personal property which is of value, as it can easily be lost or broken.

The School does not bear responsibility for personal belongings of staff, pupils, parents and visitors but maintains procedures aiming to prevent and minimise losses.

### Lost and Found

Any items, when found by cleaners, security and technical staff, are brought to Lost & Found near Main Reception. Pupils and Staff inquiring about their lost belongings should be directed to Lost & Found.

### Smart watches, mobile phones and laser pens

We do not permit Smart Watches to be brought in to Haileybury. Mobile telephones must be switched off during the school day. For urgent calls home during the school day the reception telephone may be used with permission.

Laser pens are not permitted at any time.

### Lockers

All pupils are assigned separate lockers so that they can keep their possessions safe and secure. Pupils should get into the habit of returning books and equipment to their lockers and keep them tidy. Damage to lockers should be reported immediately. Pupils may not open other pupils' lockers or disturb their contents. The school reserves the right to inspect the contents of lockers if there are reasonable grounds to do so.

### School trips

School trips are organised to enrich the educational provision of the school. These might be local, national or international. Pupils and parents are informed well in advance of such trips. All trips require a risk

assessment to be approved in advance and a strict pupil/staff ratio is adhered to. Parents are not permitted to accompany school trips or meet pupils during school trips. Nor are parents permitted to take their child on different flights than the group.

### Music instrumental tuition

Instrumental tuition is organised by the Music Department, who arrange tuition for pupils from Year One upwards (in most circumstances – see the music staff to discuss your own child's needs) with visiting qualified teachers during the week. Payment for this tuition is separate from school fees. Many lessons are arranged after school each day, but because so many pupils are learning instruments, most tuition will take place during lesson time on a rota basis so the same lesson is not missed each week. Pupils learning instruments are encouraged to use the facilities in the Music Department for regular daily practice. Pupils who play an orchestral instrument are also expected to participate in the orchestra CCAs.



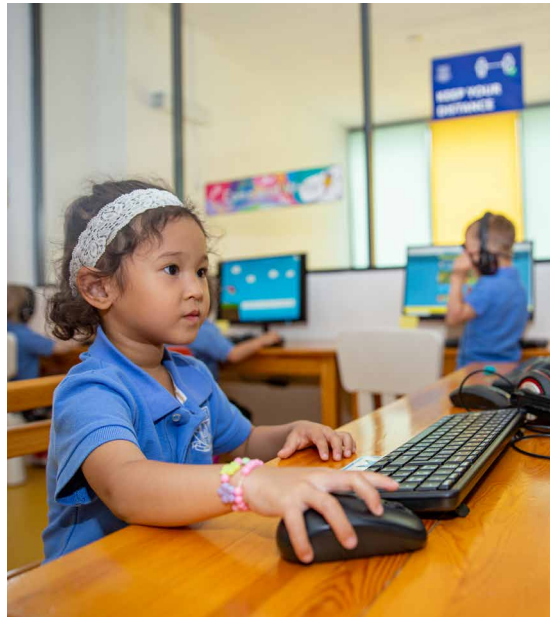
### Use of Learning Technology

The school has computer rooms for the use of pupils. These are generally available at lunchtimes for KS3-5. The school has safeguards in place to ensure pupils cannot access inappropriate sites. Pupils are not permitted to access social networking sites at any time from school. Pupils must not bring games or USB game uploads into school. Inappropriate use of any computer, iPad, tablet or phone in school will be heavily sanctioned. For the educational purposes, the school provides students with iPads in the Junior School. The Senior School has a Bring Your Own Device (BYOD) policy where all pupils are required to bring their own device. Pupils in Year 7-9 are strongly recommended to use iPads, with a separate keyboard, as this will allow your child to fully access our

learning suite of IT resources. Pupils in Year 10 and above are encouraged to bring a more suitable device, eg Apple MacBook, due to the increased demands of the work content. The school does not accept any responsibility for damage or loss of these devices. Also, in terms of learning technologies, the school offers IB students the scientific calculators which can be purchased in the school and refunded upon return.

### Library and Learning Zones

Reading is very important for developing English vocabulary and comprehension, so children are encouraged to borrow books from the libraries. Books borrowed must be returned after 10 days. Books not returned will be assumed to be lost and parents will be asked to pay the full replacement cost.





### Gifts to staff

Gifts are not expected. Some pupils and parents like to show appreciation for our staff. However, we respectfully ask that no gift exceeds \$50 USD in value. Teachers and Senior Leadership staff are not permitted to accept gifts of a higher value.

### Celebrating birthdays

Many children like to celebrate their birthday with friends. However, we do not allow any food to be brought in to school at all. We also do not allow balloons, toys, gifts, inflatable toys, photographers or entertainers arranged by parents.

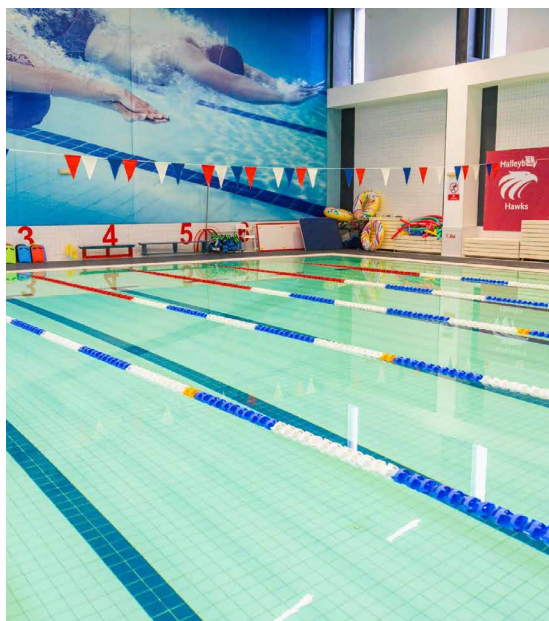
### Swimming

If a pupil is at school they are considered well enough to participate in all lessons. This includes PE and swimming. There is no exemption from swimming if a child is well enough to attend school.

No jewellery can be worn to school and this applies to all sporting events as well.

### Absence Request

While the School expects pupils to attend all lessons in term time, we acknowledge that there are occasions when it is unavoidable that parents will take out their child/children for good reason, such as visas appointments. If you must request leave during term time, please complete an absence request form 24 hours prior. Pupils must wait in the main reception until this form is signed by a member of the Senior Leadership Team.



## School Day 2024 – 2025

### Kindergarten

|               |   |
|---------------|---|
| 7:45 – 8:30   | Arrival for registration                  |
| 8:30 – 9:00   | Creche breakfast                          |
| 9:00 – 9:25   | Nursery/reception breakfast               |
| 9:25 – 10:20  | Daily Routines, Lesson 1 and Class time   |
| 10:20 – 10:45 | Break time                                |
| 10:45 – 11:40 | Lesson 2 and Class Time                   |
| 11:40 – 12:40 | Lunch and Playtime                        |
| 12:40 – 13:40 | Lesson 3 and Class Time                   |
| 12:40 – 14:35 | Creche/Nursery sleep                      |
| 13:40 – 14:25 | Lesson 4 and Class Time                   |
| 14:35 – 15:00 | Reception Snack and Story                 |
| 15:00 – 15:10 | End of School Day Routines and collection |
| 15:30 – 16:45 | Wrap Around Care                          |

### Junior School

|               |                        |
|---------------|------------------------|
| 7:45 – 8:15   | Y1-6 Breakfast         |
| 8:15 – 8:30   | Tutor time             |
| 8:30 – 9:25   | Lesson 1               |
| 9:25 – 10:20  | Lesson 2               |
| 10:20 – 10:45 | Break                  |
| 10:45 – 11:40 | Lesson 3               |
| 11:40 – 12:40 | Lunch                  |
| 12:40 – 13:40 | Lesson 4               |
| 13:40 – 14:35 | Lesson 5               |
| 14:35 – 15:30 | Lesson 6               |
| 15:00 – 15:10 | Y1-2 End of School Day |
| 15:20 – 15:30 | Y3-6 End of School Day |

### Senior School

|               |            |
|---------------|------------|
| 8:00 – 8:30   | Tutor time |
| 8:30 – 9:25   | Lesson 1   |
| 9:25 – 10:20  | Lesson 2   |
| 10:20 – 10:45 | Break      |
| 10:45 – 11:40 | Lesson 3   |
| 11:40 – 12:40 | Lesson 4   |
| 12:40 – 13:40 | Lunch      |
| 13:40 – 14:35 | Lesson 5   |
| 14:35 – 15:30 | Lesson 6   |



# Communication with the School

Haileybury Astana values the feedback it receives from parents and the community. Responding to feedback demonstrates the School's commitment to open communication with the School community and the community at large. Feedback about any aspect of the School's operations, service or personnel will be handled responsively, openly and in a timely manner, with the aim of resolving any complaint via an articulated process and respecting the confidential nature of such matters. Concerns are treated as constructive suggestions, which may be used to improve standards and may prevent cause for further complaint. Haileybury Astana acknowledges that concerns and issues exist that may be resolved informally without the need to Who to talk to? Senior Leadership Team follow a formal procedure. In such cases parents are encouraged initially to raise issues or concerns informally with the relevant person, the Class Teacher or House Tutor in the first instance, at the time of the issue arising. Discussing the issue or concern immediately and face-to face may clarify the situation and resolve any misunderstandings satisfactorily. In the event that this does not resolve the issue, parents should then contact the relevant House Master or House Mistress and ultimately if the issue has not been resolved, the relevant Senior Staff Member should be contacted. Should a complaint be made against the Headmaster this complaint should be put in writing and addressed to the Chairman of the Governors. Our complaints policy may be viewed.



**John Coles**  
*Headmaster*



**Thomas Hill**  
*Head of Senior School*



**Liam Stewart**  
*Head of Junior School/DDSL*



**Emma Gricmanis**  
*Deputy Head of Junior School*



**Lianne Dominguez**  
*Deputy Head of Senior School/DSL*



**Azhar Ordabayeva**  
*General Director*

# Term dates Academic Year 2024-2025

## August

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

## September

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |    |    |    |    |    |    |

## October

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

## November

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

## December

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

## January

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

## February

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 |    |    |

## March

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

## April

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |    |    |    |    |

## May

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

## June

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |    |    |    |    |    |    |

## July

| M  | T  | W  | T  | F  | S  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |







# Haileybury Astana

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

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Haileybury Astana is committed to safeguarding in all aspects of education.

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