

# **STUDENT & PARENT HANDBOOK 2019-2020**



**Version 1 2/10/2019**

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## Message from Principal

Azerbaijan British College (ABC) is a British international school established by “Azerbaijan International Education Centre” Public Union as a flagship school teaching the National Curriculum for England and Wales alongside the required subjects from the Azerbaijani National Curriculum. ABC was founded to provide a quality international education for talented students to enable them to have the very best opportunities and support available to them. ABC has outstanding facilities to support and promote excellence in learning outcomes for all young people attending the school.

The school implements innovative learning and teaching programmes aimed at developing and promoting individual excellence. As a school, ABC is at the leading edge of technological innovation in teaching and learning. We seek to foster a passion for learning.

With an international focus, it is our mission and responsibility to build and develop an international perspective and understanding.

As a school we are committed to providing an education that:

- inspires learning
- promotes excellence
- values success
- sets challenges, and
- fosters tolerance

We provide rich and relevant learning opportunities that result in individual growth. There is an expectation that students excel and our innovative 21st century teaching and learning programmes promote individual excellence.

Reliable and consistent behaviour standards ensure that no one prevents the learning of others. Respect for people and property, where all staff and students feel safe, is paramount. ABC celebrates its diversity of cultural backgrounds, abilities and skills and we treasure our rich heritage.

The staff at ABC are committed to a shared vision. We value trust and consultation. Professional relationships are based on the skills of giving and receiving effective feedback. We value the skills and experience of all staff. Staff are chosen for their ability and commitment to create learning environments that foster excellence. They have a passion for education and an ability to communicate effectively. Within the context of ‘Life Long Learning’ Literacy, Numeracy, Technology and Scientific problem solving skills are priorities and are integrated throughout the school curriculum.

We do our utmost in order for students of ABC to have a pride in themselves, their family, and their school, and for them to be provided with a rich repertoire of thinking skills they can use with confidence. They should have inner strength, be someone to be relied upon, and show resilience under pressure. They should be flexible, tolerant and open-minded. The right of everyone to learn and develop their potential to the fullest is central to our way of being together. In a caring, disciplined learning environment ABC promotes and celebrates excellence in academic, sporting, arts and cultural achievements. We welcome you and your child to the

school. We are delighted to have you as part of our school community.

As you will know I am new to the school and that much of this document was written by my predecessors. I will oversee a process to make sure that the curriculum of the school and the systems that are in place are robust and meet the needs of our community. Expect this document to be updated on a regular basis. New versions will be emailed to you as they are produced.

Ian McCutcheon  
Principal

## Contact Information

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Neftchiler pr 73  
Baku, AZ 1096

**Reception Phone:** (012) 5210000 Ext. 48567

**Mobile:** +994 50 8448551 (Head of Administration), +994 50 8448567(Reception) or visit [info@abc.edu.az](mailto:info@abc.edu.az)

### School Objectives

#### School Vision

“To be the premier educational institution in Azerbaijan”

#### School Mission

To offer our students the best possible environment to develop intellectually, socially, physically and emotionally, within an innovative, multicultural and multilingual educational setting.

#### School Goals

Provide a leadership that encourages the development of committed competent and caring educators.  
Provide a challenging academic programme that meets the needs of our pupils.  
Develop close partnerships with parents and community  
To develop the following qualities in our students:

- A desire to explore, learn and think creatively
- Appreciation of other cultures
- Loyalty and commitment to the school, staff, fellow pupils, and community
- Social skills and emotional
- Appreciation of other cultures

- Loyalty and commitment to the school, staff, fellow pupils, and community
- Ability to cooperate and work with others
- Habits of healthy living
- Self-responsibility and positive self-esteem
- Determination to overcome challenges
- Social skills and emotional intelligence

## **School Motto**

Explore to Achieve.

## **Core Values**

Provide a leadership that encourages the development of committed competent and caring educators.

Provide a challenging academic programme that meets the needs of our pupils.

Develop close partnerships with parents and community

To develop the following qualities in our students:

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- Appreciation of other cultures
- Loyalty and commitment to the school, staff, fellow pupils, and community
- Ability to cooperate and work with others
- Habits of healthy living
- Self-responsibility and positive self-esteem
- Determination to overcome challenges
- Social skills and emotional intelligence

Our core values are our central beliefs that are deeply understood and shared by every member of the organization, and guide the actions of everyone in the school. Our core values, which we call PRECISE, are based on building quality lives and strong communities through:

- **P**erseverance
- **R**espect
- **E**ngagement
- **C**ompassion
- **I**ntegrity
- **S**elf-Esteem
- **E**xcellence

*Perseverance.* We will:

- Develop a strong work-ethic, where we do our best, work to the highest level and cooperate with others for mutual benefit.
- Be diligent and adhere to a strong work ethic.
- Never give up.
- Be punctual in order to be on time for attendance and tasks.

*Respect.* We will:

- Believe in the inherent dignity and equality of all people.
- Celebrate individuality and value and appreciate diversity.
- Honour self and others through words and actions.

*Engagement.* We will:

- Take ownership of our behaviour as individuals, and responsibility for our actions.
- Have the courage to think and act independently.
- Demonstrate problem solving and decision-making skills.
- Be reliable and trustworthy.

*Compassion.* We will:

- Understand the circumstances and viewpoints of others.
- Develop the capacity to forgive others and ourselves.
- Celebrate the contributions of others.
- Promote a peaceful, caring and safe community.

*Integrity.* We will:

- Stand up for what we believe.
- Be honest with ourselves and others.
- Demonstrate fairness in our judgments and actions.
- Fulfil commitments and promises.

*Self-Esteem.* We will:

- Be proud of, and believe in, ourselves and in the achievement of our potential, and pursue individual interests in a manner which broadens horizons.
- Have respect for physical, mental and fiscal health, and pay attention to the importance of, and conscious activity toward, maintaining fitness in these areas.
- Develop confidence through participation.
- Consider our own strengths and weaknesses.

*Excellence.* We will:

- Be proud of personal achievement.
- Produce work of the highest quality.
- Be creative, productive and exhibit entrepreneurial spirit.

## **Religious standing**

Our school is a secular school. We are neutral on the question of religion, which to us means that;

- We do not pertain to, or connect with, a specific religion.
- We are open to the adherents of any philosophy, religion, or faith.
- We are mainly concerned with non-religious subjects.

- As a school, we will not promote any particular religious practice, denomination or sect, nor will our employees.

## **Educational Philosophy**

Our approach as a secular school is to teach children in a neutral, objective way about the different beliefs that different people have about gods, and leave it up to parents and churches to teach specific religious beliefs outside of school hours.

## **Educational Philosophical Statement (EPS)**

We believe that each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially, and develop their self-esteem and core values. It is our desire as educators to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that we believe are conducive to establishing such an environment: (1) the educator acting as a guide: (2) allowing the child's natural curiosity to direct his or her learning: (3) promoting respect for all things and all people.

When the educator's role is to guide, providing access to information rather than acting as the primary source of information, the students' search for knowledge is met as they learn to find answers to their questions. For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students with access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur.

Equally important to self-discovery is having the opportunity to study things that are meaningful and relevant to one's life and interests. Developing a content around student interests fosters intrinsic motivation and stimulates the passion to learn. One way to take learning in a direction relevant to student interest is to invite student dialogue about the lessons and units of study. Given the opportunity for input, students generate ideas and set goals that make for much richer activities than we could have created or imagined ourselves. When students have ownership in the content, they are motivated to work hard and master the skills necessary to reach their goals.

Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When the voice of each student is heard, an environment evolves where students feel free to express themselves. Class meetings are one way to encourage such dialogue. We believe children have greater respect for their teachers, their peers, and the lessons presented when they feel safe and sure of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, students are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment.

## **Pedagogical Platform**

We call our pedagogical platform 'explore-achieve-education'. Our pedagogical platform is based on the general theoretical learning concepts that form the basis of our educational philosophy discussed earlier.

Our learning platform is based on constructivism and situated learning. In a constructivist learning theory students actively participate in problem-solving and critical thinking regarding a learning activity which they find relevant and engaging. They are "constructing" their own knowledge by testing ideas and applying based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs.

This is based on the situated learning concept, which states that learning will better take place if it is embedded in the social and physical context within which it will be used, as knowledge is situated, being in part a product of the activity, context, and culture in which it is developed and used.

One could therefore argue that the fusion of these two philosophies looks a lot like a socio-constructivist approach to teaching. Socio-constructivism is a pedagogical platform that uses a set of teaching methods that are described below, like project-based learning, problem-based learning, inquiry-based learning, case-based learning and action learning. These pedagogies are often referred to as "activity-based", since the students learn with interactive technology (instead of from) and since the teacher has to design, to facilitate, and to monitor student activities.

We strongly believe learning methods that are embedded in authentic situations are not merely useful; they are essential, as learning is situated in the activity in which it takes place. Situated learning as such occurs when students work on authentic tasks that take place in real-world setting.

In other words, the focus is on learning by doing, and on addressing real problems. IT is a powerful aid to "doing" and to "addressing real problems." Thus, Situated Learning and IT work well together. In our opinion, Situated Learning and Constructivism are compatible and mutually supportive.

Learning thus is doing, and it will improve logical thinking processes, including searching for information, concept learning, hypothesis formulation and testing, and creative thinking. There is therefore a lot of truth in what the Chinese philosopher Confucius once said: "I hear and I forget. I see and I remember. I do and I understand."

This also means that social interaction with other learners and practitioners is of vital importance. The interaction of a learning group is a key to learning. The role of the educator is therefore more that of a coach than a traditional transmitter of knowledge.

Having said that, we also recognize the need to sometimes combine this with more traditional teaching methods, to create a minimum knowledge-basis and/or skills, also to enable students to work effectively with the tasks they are given.

This educator-directed instruction is mainly to be used for transferring the minimum factual knowledge required for students to handle their more complex learning activities described above. A minimum mastery level is required in order to benefit from these activities. We believe that the mutual relationships of context and content, of the individual and the environment, and of knowing and doing are understood through the belief that learning is situated and continuously advances through activity in a community of practice. However, this is not a necessity, as the students can also acquire this knowledge themselves.

To summarize this, we can say that our pedagogical platform concept of ‘explore-achieve-education’, is ‘a philosophy that allows students to develop their academic capacities through actively and creatively solving real problems by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained as part of their intellectual development’.

## **General School Information**

### **Our Students**

ABC students come from a variety of different countries. Although Azerbaijani students dominate, we have students from 25 different countries, representing all continents except for Oceania.

### **Our Staff**

At ABC we have teachers representing many countries, with solid educational backgrounds, and broad and varied international experiences, including British schools in a range of different countries. However, we have also promoted several Azerbaijanis across the school to teach our curriculum. We do this at the same time as we provide them with proper training and British teaching qualifications from British universities. We believe this mix is both important and rewarding for our students, giving them different perspectives on life.

At ABC, we:

- Strive for excellence in all aspects of school life, promoting a culture of achievement and the celebration of achievement.
- Offer a broad, balanced and innovative curriculum which challenges all students at an appropriate level.
- Inculcate positive values of mutual respect, tolerance and self-esteem, fostering an informed and critical awareness of the ‘mores’ prevalent in society.
- Apply a supportive pastoral framework, which both establishes a strong corporate identity and also allows the individual to flourish.
- Provide a stimulating and life-enhancing environment in which to live, learn and appreciate our heritage.
- Attract and develop well-qualified, talented and forward thinking staff capable of inspiring students in their respective fields.
- Offer a rich and broad co-curricular programme which enables both the highest levels of achievement and wide accessibility.
- Maintain excellent relations with the wider community, nurturing mutually beneficial links in a variety of spheres.
- Infuse all areas of school life with an international dimension.
- Prepare students for the challenges and opportunities of an increasingly technological future.

**Based on this, it is our ambition that during their time at ABC our young people will become:**

- People who can cope with change and the demands of living in a complex society;
- People who are questioning in their approach to issues, flexible in outlook and with a concern and respect for truth;
- People who have strong feelings of self-esteem and integrity;

- People who can set realistic goals, meet challenges head on and aspire to high standards of performance and behaviour;
- People who are prepared to work together and support one another;
- People who have an international perspective and cultural appreciation.

### **Gift Acceptance Policy**

ABC has earned a reputation for high educational and professional standards – a direct link to our commitment to exceptional service and operational standards. As a leader in the field of education, and as role models for the children and families we serve, ABC employees have a responsibility to demonstrate exceptionally high standards of conduct, both personally and professionally. This policy provides specific guidelines for all employees in respect to the acceptance of gifts and incentives.

We realise that children may want to give their teacher small gift on a special occasion. Teachers may accept flowers, and are always pleased to receive any gift which has been made by the child. Teachers cannot accept money or gifts that are expensive. Please do not place staff in a difficult position of having to decline gifts that are lavish, it is the thought that matters when giving a present.

### **Academic Calendar**

Our current academic year starts on 11th September 2019, and will end on the 25th June 2020. It is divided into three terms. The autumn term tends to be the longest, whereas the spring term generally is slightly shorter. The summer term consists of the remaining days. During the year we have several holidays, and celebrate special days and events. We also organize special weeks like science and international weeks. For more information, please see the school website.

### **School Hours**

- Parents have general access to the waiting hall at the school from 8.00a.m. – 17.00p.m. To enter the school, you must first register with the security office, if you have an appointment then they will contact reception and inform the relevant person that you have arrived. If you do not have an appointment then the security office will contact reception and you will have to wait or make an appointment for another time. Your visit to the school should be restricted to these times, unless there is an emergency. Remember that you can also call the school (012 5210000) or send us an e-mail ([info@abc.edu.az](mailto:info@abc.edu.az)).
- The school drop-off time is 7.45 a.m. – 7.55 a.m. Please respect these times in order for the children to arrive in class on time. Please also do not arrive before 7.45 a.m., as we cannot guarantee that there is someone here to receive the children. When children arrive, parents in Nursery, Reception and Year 1 can take the children to the hallway and reception respectively, and then vacate the building. For children in Year 2, Key Stages 2 (Years 3 – 6), 3 (Years 7 – 9) and 4 (Year 10), please drop the children at the gate, and they will make their way to their year group, where one teacher will be receiving them.
- The pick-up time is 3.00 – 3.20p.m. (15.00 – 16.20). Parents of children in Nursery, Reception and Year 1 can pick up their children in the hallway there from 3.00 p.m. Children in primary (Year 2 – 6) will be lined up outside the main entrance. There are areas marked for each class. Parents should wait in the area behind the yellow line. Children will be released as those responsible for pick-up are identified. Please respect this and keep behind the yellow line, in order for the pick-up process to be as easy as possible.

## **Mentoring System**

The mentor system at ABC is a core element in the school's work to create and maintain a good learning and school environment and to assure that the students are being taken good care of, which is in accordance with the legislation and regulations.

The education shall encourage the students to clarify their targets and facilitate varied and goal oriented activities.

Which learning strategies the students use for individual learning and when learning together with others, will depend on their skills, abilities, and the learning situation in question. The education shall give the students knowledge about the importance of their own efforts and of conscious use and development of learning strategies.

The mentor system at the school is vital with regards to the students' right to have sufficient counseling, follow-up and help to make them feel comfortable during their schooling, getting help with specific academic challenges, and regarding personal and social difficulties that affect their education. The mentor has the overall responsibility for a group of about 20 students throughout the academic year. It is important that all students are assigned to a mentor as soon as possible. We have promised the students a close follow-up, and the mentor system is an important part of this.

The students shall therefore meet their mentor group the first day at school, and participate in the first mentor talk during the first week at school. The mentor talks must be seen in relation to a principle where it is emphasized that the education contributes to the students becoming conscious about what they have learned and what they have to learn to achieve the targets.

The first mentor talk should include the targets regarding academic results and expectations of ABC. The mentor is responsible for implementing follow-up talks with parents and students, if the parents so wish. The follow-up talks are between the mentor and the student, as well as parents, and minimum four times during the academic year.

As the social aspect is important for the student to feel comfortable and thrive at school, an important part of a mentor's job is to work with challenges regarding the learning environment and social togetherness. Topics regarding the psychosocial environment will be important elements for mentor-time with the classes and the mentor talks.

## **Accreditation**

ABC is accredited by the Ministry of Education of Azerbaijan, and as well by the two largest British International Examination Boards, Edexcel and Cambridge Assessment International Examinations (CAIE). Furthermore, we are also a member of the Council of British International Schools (COBIS), the European Council of International Schools, and this year the school will have an accreditation visit from the Council of International Schools (COIS).

As such, ABC is accredited as an Early Years, as well as a primary and secondary school, both for Azerbaijani and international students.

The accreditation system is explained more in detail below:



THE MINISTRY OF EDUCATION OF  
THE REPUBLIC OF AZERBAIJAN



National Approval

The first step for any school to operate legally is often an approval for the National Education Authorities, in our case the Ministry of Education of the Republic of Azerbaijan. They allow us to teach the National Curriculum for England and Wales, providing we also teach Azerbaijani language and culture according to national plans. Approvals from other authorities are necessary as well, concerning health and safety and other issues. We currently have all the necessary national accreditations and approvals.



**CAMBRIDGE**  
International Examinations

**edexcel**  
Approved Centre

Examination Centre Approval

The next step should normally be to have the school approved as an examination centre. There are several examination boards that offer this. Internationally the most important ones are Cambridge Assessment International Examinations and Edexcel. Approval from one or both of these assures that the school's students can get an accredited qualification. They also train teachers, design and develop qualifications, and implements standards. ABC has both of these accreditations.



Membership Associations

Membership associations provide quality assurance, recruitment assistance, training, networking, updates and representing members with the corporate sector and ministries of education. These are voluntary, but act as a quality recognition for many students and parents. ABC is a member of the European Council of International Schools, and we are also a COBIS Member (with Patron's Accreditation). Further, we have applied for a COIS membership. The Independent School Council (ISC) is an indirect membership through COBIS.

## **Channels of Communication**

### **For Parents**

When a question or problem concerning your son or daughter and his/her work in school occurs, the best person to contact is their mentor. ABC mentors are committed to providing regular and timely communication to students and parents. Students and parents are expected to promptly communicate any questions and/or concerns they may have. Should you wish to have a face-to-face conversation please make an appointment before coming to school. To make an appointment please call +994508448567 (Reception). Problems which cannot be resolved through a conference with the teacher, and questions of a more general nature concerning the operation of the school, may be discussed with the relevant Head of Department, Head of School, Deputy Principal or the Principal.

### **For Students**

When a student has a concern, he/she should see the mentor first. If the problem is academic they should consult the teacher or the relevant Head of department, then If the problem has not been resolved then the student can see the Head of School.

### **Change of Contact Details**

Parents are asked to promptly report changes of residence, mailing address, email, mobile or telephone number to the secretarial staff. Please make sure that all information is current throughout the year.

### **Information Sessions and Evenings**

Information Sessions and Evenings are held at differing times during the year to help parents with issues related to school and the curriculum. These are publicized in advance mostly by email.

### **Parent Interviews and Visits**

Parents are very welcome to come into the school to discuss their children's progress or any concerns they may have. However, we do ask that an appointment be made by telephone via the school secretary so that teachers can be available for consultation.

## **Compliments and Complaints Policy**

### **Rationale:**

- ABC constantly aims to provide a quality service to its parents and students.
- To acknowledge staff through compliments made.
- To provide a common system for expressing satisfaction or dissatisfaction with the school.
- To ensure any complaints are heard fairly and in accordance with the principles of natural justice.
- To deal promptly and professionally with complaints seeking a way forward that is agreed and understood by all concerned.

### **Managing Compliments:**

- Forms will be made available for parents and visitors to give feedback.
- When a compliment is received a Compliment Form is completed.

- Compliment Forms are filed in the school office with a copy sent to the Principal, line manager and person concerned.
- Letter is sent thanking originator for the compliment.
- If appropriate we may seek permission to display the letter.

### **Managing Concerns and Complaints:**

#### Definitions:

- **Raised Concern:** a comment made about any teaching or non-teaching staff that raises a question about the appropriateness or professionalism of that person's behaviour.
- **Formal Complaint:** a signed copy of a concern against any teaching or non-teaching staff.

#### Raised Concerns:

- Most expressions of dissatisfaction are not formal complaints. Parents and others raise issues over the phone, in writing or in person.
- All concerns are treated seriously, recorded and action taken within 48 hours.
- A person about whom a concern is raised must be informed about the matter as soon as practicable and in an appropriate setting.
- The originator of the concern will be contacted, usually by phone, to discuss the concern. The person may alternatively be invited into the school to informally discuss the issues and to try and reach a resolution.
- The originator of the concern is informed of the way in which a matter is being dealt with.
- Any written communications are to be on school letterhead and approved by the Principal.
- Any promises made are to be fulfilled.
- Commitments should not be made on behalf of another person without checking that they are able to meet that commitment.

#### Formal Complaints:

- Formal complaints will be accepted in writing or orally; oral complaints to be recorded in writing and signed by the complainant.
- All formal complaints about employees will be dealt with by the Principal.
- A person about whom a formal complaint is made must be informed about the matter as soon as practicable and in an appropriate setting.
- Requests for confidentiality as to the identity of the complainant will be respected unless natural justice demands otherwise. If disclosure is deemed necessary, the complainant will first be given the option of withdrawing the formal complaint.
- Information about complaints will be confidential to those directly concerned
- A complaint should be heard and the outcome put in writing within three working weeks of the Principal being notified.
- If a complainant is not satisfied with the outcome, the Principal will contact a senior staff member who will together with the Principal mediate with the complainant.

## **Behavioural Expectations and Disciplinary Actions**

### **Academic Honesty Policy**

We, as a school, value honesty and academic integrity. We encourage all students to conduct themselves in a responsible way. In this spirit, we expect all students to avoid malpractice. ABC believes that instruction in academic and personal honesty is a fundamental part of a student's education. Honesty and integrity are basic, desirable character traits. Academic dishonesty is generally defined as cheating or creating a false impression of a student's performance.

It is expected that you as a ABC student will demonstrate academic honesty at all times. You will be taught and encouraged not to break these rules. You should assume that all work, including homework, is to be done individually unless the teacher states that working together on a particular assignment is permitted.

#### **Explanations:**

Students will be informed as to what constitutes malpractice, and will be instructed in the skills necessary to avoid committing academic dishonesty. The school defines malpractice as behaviour that results in, or may result in, a student gaining an unfair advantage in assessment. Malpractice includes, but is not limited to:

#### **1. Collusion:**

This involves supporting malpractice by another student, as in deliberately allowing one's work to be copied or submitted for assessment by another student. In instances of collusion, both parties are equally guilty.

- Letting someone copy your work or assist in their cheating in any way;
- Letting your partner do all of the work on a project and then put your name on the project as if you had done an equal share of the work. The partner is also guilty of collusion.

#### **2. Duplication of Work:**

This is defined as the presentation of the same work by the same student for different assessment components and/or diploma and/or school requirements, when it is contrary to the regulations of either the school or the external body assessing the work.

- Turning in an old project done by you or someone else.
- Using the same piece of work for two assessments.

#### **3. Plagiarism:**

The act of presenting another person's intellectual property or work as one's own work (i.e. written words, ideas, visual images, auditory expressions or any material that comes from another source, including the Internet, CD-ROM-based resources and text-based reference materials), without crediting the source of that material. Even material that has been paraphrased in the student's own words is considered plagiarized material unless proper credit or explicit reference is given.

A student should not:

- Copy another person's work;
- Look at another person's paper and copy their answers;
- Copy directly from the Internet, by cutting and pasting someone else's work and presenting it as their own;

- Copy directly from a printed source, by taking someone else’s work and presenting it as their own;
- Reword someone else’s words and not give them credit for the ideas, and thereby pass someone’s ideas off as their own;
- Use a foreign language translator to change from one language to another and then use that translation as if it were in their own words;
- Forge another person’s signature, including a parent’s signature;
- Have someone do your work for them, including a **tutor or your parents**.

#### **A Note on the Role of Tutors/Parents**

Many students have tutors who help them with their homework. Students who receive such help should show their tutors these guidelines. There is often a thin line between acceptable and unacceptable tutor assistance, but the following guidelines should be observed. **A student and his/her tutor must take joint responsibility for the authenticity of any school assignment on which they work together.** The tutor must never do all of the work for the student; equally, the student must never allow his/her tutor to do all of the work. The student’s role is to come up with the initial ideas and written work. The tutor’s role is to comment on the student’s ideas and written work. Any assignment which is more the work of the tutor than that of the student is unacceptable. Acceptable and unacceptable practices are:

Ideas:

- It is **acceptable** for a tutor to discuss and comment on the student’s own ideas.
- It is **acceptable** for a tutor to suggest a new idea or ideas to the student.
- However, it is **unacceptable** for a tutor to give the student lots of new ideas (such that the student abandons his/her own ideas), which the student then passively uses, claiming that the ideas are his/her own. This is plagiarism.

Writing:

- It is **acceptable** for a tutor to comment on and suggest possible improvements to a student’s written work.
- It is, however, **unacceptable** for a tutor to write a student’s assignment, which the student then claims as his/her own. This is plagiarism.

#### **4. Unfair Practice:**

Any other behaviour which gains an unfair advantage for a candidate or which affects the assessment results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying any record, disclosure or receipt of confidential information about examinations, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component, disruptive behaviour in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designed to maintain the security of the examinations, the inclusion of offensive or obscene material in scripts or coursework) also constitutes malpractice.

(Taken from the IGCSE regulations)

A student should not:

- Talk with another student during a quiz or test;
- Use hidden notes on a quiz, test or examination;
- Perform any act of dishonesty in regard to their academic achievement;
- Make up or change actual laboratory data;
- Share information about what is on a quiz or test with students in another section of that class.

### **Regulations for students in all examinations.**

Breaches of these examination regulations internally will incur a mark of zero for that particular examination. Examination authorities will be informed of any unfair practice during external examinations and may take further action. A failure to do so could result in the school losing its license.

### **How do you get caught?**

- New computer technology makes it very easy to determine if you have copied something directly from the Internet.
- Teachers talk to one another and may learn of your cheating from another teacher.
- Teachers remember work that was turned in by other students in the past. When correcting papers and examinations, they do not forget what other students have written.
- Teachers know your style of writing. They often recognize what was actually written by you and what was probably written by someone else.

### **How to avoid academic dishonesty:**

- Write in your own voice, not just in your own words. Make your work personal and uniquely yours. Express the ideas you have. Try to make as much of your work as original as possible.
- It is always fine to use ideas from someone else, as long as you give that person credit for those ideas. Make sure always to credit where you got the information you are using, both in the body of your written work and on your Works Cited page at the end.
- Be organized so that you don't have to try to produce work at the last minute. Last minute work often lends itself to cutting corners, and cutting corners can lead to academic dishonesty. Give yourself time to do the work properly.
- When you do research, keep good records of where you have found the information you will use.
- Always include a Works Cited page, which is a list at the back of your project of all of your sources of
- information (Internet web pages, books, magazine articles, and so on).

### **What will teachers do?**

- In each of your subjects, your teachers will explain to you the right ways to use someone else's ideas in your work. If you are not sure whether a particular behaviour is cheating or plagiarism, discuss the matter with your teacher.

- Your teachers will educate you about the seriousness of cheating and plagiarism.
- Teachers will make every effort to create an environment that reduces the pressure to cheat and plagiarize. They want to support you in your learning.
- Our school librarian will be happy to help you. Don't hesitate to ask the librarian questions.
- If a teacher recognizes cheating or plagiarism, or even suspects such a case, he/she will take immediate steps to deal with it. Each case will be treated individually.

### **Teaching Support**

Teachers in all faculties and the librarian will assist students by carefully demonstrating good practices in order to help students avoid academic dishonesty; instruction in honest work, proper note-taking, Chicago-style referencing and source acknowledgement will regularly be given to guide students in the ways of proper academic practice. Students are always free to consult their teachers and librarian for assistance whenever needed. Teachers will endeavor to avoid assigning tasks that are simply generalized "reports". Students will be encouraged to form and develop their own analysis and problem solving. Teachers will consider the steps taken by students along the way to submitting ultimately the finished assignment. Teachers will reinforce concepts of intellectual property and the need to credit outside sources of information and ideas within the written work, as well as on the Works Cited page.

### **Consequences of Academic Dishonesty in the Secondary School**

There are very serious consequences levied by Examination Boards for dishonesty. Students found to have submitted plagiarized or dishonestly produced academic work assessed by international examination boards will fail to receive a grade in the subject concerned, and will fail to receive their marks as a result. It should be noted that **external regulations and subsequent consequences** will apply in conjunction with internal school sanctions.

At ABC, we take this matter very seriously, too. Therefore, we will teach students how to avoid academic dishonesty in conjunction with Chicago-style format for crediting sources. We expect students who are in violation after this instruction to face serious consequences. Students found to have committed academic malpractice will result in teachers imposing the following internal sanctions:

#### **First Instance:**

**Any work produced dishonestly will be penalized and will receive a mark of zero for the plagiarized section(s) of the work.**

The issue will be handled by the teacher concerned, with notification of the violation sent to the Head of School and a letter will be sent to the parents explaining the consequences of any further academic dishonesty. The piece of work will need to be resubmitted to a satisfactory standard. No additional marks will be granted.

#### **Second Instance:**

**Any work produced dishonestly will be penalized and will receive a mark of zero for the work as a whole.**

The teacher will provide notification of the violation to the Head of School. The student will meet with the Head of School. The school will notify parents and provide them with a copy of the malpractice report. Students/Parents will be informed of the consequences for this and any further

malpractice. The piece of work will need to be resubmitted to a satisfactory standard. No additional marks will be granted. A record of the malpractice will be kept on file for 12 months.

**Third Instance:**

**Any work produced dishonestly will be penalized and will receive a mark of zero for the work as a whole.**

The student and parent(s) will meet with the Head of School. The student will also serve a one-day internal suspension from classes, losing all credit for work during the suspension, as well as receiving a zero for the work. The piece of work will need to be resubmitted to a satisfactory standard. No additional marks will be granted. A permanent record of the malpractice will be kept on file.

**Fourth Instance:**

The student will face a three-day suspension from school and the consequences attached to that, as well as receiving a zero for the work. The work must be resubmitted. A permanent record of the malpractice will be kept on file.

**ACKNOWLEDGEMENT OF ACADEMIC HONESTY POLICY**

All students will be asked to make a signed declaration that they fully understand the Academic Honesty Policy for students of ABC. That they have read the policy and that their teachers have given them opportunities to ask questions in order that they completely understand the policy and how it may affect them.. By signing the declaration it shows that they have a full understanding of what is considered dishonesty or cheating. That they are aware of the serious consequences involved if they should choose to be academically dishonest while they are a student at the Azerbaijan British College.

**Behaviour Management Policy**

At ABC we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, social, cultural or religious background. By stating through our school policy the expectations that we have for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. Our agreed principles of behaviour and discipline, brings the advantages of:

- benefits to the pupils;
- guidance to staff;
- clearly informing parents;
- consistency with the expectations of other local schools and the community;
- working within national guidelines

***Good behaviour creates a better climate for learning.***

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- determine right from wrong;
- grow in independent thought and judgment;
- take responsibility for their own actions

We aim to:

- Create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
- Help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- Create an environment that is stimulating and enriching and in which effective learning and teaching can take place.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
- Treat all children fairly and apply this policy in a consistent way.

## Code of Conduct

**Rules are most effective when kept to a minimum.**

- We provide for our learners a set of clear “Rules”.
- At ABC we are caring and considerate to others.
- At ABC we are courteous; we do as we are asked first time and we are helpful to any staff or children.
- At ABC we do not waste our or other peoples’ time.
- At ABC we work our hardest and listen to people who are speaking.
- The community at ABC is honest and truthful.

**The ABC Code:**

- take **care** of yourself, of others, of property
- show **courtesy**, be polite to all
- show **consideration** to the whole community

In addition to the school rules, each class may have its own classroom code which is agreed by the children and displayed in the classroom. It is the responsibility of the class teacher / mentor to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Class teachers have high expectations of the children’s behaviour and they strive to ensure that all children work to the best of their ability. The rules and code are discussed with pupils as part of the Personal, Social, Health and Citizenship Education (PSHE) curriculum and in assemblies. We expect all members of our community to become familiar with these rules and to apply them in their daily life.

### **Guidance when Dealing with Issues During Unstructured Time**

*A child’s behaviour is dealt with according to her/his age and level of understanding.*

When disputes arise all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to

one child more than another until all the facts have been determined.

Where appropriate, each child should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild. All staff should maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example of calm, polite and friendly relationships. One of the most powerful determinants of behaviour management is the example adults and older pupils set, particularly when managing conflict.

### **Rewarding Good Behaviour**

*We reinforce good behaviour and help children to feel good about themselves.*

In addition to the points mentioned we reward good behaviour by:

- a quiet word, or smile of acknowledgement
- written comment on a child's planner
- public praise
- visit to another member of staff, including the Head Teacher
- informing parent by letter or verbally
- name on the class Reward Board (Primary School)

### **Dealing with Unacceptable Behaviour**

*Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves.*

If an adult is confident that a child has an understanding of the 'Rules' and the 'Code of Conduct' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The pupil will be told that his/her behaviour is unsuitable, be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. Where appropriate the adult will then adhere to the agreed system of sanction. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child at ABC misbehaves repeatedly, we distance the child from the rest of the class until he/she calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident, informs the Head of School and sanctions are put in place to help them understand that their behaviour is not acceptable. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Advice and assistance for the school and the pupil may be sought from other professionals e.g. SENCO teacher. The child may be placed on the Special Needs Register. Once a child has been placed onto the Special Needs Register the school will use a graduated response,

which recognises there is a continuum of need with regards to behaviour. This brings increasing specialist expertise to bear on the difficulties the child may be experiencing. Additional support will be provided within school involving the use of positive targeted strategies e.g. enhanced reward systems, behaviour targets, social skills work, and nurture groups. In these cases the child concerned may have adapted / additional rewards, sanctions and guidelines for behaviour to those in the behaviour policy and these will be communicated to all staff. A Pastoral Support Plan will be drawn up for those children who persist in displaying unacceptable behaviour and where prior strategies have not been effective. At this stage there will be increased parent/carer involvement and multi-agency support services to plan and regularly review Pastoral Support Plans. Extremely serious or persistent misconduct may result in the pupil receiving an exclusion from school.

- The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour. If the Principal excludes a pupil, he/she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The Principal informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

### **ABC Cellular Phone Policy**

The ABC Board has passed a cellular phone policy allowing students limited use of cellular phones. The intent of the policy is to promote safety and provide students with the ability to readily communicate with parents and/or family after school hours. It is not the intent to provide students with a means of entertainment or unnecessary communication. ABC its employees, and third party agents contracted by the school shall not be financially or legally responsible for lost, stolen or damaged phones. In addition, these same parties shall not be responsible for the illegal or improper use of cell phones or cell phone accessories, or any violation of the responsibilities that students must take on when parents choose to have their child possess a cell phone at school. **The responsibility for cell phone possession at school or on school buses shall therefore rest entirely with the parent/guardian and the student.**

Students who possess and/or use a cell phone at school must follow the responsibilities listed below. Any violation of the responsibilities may result in loss of the privilege to have a cell phone at school, loss of the cell phone until a written application to the Principal requesting the phone back has been handed in (the request may or may not be granted), detention, in-school suspension, and suspension. Illegal use of a cell phone is likely to be referred to law enforcement.

The following rules must be observed in connection to any cell phone possession or use at school or any school related event:

- Students must keep their cell phones **OFF and in their backpacks, pockets, or purses** while riding a school bus and when on school grounds prior to entering the building in the morning. Cell phones therefore shall **NOT be used on a school bus AT ANY TIME or before school in the morning (outside or inside);**
- Cell phones are **NEVER** to be taken out in classes, the toilets, locker rooms or carried in the hallways during the school day. Cell phones are to be **kept in student bags during the school day**

and must be TURNED OFF. Cell phones shall therefore not be used during the school day anywhere in the building or on school grounds;

- No portion of a cell phone other than the voice feature may be used at school. Cell phone camera usage is strictly forbidden. Games, PDAs, and any other type of cell phone accessory shall therefore also not be permitted;
- Cell phones may not be used to transfer or record the voice of anyone but the user. Images also may not be transferred or recorded. Any violation of this rule, including but not limited to, posting the voice or image in a public forum may be referred to local law enforcement.

Inappropriate use of cell phones will lead to confiscation, and they will be kept by the corresponding Head of Section.

1. **First offence:** the phones will be handed back at the end of the day without the need for a written application to the Principal
2. **Second offence:** the phones will be handed back after one month, and only after parents have sent a written application to the Principal
3. **Third offence:** the phones will be handed back on the last day of June, and only after parents have sent a written application to the Principal

Cell phones can APPROPRIATELY be used:

- after normal school hours only. During school hours students can communicate with a parent or family with a school phone or pay phone;
- only outside (when possible) or in the main entrance hall;
- after a school-related event such as a party, dance, concert, or sport activity.

ABC staff have gone over all the rules for cell phone possession and use with all students. They have explained appropriate and inappropriate possession and use. They have also explained the typical types of disciplinary procedures or consequences that may be imposed for students who do not follow the expectations. Please go over all of the rules with your child before you send them to school with a cell phone or allow them to carry them as they wish. We do not want to impose disciplinary measures for improper use, but our desire is simply to provide a means for parents and students to communicate after school hours when a school phone may not be readily available.

## **Attendance Policy and Procedure**

### **Rationale**

- Teaching and learning is paramount.
- Time in class is vital for learning.
- Regular class attendance, along with assigned work, successful completion of class work and participation in class discussions, experiments and written work are directly related to success in education. There is no way to duplicate the classroom experience after a student has been absent.

**NOTE:** ABC does not condone students missing school due to vacations or for any other reason other than illness.

### **Expectation**

- All students will attend all classes.
- No students will be out of class for any reason during the class lesson time.
- Absences for any reason other than illness must be pre-arranged.
- No students will be granted permission to leave the ABC for any reason during the day without parent/guardian permission.

### **Excused absences**

Reasons that will be accepted as 'excused' absence are:

- illness
- death in the family
- family emergencies or circumstances beyond the student's control (to be determined by the Principal)
- ABC sponsored trips
- other reasons – such as court appearances or medical appointments (wherever possible such appointments should be made out of school time)

### **Procedures**

- If a student is unable to attend school, parents/guardians are required to call the school before 8.15am on each day of the absence or obtain acknowledgement before the absence.
- All absences, with the exception of hospitalization, death in the family, professional visits, a doctor's home restriction or an ABC sponsored trip, count toward the three (3) day rule where a formal attendance conference will be held and an attendance contract put in place.
- When a student needs to leave the school during the day, a letter from their parent/guardian needs to be present to the Head of Early Years/Primary/Secondary School. The Head of Early Years/Primary/Secondary School will provide the students with a leave note that will be shown to the class teacher to enable the student to leave.
- Leaving the school without permission is an unexcused absence. Once students arrive at the school, students are restricted to the school grounds and are prohibited from leaving. Students who have permission to leave must sign out at the Receptionist's Office. Students returning must sign in. Failure to sign out or in will result in the absence being 'unexcused.'
- When a student is absent for three (3) or more full time equivalency days of absence (including any time missed on days of partial absence) for any reason other than verified hospitalization, death in the family, professional visits, or doctor's home restriction, an attendance conference will be held with the student to clarify attendance policies.
- When a student is absent for five (5) or more full time equivalency days of absence (including any time missed on days of partial absence) for any reason other than verified hospitalization, death in the family, professional visits or doctor's home restriction) an attendance conference will be held with the parents/guardian, Head of Early Years/Primary/Secondary School and an attendance contract agreed to.

### **Requirements**

- When a student is absent, whether excused or otherwise, he/she has the responsibility and obligation to contact teachers and make up the work missed immediately on return.
- All students returning after an absence from school must report to the Head of Early Years/Primary/Secondary School with a written note from their parents.

- When a student is absent for three (3) or more consecutive days due to medical reasons, a doctor's note is required.

**Note:**

For reporting purposes, absences and lateness to classes are a part of a student's permanent school record.

## **Lateness Policy and Procedure**

**Rationale:**

- Teaching and learning is paramount.
- Time in class is vital for learning.
- All students have the right to learn without being disturbed or their lesson interrupted.

**Expectations:**

- Students will be on time to the school
- Students will be in class by 8.00 am each day
- Students will attend and be on time to all classes

**Procedures:**

- On arrival at school, students will go straight to registration (8.00-8.15). If a student arrives late (i.e. after 8.15 am), they will sign in at the Reception, and quietly enter the class, sit down, and begin working without disruption.
- Students will be required to make up the time late at the end of the day when they are late for class.
- For consistent lateness, a student's parents/guardians will be required to meet the Head of Early Years/Primary/Secondary School and both the student and parent will be required to sign a contract agreeing to be on time to the school each day
- After the student and parents/guardians signing of a contract agreeing to be at school on time, further continual lateness will result in a review of the student's enrolment at the school.

## **Out of Class Policy and Procedures**

**Rationale:**

- Teaching and learning is paramount.
- Time in class is vital for learning.
- All students have the right to learn without being disturbed or their lesson interrupted.

**Out of Class**

- Students are not permitted to leave class during a class period.
- The only exception is in the case of an emergency or visit to the toilet. If they are leaving the class the teacher must issue a pass.

- In the case of an emergency the student will be referred to the Head of Early Years/Junior/Senior School who will call the doctor/nurse in the clinic.

### **Leaving School during the Day**

- Students with medical appointments during the school day need to bring a note from home or an appointment card from a medical practitioner or hospital with the details of the date and time of any appointment. This is to be given to the Head of Early Years/Junior/Senior School
- The Head of Early Years/Junior/Senior will sign a leave form showing date and time that they are permitted to leave school.
- Students will sign out in the leave book at the Receptionist's office and sign in again when they return.

### **Family Emergencies**

- Parents' needing to contact student in the case of family emergencies that requires a student to leave school, should contact the School Receptionist
- The Receptionist will notify the Head of Early Years/Primary/Secondary who will contact the student and provide them with a leave pass
- The student will sign out in the leave book at the Receptionist's office and then leave school.

### **Direct Contact of Student**

- As the school's focus is on teaching learning and in keeping with the school's Behaviour Policy and Procedures, the use of mobile phones is discouraged during school hours.
- Where parents need to pass on an urgent message to their son/daughter outside these break hours, they may directly contact the Receptionist who will ask the Head of Early Years/Primary/Secondary School to pass on the message to the student during the changeover of class periods or at another appropriate time

### **Uniform Policy**

If you require more information you can read the ABC Uniform Policy.

The mandatory uniform school policy began in September, 2016. Students in EYFS and Key Stage 5 (Smart Office wear) do not have to wear uniform. Research shows that school uniforms support a safe and disciplined learning environment which is the first requirement of any good school. Students who are safe and secure, who learn the basic values and the essentials of good citizenship are better students. The following are observed benefits of school uniforms in many communities that have adopted uniform policies:

By wearing their school uniforms, students will become part of a community. It is this team effort that the School hopes will help students experience a greater sense of school identity and belonging and promote academic excellence.

A safe and disciplined learning environment is the first requirement of a good school. Young people who are safe and secure, who learn basic values and the essentials of good citizenship, are better students. In response to growing levels of violence in some schools, many parents, teachers, and school officials have come to see school uniforms as one positive and creative way to reduce

discipline problems and increase school safety.

They observed that the adoption of school uniform policies can promote school safety, improve discipline, and enhance the learning environment. The potential benefits of school uniforms include:

- decreasing violence and theft - even life-threatening situations - among students over designer clothing or expensive sneakers;
- instilling students with discipline;
- promoting equality
- helping parents and students resist peer pressure
- helping students concentrate on their school work
- helping school officials recognize intruders who come to the school
- helping students concentrate on their work by removing distractions
- instilling a sense of community

#### **Primary School Not in Compliance**

- First Occurrence – A call will be made to the parent/guardian to bring in clothes. A letter will be sent home reinforcing the uniform policy.
- Second Occurrence – Call home to have parents bring in clothes and remind them that the student must adhere to the school uniform policy.
- Third Occurrence – Parent is notified and student will receive detention.

#### **Secondary School Not in Compliance**

- First Occurrence – A call will be made to the parent/guardian to bring in clothes. A letter will be sent home reinforcing the uniform policy.
- Second Occurrence – Call home to have parents bring in clothes and remind them that student must adhere to the school uniform policy.
- Third Occurrence – Parent is notified and student will receive detention.

#### **Upper Secondary Not in Compliance**

- First Occurrence – Parent/Guardian will bring appropriate clothing to school and student will receive detention/demerit.
- Second Occurrence – Parent or Guardian will bring in appropriate clothing to school and student will receive 3 hours of detention/demerit.
- Third Occurrence – Parent or Guardian will bring in appropriate clothing to school and student will receive 1 day in-house.
- Fourth Occurrence – This is considered defiance and Code of Conduct will be applied.

#### **NO OVERSIZED CLOTHING WILL BE ALLOWED**

**No colored wrist bands, neck beads, head bands, or doo rags are allowed. The Principal has a right to stop any pattern, for example groups wearing identical earrings, chains, beads, bracelets, etc. NO COATS, JACKETS (except for the official school jacket), HOODED SWEATSHIRTS, CAPS OR HATS ARE TO BE WORN DURING SCHOOL HOURS.**

#### **Wearing of Jewellery**

##### **Rationale:**

The wearing of jewellery is discouraged because of:

- may cause injury during a personal accident
- potential loss or theft
- clash with the school uniform, may lower the high standard of professional dress desired by the school

### **Expectations:**

Boys: no jewellery to be worn.

Girls: only one set of ear studs or earrings—one in each ear. No other jewellery or make up to be worn.

Students will be asked by teachers to remove inappropriate jewellery or make-up.

### **Hair guidelines**

Parents are encouraged to contact the Head of School, Deputy Principal or Principal if they are not clear on this expectation prior to their child's hair cut:

Hair is to be clean, neat and tidy at all times. Hair longer than shoulder length is to be worn tied back as a health and safety measure. Ribbons, clips, bands and 'scrunchies' are to be of neutral colour. Hair colouring, including bleaching, is unacceptable • Excessively gelled or styled hair is considered unacceptable: This includes razor cuts, braiding, extensions and designs.

### **Buses**

The buses have fixed travel routes. Please consult the school for details. There is an adult monitor on each bus. The buses will arrive at school at approximately 8:00am. They will depart from 15.00pm.

Appropriate behaviour **MUST** be observed on the school bus by children. Children must realise that the school bus is an extension of the classroom. Inappropriate behaviour may result in withdrawal of bus privileges so children must:

- Remain in their seats and wear the seatbelts provided.
- Must not go from one seat to another.
- Not eat or drink on the bus.
- Not put any part of their body out of the window.
- Not disturb the driver by making a noise.
- Be on time for the bus. The bus cannot wait for your child. Your child must be ready and waiting for the bus. If a child late the drivers are instructed to leave and parents will be responsible for taking the child to school.

The School buses will commence the 1st week of school. Designated collection and drop-off points for the children for the new school year are still to be finally determined.

If you want your child to use school transport, you must provide the Administration Manager with:  
preferred collection and drop off point, and  
your contact phone numbers by the week school commences

### **IMPORTANT**

**It is your responsibility to keep the school informed on any changes in circumstances that concern the buses or any change in telephone numbers.**

**Pedestrian Safety:** Children need to exercise extreme caution when near roadways.

- Children 7 and under must be escorted by an adult.
- Children 7-9 must be within voice range of an adult.
- Children should be told to never get into a car with a stranger.

## **Non Violence**

### **Rationale:**

- To create a climate within the school that encourages individuals to respect oneself, other people, students and staff, and an orderly learning environment.
- To actively support the victim by dealing with the perpetrator as soon as possible and in a way appropriate to the offence and consistent with school policies regarding safety and behaviour.
- To encourage staff and students to report instances of violence, intimidation and abuse

### **Guidelines:**

- no physical violence
- no verbal violence
- no violence to property (including vandalism and theft)
- no violence to self (including use of harmful and illegal substances)
- no weapons or dangerous items or objects are to be brought into school

### **Procedures:**

- To take action when these rules are breached. This would normally mean that students involved would be suspended from the school in keeping with such policies and procedures
- To stress the positive side of courtesy, cooperation and common sense
- To reinforce the non-violence rule regularly in simple consistent language
- To refer students, both victims and offenders, where appropriate for victim support and/or anger management.
- To include discussions on anger and violence in the appropriate curriculum areas.

## **Harassment Policy and Procedures**

Harassment is prohibited in our school. Each of us is responsible for helping to create a positive educational environment. A positive educational environment is free of harassment or intimidation based on any criteria including, but not restricted to, age, race, religion, disability, creed, colour, ethnic origin or ancestry, gender or sexual orientation. Harassment of any employee or student by any other employee or student or by anyone with whom a student or employee may interact in order to fulfill job or school responsibilities is a violation.

Depending on the type of harassment and whether or not the harassment is a repeat offence, disciplinary action up to and including expulsion will be taken. The School is committed to create a harassment-free learning environment, in which students can learn and teachers can teach. Students are to report acts of harassment to their teachers or other adults in the school. Once informed, the adult will refer the student to the appropriate school authority who will take action in accordance with school policy.

### **Harassment includes:**

- Physical contact - hitting punching, kicking, or invading another's personal space. Any act of violence against a person is the ultimate form of harassment.
- Verbal harassment - being aggressive, intolerant, teasing and taunting, making denigrating comments (racial, sexual, religious, or personal), swearing, spreading rumors, or bullying (a conscious effort to hurt, threaten, or frighten someone).
- Body language - using unacceptable body gestures and mannerisms towards others.
- Sexual - jokes, unwanted contact, leering, gestures, or drawings.
- Cyber-Bullying – sending via any form of electronic device, be it while at school or from outside of ABC, messages that are aggressive, hurtful, intolerant, teasing, denigrating

(racial, sexual, religious, or personal), rumors, or threatening.

ABC becomes involved when student's offline or online activities impact at-school life and community. In other words, if the actions of students outside of school have an effect on students feeling unsafe or uncomfortable at school, then ABC administration will act and remedy this. Additionally, if members of ABC staff or its community are targeted, then the school administration gets involved. Bullying is not tolerated at ABC in any form.

If someone continues to harass you, we encourage you to inform a teacher, your mentor or an administrator. ABC will do everything in its power to ensure the school is a safe environment for you and all students and teachers.

### **Internet/ICT Acceptable Use Policy**

The Internet links thousands of computer networks around the world, providing ABC students access to a wide variety of technological and informational resources.

Whilst ABC has some control of the information on the Internet, it does not have 100% control. There is some risk that sites accessible via the Internet may contain material that is inappropriate for educational use in an Early Years to Year 13 setting. The school does not condone the use of such materials and does not permit usage of such materials in the school environment.

ABC specifically denies any responsibility for the accuracy or quality of information obtained through its Internet accounts.

#### **Student Guidelines**

- Students are expected to follow all guidelines stated below as well as those given verbally by staff, and to demonstrate ethical behaviour in using the network facilities.
- Students are also expected to realize that the opportunity to use the network and the school facilities go hand in hand with using computer hardware, software and the Internet in a responsible manner.
- Any actions that might harm the computer equipment or software, impair its effective use, or show disregard for the proper procedures will not be tolerated.
- Access is a privilege, not a right.
- Students may not allow others to use their account name and/or their password. To do so is a violation of the Acceptable Internet Use Policy.
- Before use, all students will receive an overview of the aspects of security and ethics involved in using the ABC network.
- Any action by a student that is determined by the instructor or a systems administrator to constitute inappropriate use of the Internet at ABC or to improperly restrict or inhibit others for using the Internet is a violation of the Acceptable Use ICT Policy.
- Transmission from material, information or software in violation of any law in Azerbaijan is prohibited and in breach of the Acceptable Use ICT Policy.
- Transmission of personal information of a minor is strictly prohibited.

#### **Violating the ABC Acceptable Use ICT Policy may result in:**

- restricted network access
- loss of network access
- suspension or expulsion
- other disciplinary or legal action including, but not limited to, criminal prosecution under Azerbaijan law

In order to ensure efficient system operation, the system administrator has the authority to monitor all accounts. Every effort will be made to maintain privacy and security in this process.

**Acceptable Internet/ICT Use Agreement: All students at ABC**

I understand that using the computer network is a privilege and when using the school computers I will:

- always behave in a sensible, mature way, respecting others at all times
- only log on using my own username and keep my password secret
- only use the school computer network for school-related work
- report any suspected breach of network security (whether by myself or others) to a member of staff
- refrain from accessing any newsgroups, links, web pages or other areas of cyberspace that would be considered offensive because of pornographic, racist, violent, illegal or illicit content
- never use my school email address to sign up to social networking sites such as Facebook
- take responsibility for monitoring and appropriately rejecting any such newsgroups, links, web pages or other areas of cyberspace accessed by me accidentally
- always be courteous and use appropriate language both to those around me and those I contact through the network
- never seek to harass or abuse fellow students or members of staff through the use of obscene or offensive language or images, either on the school network itself or via external social networking sites; I will report any cases of such usage against me
- not allow copyrighted material to enter the school e.g. MP3 files
- not download software, games, music, graphics or video while on the school grounds
- use any downloaded material in an appropriate manner in my work, listing its source in a bibliography and clearly specifying any directly quoted material
- never reveal personal information including names, addresses, credit card details, telephone or fax numbers, or photographs of myself or others
- never subscribe to auto-mailing systems
- only use the school address where I have permission and never give other details about the school, including telephone numbers and email addresses
- not interfere with or damage the school computers or peripherals, the school systems or network in any way
- report any accidental damage immediately to a member of staff
- report any misuse of the network service to a member of staff immediately
- not use any systems outside of the school in a way which could cause offence to either staff or other students at the school
- not use any systems outside school in a way which could portray the school in a negative way
- not try to add members of staff as “friends” on social networking sites
- report any instances of others breaching any of the points above

I understand that my ABC account is not, and cannot be, regarded as private and will be subject to random monitoring. I understand that if I am found not to be complying with this policy I will be denied access to the computer network for a time to be determined by the Principal. I also understand that I may face further disciplinary action depending on the nature of the offence.

*By signing the ABC Acceptable Internet/ICT Use Agreement, the student agrees to the above terms.*

## **Detention**

Detentions are served during morning, lunch break, or after school from 3:00 to 4:00 pm, depending on the infraction. The student will be informed in advance of the location by their Mentor or Head of School. Late arrival is considered an absence. This time is for quiet study and reflection. No eating or portable media devices are allowed. A scheduled time can only be changed with advanced approval from the Head of School.

## **Suspension, Exclusion, and Expulsion of Students**

### **Purpose:**

The purpose of the provisions of this Policy concerning the suspension, exclusion, or expulsion of a student is to:

- (a) provide a range of responses for cases of varying degrees of seriousness; and
- (b) minimise the disruption to a student's attendance at school and facilitate the return of the student to school when that is appropriate; and
- (c) ensure that individual cases are dealt with in accordance with the principles of natural justice

### **The Principal may suspend students**

- (1) The Principal may suspend a student if satisfied on reasonable grounds that:
  - (a) the student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school; or
  - (b) because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended
- (2) A suspension may be for 1 or more specified periods, and:
  - (a) the period or periods may not exceed 5 school days in any one term
  - (b) a student may be suspended more than once in the same year but for not more than 10 school days in total in that year
  - (c) in calculating the period of a suspension, the day on which the student was and any day on which the student would not have had to attend school in any event, must not be counted
  - (d) the Principal may lift the suspension at any time before it is due to expire
- (3) If a student has been suspended, the following provisions apply in relation to the student's attendance at the school:
  - (a) the Principal may require the student to attend the school if the Principal reasonably considers the student's attendance is appropriate
  - (b) the Principal must allow the student to attend the school if the student's parents request that the student be permitted to attend the school and the Principal considers the request is reasonable
  - (c) otherwise the student does not have to, and is not permitted to, attend the school while suspended

### **Board's powers (delegated to the Board's Disciplinary Sub-Committee) when suspended student is younger than compulsory school attendance age**

- (1) If a student younger than the compulsory school attendance age has been suspended, the Board may:
  - (a) lift the suspension at any time before it expires, either unconditionally or subject to any reasonable conditions the Board wants to make
  - (b) extend the suspension conditionally for a reasonable period determined by the board.
  - (c) When extending the suspension subsection (2) below applies
  - (d) if the circumstances of the case justify the most serious response, exclude the student from the school by extending the suspension and requiring the student to be enrolled at another school
- (2) If the Board extends a suspension conditionally, the Board must impose reasonable conditions aimed at facilitating the return of the student to school and must take appropriate steps to facilitate the return of the student to school.
- (3) If a student fails to comply with any condition imposed under this section in respect of the lifting or extension of his or her suspension, the Principal may request the board to reconsider the action it took under this section in that case and the board may confirm or reverse its earlier decisions or may modify its earlier decisions by taking any action specified in any of paragraphs (a) to (c) of subsection (1).
- (4) If the Board has not sooner lifted or extended a suspension, or excluded the student under subsection (1), the suspension of a student younger than 16 ceases to have effect
  - (a) at the close of the seventh school day after the day of the suspension; or
  - (b) if the suspension occurs within 7 school days before the end of a term, at the close of the tenth calendar day after the day of the suspension

**Board's powers (delegated to the Board's Disciplinary Sub-Committee) when suspended student is over the compulsory school attendance age**

- (1) If a student who is over the compulsory school attendance age has been suspended, the Board may:
  - (a) lift the suspension at any time before it expires, either unconditionally or subject to any reasonable conditions it wants to make; or
  - (b) extend the suspension conditionally for a reasonable period determined by the Board when extending the suspension, in which case subsection (2) applies; or
  - (c) expel the student
- (2) If the Board extends a suspension conditionally, the Board must impose reasonable conditions aimed at facilitating the return of the student to school, and must take steps to facilitate the return of the student to school.
- (3) If a student fails to comply with any condition imposed under this section in respect of the lifting or extension of his or her suspension, the principal may request the board to reconsider the action it took under this section in that case and the Board may confirm or reverse its earlier decisions or may modify its earlier decisions by taking any action specified in any of paragraphs (a) to (c) of subsection (1).
- (4) If the Board has not sooner lifted or extended it or expelled the student under subsection(1)(c), the suspension of a student who is 16 or older ceases to have effect
  - (a) at the close of the seventh school day after the day of the suspension; or
  - (b) if the suspension occurs within 7 school days before the end of a term, at the close of the tenth calendar day after the day of the suspension

**Duties of Principal when student is suspended**

- (1) When a student is suspended, the Principal must take all reasonable steps to ensure that the student has the guidance and counselling that are reasonable and practicable in all the circumstances of the suspension.
- (2) If a student's suspension is subject to conditions, the Principal must take all reasonable steps to ensure that an appropriate educational programme is provided to the student.
- (3) The purpose of the educational programme referred to is to facilitate the return of a student to school and to minimise the educational disadvantages that occur from absence from school.

#### **Attendance at Board disciplinary sub-committee meeting concerning suspensions**

If a student has been suspended, the student, the student's parents, and their representatives are entitled to attend at least one meeting of the Board and speak at that meeting, and to have their views considered by the Board before it decides whether to lift or extend the suspension or exclude or expel the student

#### **Principal may preclude student for health reasons**

- (1) The Principal if he believes on reasonable grounds that a student:
  - (a) is not clean enough to keep attending the school; or
  - (b) may have a communicable disease may preclude the student from the school.

Forthwith after precluding a student from school under subsection (1), the Principal shall make all reasonable efforts to tell:

- (a) the Board; and
  - (b) the student's parents; and
  - (c) in the case of a student precluded under subsection (1)(b), the Medical Officer of Health, that the student has been precluded, and why
- (2) Where a student has been precluded from school for being not clean enough, the Board shall have the matter looked into, and shall either cancel the preclusion or confirm that the student should stay precluded until the Principal is satisfied that the student is clean enough to go back to school.
  - (3) Where a student has been precluded from school on suspicion of having a communicable disease, the Board shall have the matter looked into, and shall either cancel the preclusion or confirm that the student should stay precluded until the board has received a certificate from a doctor stating that the student is well enough to go back to school.
  - (4) Neither the Principal nor the Board is liable for any act done or omitted:
    - (a) in good faith; and
    - (b) with reasonable care; and
    - (c) in pursuance or intended pursuance of a power or duty given or imposed by this section

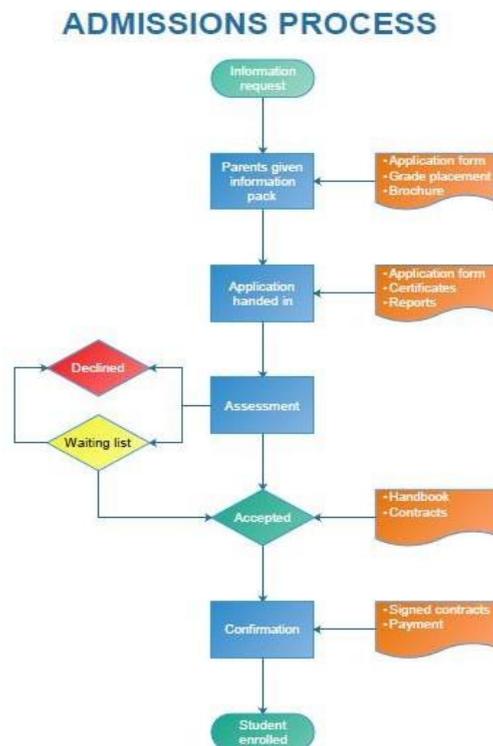
### **Admission Policy**

ABC is a coeducational school dedicated to serving the young people of Azerbaijan. Applications for admission to ABC are reviewed and decided upon by the Principal, at times in conjunction with the School Board. The Principal will make initial class and grade placement decisions. Children accepted to ABC are expected to show:

- The ability to function at an age appropriate level in both Azerbaijani and English.
- The appropriate level of educational aptitude and skills required to excel at each year level.

## Enrollment Procedure

- Parents/Guardians should complete the ABC Registration form. This is available from the School Office, or can be downloaded from the ABC website [www.abc.edu.az](http://www.abc.edu.az) and then emailed to the school at [info@abc.edu.az](mailto:info@abc.edu.az)
- An interview is arranged with administration. All other required documents – four (4) passport size photos, birth certificate, medical forms and previous school records should be brought along to this interview.
- A subsequent entrance test is organized and the date will be published when known.
- In almost all cases, a child will be placed in the relevant year class (dependant on their age as at 15 September of the year). However, if requested, or deemed necessary by the Principal following consultation with the class teacher and/or parents, a child may be accepted into the class one year below or one year above their age. In this situation, there are expectations that previous school records as well as evidence of the testing undertaken are in support of this action.
- An offer of a place will either be made or not – in writing. Any decisions made by the Principal are final. If a place is not offered, advice and further information will be supplied to the child’s parents. If a place is offered additional information will be provided – such as ‘school uniform’ and stationary requirements.
- Tuition fees for the first month are payable on entry to the school.
- ABC generally does not accept children with learning difficulties.



## Entry Interviews and Assessment

School begins for 2019/2020 Academic Year on 11<sup>th</sup>, September 2019. Enrolment forms must be completed for all students seeking to enrol at ABC.

In addition to the enrolment form, the following forms are required to be completed:

- Medical Health Form
- Emergency Contact Form
- Transportation Form, and
- ABC's acceptable IT use agreement

The following are also required to be submitted along with the Enrolment forms:

- Copy of Birth Certificate
- The last two (2) years Reports from their previous school (if applicable)
- Personal File (if applicable)
- Four (4) passport size photos
- Medical certificates and information of vaccinations and immunizations for your child

Students enrolling for Key Stage 1 (Year 1 and Year 2) and their parents will meet with the Head of Early Years and Key Stage 1 to discuss the enrolment which will also include an assessment in English and Mathematics, with EAL where appropriate.

Students enrolling for Key Stage 2 (Year 3 to Year 6) and their parents will meet with the Head of Primary to discuss their enrolment which will also include an assessment in English and Mathematics with EAL where appropriate.

Students enrolling for Key Stage 3 (Year 7 to Year 9) and their parents will meet with the Head of Secondary to discuss their enrolment which will also include an assessment in English, Mathematics and Science, with EAL where appropriate.

Students enrolling for Key Stage 4 (Year 10 to Year 11) and their parents will meet with the Head of Secondary to discuss their enrolment which will also include an assessment in English, Mathematics and Science, with EAL where appropriate.

### **Enrolment Priority**

ABC will aim to admit children in each school grade up to, but not exceeding the school's standard number (with some exceptions as specified in our Admission Policy). For all children, if the number of applications exceeds the number of places available, then students will be accepted on the basis of the results of the entrance test results and interview. At ABC we firmly believe in equity of opportunity for all.

### **Re-Registration**

Parents need to re-register their child/children in April to ensure a place in the appropriate age group. A deposit will be required.

### **Role of Parents**

ABC expects parents/guardians to:

- 1) be willing to work with their child at home (i.e. encourage reading, help with homework)
- 2) be pro-active in communicating with their child's teachers
- 3) take an active role in the life of the school
- 4) pay tuition fees on time in accordance with the tuition fee policy

Parents/Guardians who are considering sending their child to ABC may visit, by making an appointment to see the Principal.

## Grade Placement

### General Grade Placement

In general, students will be placed according to their age on September 1st of their year of entry. The school may extend this date to the 15th September to comply with Azerbaijani regulation. Where it is considered to be of benefit to the student, he/she may be placed in a lower grade than requested. Only under exceptional circumstances will a student be placed in a higher grade than his/her age group. In these cases, the cut-off date may be extended to December 31st. This is conditioned upon a report from a recognised Educational Psychologist or equivalent that strongly recommends this. Such a report should take into consideration the student's *intellectual capabilities*, *social skills* and *emotional intelligence and development*. Other factors to be considered for such a placement include:

- The cut-off date in the child's country of origin (ABC aims to avoid situations in which children will be penalized on return to their home country, where possible);
- The child's successful completion of the equivalent grade elsewhere;
- A transcript or report cards from the previous year demonstrating exceptional academic performance and social skills.
- If a student is placed in a grade higher than his/her age-group, the parents are clearly informed that this initial placement is tentative, and that the school may advise a change of grade after the student's abilities have been thoroughly observed. Any change of grade would normally take place within the first two months after the student's entry into the school.

### Requirements for specific grades

Certain specific requirements apply to three categories of students:

- *All applicants who have not yet attended school:* It is recommended that all candidates in this category meet with the appropriate Head of School and/or Principal prior to registration. This can be a mandatory requirement when it is deemed necessary by the school.
- *Nursery:*
  - i. The applicant must be fully toilet-trained before commencing school at ABC
  - ii. The applicant must be able to feed and dress him- or herself reasonably independently
- *Years 12 and 13:* To successfully transfer into Year 12 or 13, students must coordinate their choice of subjects with the Secondary School Principal, as they have an overall picture of the courses offered and the space available in each class.

ClassLevel	Age as at 15th September
Nursery	3+ years
Reception	4+ years
Year 1	5+ years
Year 2	6+ years
Year 3	7+ years
Year 4	8+ years
Year 5	9+ years
Year 6	10+ years
Year 7	11+ years
Year 8	12+ years

Year9	13+ years
Year10	14+ years
Year11	15+ years

**Exceptional Admission:** A child whose birthday is after 15<sup>th</sup> September of that academic year but has exceptional academic skills and appropriate social maturity may still be considered for admission into a particular grade. Acceptance is contingent upon a successful interview and previous school records, in addition to our regulations in our Admission Policy and other guidelines.

## **Student Placement Policy**

### **Rationale**

It is important for the learning and welfare of students that students are placed in classes appropriate to their educational and social needs. It is equally important for the effective operation of the school that placement of students in classes results in minimal disruption.

The purpose of this policy is to ensure that a consistent approach is applied throughout the school on the placement of students.

### **Policy**

- Senior administration including (but not exclusive to) the Principal, Head of Early Years/Primary/Secondary, and Heads of Department place students in classes according to their educational and social needs. Classes are organized to ensure that class sizes are balanced wherever possible.
- Placements are ultimately the responsibility of school administration and students may be transferred to other classrooms as and when the school deems the move to be in the best interests of the student
- Parents will be notified of any such move
- Outside of school administration, parents are the only other people who can request the movement of a student within classes.
- Parents requesting a change in student placement must complete a request form indicating the reason for the change.
- A committee within the school consisting of all or some of the following people; Principal, Head of Early Years/Junior/Senior School, Head of Faculty and teacher will meet and make a binding decision. Parents will be notified in writing of the decision.

### **Conclusion**

Students will be placed in appropriate classes through a process that is equitable and consistently applied across all sections of ABC.

## **Registration/School Fees**

Children cannot begin school until they are correctly enrolled and the September school fees have been paid.

### **Payment of School Fees**

Where parents notify the school that a company is paying school fees, the school will invoice the company concerned.

Parents will pay a non-refundable 1000AZN deposit by June 15, 30% of fees will be owed by July 31, minus the deposit, and then the remaining fees will be paid in 7 equal instalments.

**IMPORTANT:**

- When fees remain outstanding, ABC reserves the right to re-consider a child's place in the school.

## **Withdrawal from School**

Parents must give one month advanced written warning of withdrawal of their child from the school.

## **Additional Information**

Most children are admitted in April/May, but if vacancies exist the school will consider admitting students if it is in the best interests of the student.

### **Course Completion requirements:**

- To meet the requirements of the Complex's academic program, students cannot miss more than 10% of classes in any subject.
- This 10% includes non-excused absences.
- A student who fails to meet this course attendance will need to repeat the course the following year.
- We would, however, expect students to have an attendance of 95% or above.

## **Academic Programme**

### **The British Educational System**

In the British educational system, the children generally start school at the age of 5. It is the child's age at 1st September that determines which year they start. Prior to this, there is an Early Years Foundation Stage (EYFS) option, but this is not compulsory.

The primary education consists of six (6) years, and is divided into two Key Stages; Key Stage 1 (Year 1 and Year 2) and Key Stage 2, which consists of Year 3 to Year 6. The latter is generally split into Lower Key Stage 2 (Year 3 and Year 4) and Upper Key Stage 2 (Year 5 and Year 6). Most students are 11 years old when they finish the primary programme.

At the age of 11, students generally start their secondary education. This can be divided into Lower Secondary (Years 7 to 9), Middle Secondary (Year 10 and Year 11) and Upper Secondary (Year 12 and Year 13). Lower Secondary is generally called Key Stage 3, and sometimes Secondary 1. Most of the students complete this Key Stage the year they turn 14. After completing Key Stage 3, they move on to Key Stage 4, where they normally will study from the age of 14 to 16. At the end of Year 11, students will do their secondary exams, which in the United Kingdom generally are called General Certificate of Secondary Education (GCSE). As these exams, and the curriculum they are based on, has a strong focus on Britain, some Examination Boards, like Cambridge Assessment International Examinations and Edexcel, have developed a curriculum and examinations that have a more international approach, and therefore are more relevant for students studying at international schools. These examinations have the same value as the GCSE's, but they are called International General Certificate of Education (IGCSE).

In these examinations, students are graded

A*	(90 - 100 %)
A	(80 – 89 %)
B	(70 – 79 %)
C	(60 – 69 %)
D	(50 – 59 %)
E	(40 – 49 %)
F	(30 – 39 %)
G	(20 – 29 %)
U	(< 20 %)

In some cases for example the Edexcel Examination Board it may be 1 (lowest) to 9 (highest) scale.

Technically, grades A\* to G are pass grades, whereas less than 20% is ungraded. However, the grades achieved fall into one of two levels. Level 2 are grades from C – A\*, whereas grades from G – D are Level 1. To be able to progress to A-level (Upper Secondary), and as well to later gain access to universities, most schools and universities will only consider Level 2 grades. In other words, students pass with > 20 %, but need

> 60 % to progress to the next level. Students normally study anything from 5 – 14 different IGCSE subjects, depending on the school. Students must pass minimum 5 subjects with a Level 2 grade (A\* - C) to be accepted for A-level (Upper Secondary), and later university. These 5 subjects should include English, mathematics and the sciences (biology, chemistry and physics).

The IGCSE results count to get into A-level (Upper Secondary). Five (5) subjects with level 2 are also a prerequisite to get into (British) universities. However, here the results do not count, they are merely mandatory to have. To get into university, only the A-level results count as such. The exception is for universities who accept students with IGCSE only. Please note that some universities might ask more than 5 Level 2 passes.

At A-level, students are graded as follows:

A\*, A, B, C, D, E and U. E is the lowest pass grade, whereas U is a fail. The grades are converted to points, and university entrance is generally indicated based on a minimum number of points. Points awarded are as follows:

## British Education and Azerbaijan

When a student moves from an Azerbaijani to a British school, he or she enters the same year-group according to the British system, which is one number higher than the Azerbaijani numbering. The following comparison of the Azerbaijani and British education systems might make it easier to understand:

<i>Azerbaijani System</i>	<i>British System</i>	<i>Age</i>
	Pre-Nursery	0 – 1 years
	Pre-Nursery	1 – 2 years
	Pre-Nursery	2 – 3 years
	Nursery	3 – 4 years
	Reception	4 – 5 years
	Primary, Key Stage 1	5 – 6 years
Primary Education 1st Class	Primary, Key Stage 1	6 – 7 years
Primary Education 2nd class	Primary, Key Stage 2	7 – 8 years
Primary Education 3rd Class	Primary, Key Stage 2	8 – 9 years
Primary Education 4th Class	Primary, Key Stage 2	9 – 10 years
General Secondary Education 5th Class	Primary, Key Stage 2	10 – 11 years
General Secondary Education 6th Class	Lower Secondary, Key Stage 3	11 – 12 years
General Secondary Education 7th Class	Lower Secondary, Key Stage 3	12 – 13 years
General Secondary Education 8th Class	Lower Secondary, Key Stage 3	13 – 14 years
General Secondary Education 9th Class	Middle Secondary, Key Stage 4, IGCSE	14 – 15 years
Full Secondary Education 10th Class	Middle Secondary, Key Stage 4, IGCSE	15 – 16 years
Full Secondary Education 11th Class	Upper Secondary, A-levels	16 – 17 years
Bachelor's Degree Year 1	Upper Secondary, A-levels	17 – 18 years
Bachelor's Degree Year 2	Bachelor's Degree Year 1	18 – 19 years
Bachelor's Degree Year 3	Bachelor's Degree Year 2	19 – 20 years
Bachelor's Degree Year 4	Bachelor's Degree Year 3	20 – 21 years

Here are some facts about the British Education System:

- They start primary at the age of five, and finishes at the age of 18. In other words, students study for 13 years.
- Pupils can easily move from one system to another.
- Azerbaijani pupils are allowed to enter into the same year-group according to the British system. This means that an Azerbaijani pupil in third grade in primary will be in fourth grade in the British system.
- An Azerbaijani pupil, who starts at 6 years old, therefore enters directly into the second grade, and will complete A-levels in 12 years, just one more year compared to the Azerbaijani system. However, the bachelor Degree in the British system is three years as compared to four years in the Azerbaijani system.
- Pupils, who fail, do not have to repeat a course. However, to move from Middle Secondary (IGCSE) to Upper Secondary (A-level), it is normal to have passed a minimum four subjects with grades A\*, A, B or C.
- To pass A-levels, one needs to pass minimum two subjects with grades A\*, A, B, C, D or E. Many universities will require three subjects.
- For a direct access to universities worldwide, one needs to pass a minimum of five IGCSE with grades A\*, A, B or C by the end of year 13, as well as a minimum two subjects from A-levels with grades A\*, A, B, C, D or E.
- Only A and AS-level subjects give entry points to university.

## University Entrance

Generally, students study for 13 years before entering university. At the end of Year 13, students who pass the examinations are conferred a General Certificate of Education Advanced Level (GCE A levels). The GCE A level is an entry qualification for universities in the United Kingdom and worldwide. In addition, students must also have passed a minimum of five (5) IGCSE subjects at Level 2 (grades C or higher).

At A-levels, students are graded as follows:

A\*, A, B, C, D, E and U. E is the lowest pass grade, whereas U is a fail. The grades are converted to points, and university entrance is generally indicated based on a minimum number of points. Points awarded are as follows:

A*	56points
A	48points
B	40points
C	32points
D	24points
E	16points
U	ungraded

Generally, three (3) A-levels are required to get into university, but at some universities two (2) A-levels are enough.

In some countries, students can also access universities with only IGCSE. This is the case for instance in the United States and Canada, where there currently are several universities who accept students for

their undergraduate programmes with IGCSEs.

In other countries, like Australia, students might be accepted to some universities with an IGCSE, in some cases providing they do a one year foundation or bridging programme.

A GCE A level certificate may also give students an advanced credit at universities, like in the United States, where they in many cases will be allowed directly into the second year of a Bachelor programme, providing the grades are good enough.

Generally speaking, all the world's top universities recognize the Cambridge Assessment International Examinations A level.

Universities in countries around the world recognise and welcome CAIE/Edexcel international qualifications, including the UK, US, European nations, India, Pakistan, Australia, Canada, South Africa and Singapore. Universities in the countries listed below have published their recognition policies, but many more accept Cambridge qualifications on an individual basis:

Albania	Croatia	India	Montenegro	Sweden
Argentina	Cyprus	Ireland Israel	Nepal	Switzerland
Armenia	Czech Republic	Jordan	Netherlands	Tajikistan
Australia	Denmark Egypt	Kazakhstan	New Zealand	The Former
Austria	Estonia	Kyrgyz Republic	Norway	Yugoslav
Azerbaijan	Finland	Latvia	Pakistan	Republic of
Bahrain	France	Lebanon	Portugal	Macedonia
Bangladesh	Georgia	Lichtenstein	Romania	Trinidadand
Belarus	Germany	Lithuania	Russia	Tobago
Belgium	Guyana Holy	Luxembourg	Serbia	Turkey
Bosnia and	See Hong	Malawi	Singapore	UAE
Herzegovina	Kong	Malta	Slovakia	Ukraine
Botswana	Hungary	Mauritius	Slovenia	United Kingdom
Bulgaria	Iceland	Moldova	South Africa	United States
Canada			Swaziland	Zimbabwe

## Our Curriculum

ABC is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

Our aim is to meet the needs of young people in Azerbaijan, and the children of expats living here for shorter or longer terms, preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for ABC recognises that:

- The world of 2030 will be very different to the world of today.
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will increasingly have, greater access to information and learning material independently of school.
- Adulthood entails economic participation but more.
- 18+ year olds will still be at an early stage of learning.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

At ABC, we generally follow the National Curriculum for England and Wales, with the addition of

Azerbaijani language, culture, history and geography as required by the Ministry of Education of Azerbaijan. The exception is for English, mathematics and science in Key Stages 1 – 3, where we follow the Cambridge Assessment International Examinations curriculum, and key Stage 4, where we follow the Cambridge International Examinations and Edexcel curriculums for the IGCSE subjects. In Early Years (Nursery and Reception), this means we cover the following basic areas:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

At the start of the 2019-20 academic year the new Principal has asked for a review of the whole ABC curriculum to make sure that it is aligned to our stated aim of providing a ‘challenging academic programme that meets the needs of our pupils’. The result of the review and curriculum changes will be published to parents by the end of September 2019.

## **Curriculum Aims and Outcomes**

### **Curriculum aims**

The curriculum should inspire and challenge all learners and prepare them for the future. ABC’s aim is to develop a coherent curriculum that builds on young people’s experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- Have and be able to use high quality personal, learning and thinking skills (PLTS) and become independent learners.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.
- Have to be able to use high quality personal learning and thinking skills
- Have to be challenged and stretched to achieve their potential.

### **The curriculum outcomes**

ABC’s curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education.
- Fulfil statutory requirements (unless they are indirect conflict with Azerbaijani law or accepted customs).
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities at ABC.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.

- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by, ABC's specialist status
- science, mathematics and creative subjects.
- Develop a specific curriculum for Key Stage 3 (Years 7 and 8) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- Design a Key Stage 4 curriculum which meets the needs of students, parents and wider society.
- Design a post-16 curriculum which is not constricted by the curriculum offer from ABC alone but incorporates other schools/schools which may be in partnership with the ABC.
- Benefit other secondary and primary schools in the area.

## **Assessment**

The school is committed to the achievement of academic excellence for all students. Together, students and teachers set achievable learning goals that are monitored and/or adjusted throughout the learning process. Teachers assess at regular intervals using standardised and criterion referenced tests, and observations of individual students. The use of a variety of forms of assessment acknowledges students' individual styles. Students are encouraged to engage in self-assessment and to reflect on progress both as individuals and as group members.

### **Multiple forms of assessment are used by students and teachers**

- Teachers use a range of assessment tools linked to outcomes and, when appropriate, to different learning styles.
- Students assess themselves according to known assessment criteria.
- Students are involved in group and peer assessment.
- Students are assessed on their ability to apply knowledge and skills to real life situations.

### **Assessment is used to communicate to parents and students progress towards anticipated outcomes**

- Students take ownership of their learning and look forward to the report.
- Students are engaged in self-assessment and goal setting.
- Formative assessment is used to communicate progress to student throughout the learning process.
- Students and parents are given the learning outcomes and assessment criteria for each course at the beginning of term.

### **Assessment is an on-going process used to evaluate the effectiveness of student learning outcomes/assessment criteria**

- Students and parents know and understand the learning outcomes and assessment criteria.

- Assessment reflects teacher collaboration within subject areas and across year levels.
- Students receive regular feedback from teachers and are encouraged to take responsibility for their learning.
- Teachers use the results of formative and summative assessments in the planning of lessons and related activities.

### Students and teachers are actively involved in the development of assessment tools

- Teachers collaborate across the curriculum for continuity in assessment practice.
- Teachers and students are involved in determining learning outcomes and assessment criteria in the curricula.

## Grading

The Key Stage 1 Grade Reports will be as follows:

Symbol	Description	General, quantitative description
A	Excellent	An excellent performance, clearly outstanding. Well above average
B	Very good	A very good performance. Above average
C	Good	A good performance in most areas. Overall an average performance
D	Satisfactory	A satisfactory performance, but with significant shortcomings. Below average
E	Poor	A weak performance. Well below average

As you may have noted, the grades are from A to E, and we avoid failing students, even if they perform below the minimum expectations. This changes when we move to the next Key Stage, i.e. from Year 3 and onwards. From Key Stage 2 to Key Stage 4, students will be awarded the grades according to the table below. Here we use a grading system from A\* to U. This is equivalent to the current system for the IGCSE exams (Cambridge or Edexcel) at the end of Year 11. We believe it is important for the students to familiarise themselves with this system as soon as possible, in order to be as prepared as they can for the final exams.

Symbol	Percentage	Description	General, quantitative description
A*	90 – 100 %	Outstanding	An extraordinary performance. Clearly outstanding. The pupil works independently with unusual effectiveness, demonstrates exceptional judgement and degree of independent thinking
A	80 – 89 %	Excellent	An excellent performance. The pupil demonstrates excellent judgement and problem solving skills. A high degree of independent thinking and thorough command of concepts and principles
B	70 – 79 %	Very good	A very good performance. The pupil demonstrates sound judgement, problem solving skills, and independent thinking. Selects and applies relevant information, concepts and principles in most contexts

C	60 – 69 %	Good	A good performance. Demonstrates a broad knowledge of syllabus content, and a reasonable degree of judgement, problem solving skills, and independent thinking in the most important areas
D	50 – 59 %	Fair	A reasonable performance in most basic areas, but with significant shortcomings. The pupil demonstrates a limited degree of judgement, problem solving skills and independent thinking
E	40 – 49 %	Acceptable	An adequate performance in most basic areas. The pupil demonstrates a partial degree of judgement, problem solving skills and independent thinking, but with limited ability to apply them
F	30 – 39 %	Poor	A weak performance in most areas. The pupil rarely demonstrates judgement, problem solving, and independent thinking skills, and displays little knowledge of the syllabus content
G	20 – 29 %	Pass	A performance that meets the minimum criteria, but no more. Very little understanding of concepts and principles. Little or no judgement, problem solving skills and independent thinking
U	0 – 19 %	Insufficient	A performance that does not meet the minimum criteria. The pupil demonstrates an absence of both judgement and independent thinking, as well as problem solving skills

Students will also get grades in order or organisation, behaviour and effort. These grades are awarded based on the following (equal for all Key Stages):

Grade	Description
1	The pupil has shown exemplary behaviour/organisation/effort throughout the year in all subjects, and is a role model for other students. The pupil follows the rules at all times, and has conduct in class that he or she can be proud of
2	The pupil has displayed overall good behaviour/organisation/effort in the lessons, and follows the rules most of the times. From time to time he or she needs reminding, but generally accepts personal responsibility
3	The pupil usually displays a satisfactory level of behaviour/organisation/effort, but on some occasions gets involved in poor behaviour/organisation that detracts from his or her work, and needs reminding of the rules
4	On too many occasions the pupil's behaviour/organisation/effort in the classroom is poor, which is having a negative effect on his or her learning, and of the learning of others. The pupil frequently needs reminding of the rules
5	The pupil's behaviour/organisation/effort in the classroom is unacceptable and all too often leads to serious situations that involve senior staff. He or she frequently chooses to not follow the rules. The pupil's behaviour/organisation is a major concern

As parents, it is also important that you are aware of how the grades are determined, in other words, what the teachers take into account when awarding the marks. These guidelines are for most subjects, but some subjects, like Music, Design and Technology, Art and Design and Physical Education, may vary.

The grades for attainment in each subject are summative grade. The summative assessments are normally written tests at the end of the term. The effort grade 1-5 are based on the students effort and application in class, their performance in tests, homework and project based learning.

## **Our Schools**

### **EYFS**

The Pre-School at ABC provides an exciting and stimulating early learning environment for children between 3 and 5 years of age. The child must in principle be 3 years old by 1st September of the year of entry. Children turning 3 after this date, should wait until the following academic year.

We welcome children of all nationalities to our fun and stimulating programme. We enjoy excellent indoor and outdoor facilities:

- large airy classrooms
- an extensive range of educational resources
- superb gym facilities
- an infants indoor swimming pool
- a variety of outdoor adventure play areas
- several dormitories
- a traffic free zone

Our kindergarten is recognised and approved by the Azerbaijani authorities as a registered Nursery unit. We comply with their standards of health and safety and we partake in their inspections. Our qualified and caring staff understand the importance of making your child's first experiences in a school environment a happy and positive one. Our highly experienced team work closely together, ensuring continuity as your child progresses through our Pre-School programme.

The day-to-day running of the EYFS is the responsibility of Nilufar Hasanly, who has worked at ABC since the opening in 2012. She is assisted by the Head of Nursery and the Head of Reception. We recognise each child's need to develop at his/her own pace. We provide a varied programme of experiences and activities designed to help each child reach his/her fullest potential.

Our well-equipped learning environment is designed to maximise each child's opportunities for learning and discovery. This takes place through carefully planned activities supervised by the class leader. We also provide the child with many opportunities to experience free play and to interact with his/her peers.

Excellent class leader/student ratios ensure that the Pre School programme is successfully delivered and high levels of care are available at all times. In each class of 20 students, we have a total of three (3) teachers and assistants.

The curriculum follows the guidelines for the foundation stage published by the British Department of Education. Children regularly enjoy outdoor play in our adventure playgrounds. We never waste any opportunity to take advantage of good weather and promote outside play and curriculum activities.

Children complete the foundation stage the academic year in which they turn five years old (birthdays between 1 September to 31 August). This is undertaken in the Reception class of the main school.

Our EYFS has its own kitchen and dining room where fresh meals are cooked and served every day by our chef and cooks.

### **Primary**

Our primary school covers Key Stage 1 and Key Stage 2. Key Stage 1 is for Year 1 and Year 2, whereas Key Stage 2 is split into Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). Children normally start primary the year they turn five (5) by the 1<sup>st</sup> September. Most children will then be 11 by the time they finish Year 6 of primary.

Throughout the primary phase children are assessed regularly using formative and summative assessment procedures. In addition, optional and end of Key Stage UK SAT tests are administered and used to track student progress over time, together with Cambridge Checkpoint.

We welcome children of all nationalities to our fun and stimulating programme. We enjoy excellent indoor and outdoor facilities:

- well-ventilated classrooms
- variety of digital and hands on educational resources
- superb gym facilities
- access to two indoor swimming pools
- a variety of outdoor play areas
- a traffic restricted zone

The Primary School (5-11 years) teaching programme generally follows the British National Curriculum, except for English, Mathematics and Science, where we follow the Cambridge Primary Programme. In addition, students also study Azerbaijani language and literature, culture, history and geography. This broadly devised and balanced curriculum takes into account each child's age and background, in order to enhance student attainment levels, as well as extending and enriching the curriculum for more able students. Most importantly, the whole curriculum provides each student with the academic, social, linguistic and technological tools necessary for life in the modern world as global citizens.

In Year 6 students sit the CAIE Checkpoint examinations in English, Mathematics and Science. Each year all our KS2 pupils sit the Cambridge progression tests

Students in primary have their own home classrooms, with a maximum of 18 students per class. Each class has a teacher as well as an assistant. The latter is also generally a qualified teacher with a high level of English.

Besides their classroom, students enjoy other facilities such as an indoor sports hall, outdoor sports pitches, an indoor heated swimming pool (25 metres), a primary science laboratory, a computer and IT-lab, an art and design room, a STEAM( science and technology) room and a music room. All these are fully equipped.

From the start of KS2 in Year 3 , we also offer a Modern Foreign Language (MFL), in addition to English and Azerbaijani. Students can choose from options such as Russian, Spanish and Mandarin Chinese.

### **Secondary**

Our secondary school currently consists of Key Stages 3 and 4. Key Stage 3 includes the year groups 7 to 9, and children usually start Year 7 they year they turn 11 by the 1st September. Key Stage 3 is often also referred to as Lower Secondary or Secondary 1.

Key Stage 4, also known as Middle Secondary, consists of Year 10 and Year 11. These are very important years, as students will sit either Cambridge International Examinations or Edexcel exams at the end of the Key Stage. Upon successful examination, students will receive an International General Certificate of Secondary Education (IGCSE). This certificate is the basis for A-level (Upper

Secondary) studies, a two-year programme which qualifies students for university entrance. However, some universities in some countries also accept students with an IGCSE certificate.

Throughout the secondary phase children are assessed regularly using formative and summative assessment procedures. In addition, optional and end of Key Stage UK SAT tests may be administered and used to track student progress over time, together with Cambridge Checkpoint, for Key Stage 3. For Key Stage 4, previous exams are generally used to track progress.

The Key Stage 3 teaching programme generally follows the National Curriculum for England and Wales, except for English, mathematics and science, where we follow the Cambridge Secondary 1 Programme. In addition, students also study Azerbaijani language, culture, history and geography. This broadly devised and balanced curriculum takes into account each child's age and background, in order to enhance student attainment levels, as well as extending and enriching the curriculum for more able students. Most importantly, the whole curriculum provides each student with the academic, social, linguistic and technological tools necessary for life in the modern world and global citizenship.

For Key Stage 4, we follow the Cambridge International Examinations or Edexcel curriculums for subjects where the students will do IGCSE exams, and the National Curriculum for England and Wales in all other subjects.

Students in secondary have their own home classrooms, with a maximum of 21 students per class. Each class has a specialised teacher, and in some subjects, like mathematics, we split the classes into smaller units.

Besides their classroom, students enjoy other facilities such as an indoor sports hall, outdoor sports pitches, an indoor heated swimming pool (25 metres), science laboratories, a computer and IT-lab, an art and design room, a design and technology room and a music room. All these are fully equipped. Recently, we have also designed a “Talents and Research Centre”, mainly for our secondary students, where they can work on projects, do research and develop ideas.

Secondary students must also do a Modern Foreign Language (MFL), in addition to English and Azerbaijani. Students can choose from options such as Russian, French, German, Spanish and Mandarin Chinese. These are generally taught as a second language, with the exception of Russian, where they have a first language option.

Year 12 and 13 students prepare for of A-level (Upper Secondary).

## **Timetables**

The timetables for the different Key Stages are currently under review and there will be major changes in the Key Stage 3, 4 and 5. Once staffing for 2019-20 is confirmed each phase of the school will publish the new timetable to parents. The changes are designed to increase student choice and tailor the programmes of studies to pupils needs and interests.

## **Learning support**

Within an international school, as in most classrooms, there are students with additional/special educational needs who require instruction beyond what the regular classroom curriculum can provide. At ABC these needs are considered on an individual basis following the school's policies.

By definition every child is unique and every child has different learning needs. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of ABC. Inclusive education involves responding positively to each student's unique learning profile, including students with diverse learning needs.

Students with Learning Support requirements may:

- Display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.
- Display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum.
- Have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment.
- Require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

At ABC we provide students with the support they need in order to set and meet individual learning targets. Differentiation is an integral part of teaching and learning. This may involve utilising collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students. However, in those cases where students require instruction beyond regular teaching practices, learning support is provided within the framework of the school's structure. The student's learning needs are considered on an individual basis and, when necessary, learning support is provided through the coordination of our school psychologist.

## Languages

ABC is an international school following the National Curriculum for England and Wales. At ABC we create a challenging and motivating multilingual environment where the language of instruction is English. We view language as a tool for making meaning in the world. We believe that every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process. For ABC, multilingualism and the development of critical literacy are considered important factors in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

At ABC, all teachers are language teachers as language transcends curriculum areas. Through the curriculum language programmes, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. Language is always taught meaningfully and in context. These contexts vary, but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. We advocate the learning of language through a constructivist approach, allowing students to make connections with context, to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward.

As an international school situated in Baku, we are strongly committed to providing students with access to Azerbaijani language learning and utilising the host country and community for language and cultural experiences throughout the curriculum. Equally important to the school is the belief that each student should

have the opportunity to maintain and develop their mother tongue(s). The acquisition of additional languages allows students to further reflect upon and explore different cultural perspectives.

At ABC we are committed to providing an inclusive and equitable learning environment. We will try to ensure access to the programmes offered by the school for all students.

At ABC, language is taught holistically. Each programme has specific learning outcomes for the strands of speaking and listening, reading and writing, and viewing and presenting appropriate to the

students level. We promote constructivist-based authentic learning through an investigative approach of different genres.

The School invests in qualified, professional language teachers for the language of instruction, host language and other languages.

Students are allowed and encouraged to use their mother tongue to access the curriculum. For instance they may complete class work and assessments in their mother tongue and they are encouraged to share their learning and progress with their parents and other members of the community using their mother tongue.

Azerbaijani is taught to students in all grades from Nursery to Grade 10. We have two 45-minute lessons of Azerbaijani each week, in addition to two lessons in Azerbaijani History and Geography, taught in Azerbaijani.

ABC is an English medium school, but our students speak a range of different languages. Obviously, it is not possible to offer classes in all these languages. However, because educational research makes clear that those students who maintain their mother tongue will have better access to learning when working in a second or third language, it is important that we provide the opportunity for students to access their first, or mother-tongue, languages.

In the Primary School, we greatly value children continuing to learn in their mother tongue. We aim to place children in classes with other children who speak the same languages they do whenever possible. We prioritize those children who are new to learning English. We encourage parents to talk, read and write with their children in their mother tongue. All mother tongue classes in Primary need to be arranged and paid for by families via the Cross-Cultural Coordinator. Ideally, these lessons should take place after school hours.

In the Secondary School, language is divided into studies in language and literature. A student is required to take at least two languages. ABC students have the opportunity to study up to three languages. These courses are offered according to the student's level in the language of instruction, English, the host country language, Azerbaijani, and a third language. Language acquisition courses are offered in Russian, German, Spanish and Mandarin Chinese, subject to demand and availability.

Students who require additional English language teaching to access the curriculum are provided with English as an Additional Language (EAL) support. Applicants to ABC are tested and graded according to the ABC EAL levels, which are aligned with the National Curriculum for England and Wales' levels or performance indicators. Students' English language development is reassessed regularly and support is adjusted or withdrawn accordingly.

Azerbaijani is offer both as a First and Second Language.

### **Education Outside The Classroom (EOTC)**

EOTC is any activity or programme that involves taking students from their usual learning environment, and then moving them out as an organised group with specific objectives into the local or regional environment for the purpose of continuing the educational process in one form or another.

#### **Rationale:**

- To provide the opportunity for students to acquire knowledge safely, awareness, experience and success through challenges, participating, and co-operation in programmes outside the school environment.
- To add reality and depth to classroom learning and concepts discussed.
- To introduce students to real life learning situations that they can take experience and knowledge from for future use.
- To provide the opportunity for students' personal growth, socialisation and group awareness and co-operation.
- Meet the Field-work objectives as required per individual curriculum programmes.

### **Procedures:**

- All EOTC trips must follow the prescribed 'Organisation and Planning' procedures before approval is given by the Principal (or Nominee)
- Safety issues and risk assessment such as vehicles or the visited place needs to be organized and checked beforehand for things such as seat belts, in advance
- The list of places that are going to be visited needs to be discussed and approved by the Principal whether it is in the country or abroad
- Safe practice should at all times be followed with adequate planning, adult: student ratios (Early Years 1:4, Year 1&2 -1: 4, 1:6, Year 3 &4 - ratios 1:8, Year 5&6 1:10 + 1 emergency hand ), levels of staff experience, and Risk Management/Evaluations maintained
- All EOTC programmes should be evaluated regularly and remain flexible in their content and presentation.
- EOTC activities should not be carried out in isolation. There should be pre and post EOTC activity work
- The diverse skills of individual staff should be utilised within EOTC
- Students leaving the school on any EOTC activity are expected as a minimum to observe normal school rules and standards of behaviour
- Parents, other adults, and teachers are expected as a minimum to observe prescribed standards of behaviour as if they were still on campus
- Regular events that are off-site can seek written parental consent that will apply for the academic year
- Before visiting any place, the name of the emergency contact for each student and the person who is responsible for them during that period needs to be prepared
- Children are required to be in school uniforms and badges

## **Homework**

### **Rationale:**

- requires positive co-operation between home and school
- should consolidate and reinforce the regular school learning programmes
- can include many types of learning –oral, visual, physical
- recognises the importance of literacy and numeracy
- should encourage students to become independent learners
- allows adequate time for cultural, sporting and social/family activities

### **General**

- provide regular homework that enhances the programme of learning operating in the regular classroom setting
- consider the age and ability of the class in setting homework

### **Gifted Children**

The school will provide individual learning programmes for children who exhibit giftedness that take

into account their need to be extended. All lessons should be planned with opportunities to extend able students.

### Home support

- provide a suitable area where children can do homework
- encourage and praise children for completing homework
- provide appropriate stationery and other resources such as dictionaries, calculators
- contact the class teacher if there are problems with the homework

### Homework Policy

Year Level	Type of Homework	Recommended time allocation
Early Years	Practical activities for parents to do with children	As needed
Primary School: Key Stage 1 Years one	Reading, spelling and other literacy and number work	20 – 30 minutes a day
Primary School: Key Stage 2. Years two, three and four	Reading, spelling and other literacy and number work. Assignments as set	30 minutes a day
Primary School: Key Stage 2 Years five and six	Regular weekly schedule that covers the curriculum	45 to 60 minutes a day
Secondary School: Years seven, eight and nine	Regular weekly schedule that covers the curriculum	60 to 75 minutes a day
Secondary School: Yearstentothirteen	Regular weekly schedule that covers the curriculum along with work set and expected	90 to 120/150 minutes a day

All students are expected to read in addition to their regular homework from Year 3 to enhance the **SSR** (Sustained Silent Reading) programme

### Swimming and PE

Swimming and PE are a required component of the National Curriculum and there is an expectation that all children will take part in these activities. Records are kept of attendance at these lessons and students who miss on a regular basis will have their parents contacted to discuss the issue.

## Reading

### Sustained Silent Reading (SSR)

Sustained Silent Reading (SSR) is a form of school based recreational reading, or free voluntary reading, where students read silently in a designated time period every week. An underlying assumption of SSR is that students learn to read by reading a lot. Participation in SSR has been shown to lead to gains in several literacy domains, especially comprehension. It also promotes a more positive attitude towards reading in students who participate.

### Reading at Home

It is expected that each child will engage in reading at home. This is additional to homework assigned for other subjects. Help your child get into the routine of finding a quiet time and place each day to read. Let them see how important and enjoyable reading is to you, and how you use reading in everyday life. It is important that your child find a genre they are interested in, otherwise reading will not be enjoyable to them. Encourage them to try a range of different fiction and non-fiction books. When helping children, allow them to try difficult words before assisting them. It is important that children try to use their reading skills to attempt new and difficult words. The more they use their skills, the more automated they will become.

## Student Services

Messages for the school from parents should be through ISAM's, in writing or by telephone. Using the child's diary is the best way to communicate with their teacher. Word-of-mouth messages through children or friends should not be used. When children are absent, parents should let the office know by telephone.

## Extra-Curricular (After-School) Programme

ABC provides a rich extra-curricular programme that supports students' all-round development, providing opportunities for students to develop their talents and explore new interests. Activities include both individual pursuits and team building activities. Students may choose from a wide variety of options that may include:

- drama
  - music – choir, orchestra...
  - sculpture
  - dance
  - art and design
  - clubs – chess, board games...
  - stem engineering/robotics
- 
- A variety of outdoor and sporting activities are also offered at different times throughout the year. This may include among others:
    - swimming
    - football
    - volleyball
    - karate
    - capoeira
    - basketball
    - tennis
    - netball

- handball

A number of outside providers also offer a range of after-school activities which support and enhance our programmes and the options available to our students. In some cases extra charges apply. Extra-Curricular Programmes change each term and students have an opportunity to make choices. The Extra-Curricular (Clubs) programme is open to students from Year 1 upwards and the school has an expectation that all students will take part in at least one Club activity per week. A register is kept of these activities.

### **Accidents and Sickness**

If a student is ill or injured during the day the school doctor/nurse will assess the child and will contact parents if necessary. Students may not contact home directly if they are unwell; they must first report to the doctor/nurse for assessment.

### **Health**

Good health will help your children's ability to learn and achieve at school and throughout their life. Therefore, we stress the importance of good nutrition, adequate sleep, good hygiene and regular exercise. The school doctor and nurse assist in this health education and injured/ill children are assessed and treated accordingly. Please assist by making sure that we have up to date medical information on your child and that you keep your contact details and emergency contact list regularly updated

Do not send your child to school if he/she has a temperature. Notify the school nurse immediately if your child contracts a contagious illness. The child cannot return to school unless he/she brings a medical certificate which indicates freedom from infection. Each day make sure your child has a healthy breakfast. Fizzy drinks are not recommended and chewing gum is not allowed. Regular fire drills are conducted at school so that staff and students are aware of what to do in an emergency.

### **Main Library**

The Main Library supports the school's mission of inspiring students to become passionate, reflective learners and informed, caring global citizens by facilitating the effective, creative and ethical use of information and the pursuit and appreciation of a wide variety of literature.

### **Homework - Planners**

Students write their homework into their planners. Teachers will also write comments in the planner. Students must take their planner to all classes. There is a rationale inside the planner, please read it carefully. If the planner is lost, a new one may be purchased from the school. Planners should be reviewed and signed every week.

### **Lost Property**

Lost property will be handed into the front office where it will be kept for a short time before being put into the lost and found property cupboard. Student Services are responsible for the lost property. Students should report lost or stolen items immediately to their teacher or the front office. Students should clearly identify their personal belongings. Students are advised not to bring valuable items to school which have no use in the classroom setting. Here are some suggestions which should help prevent loss/theft of your personal items while at school:

- Don't bring valuable items to school that are of no use in the school setting.
- Large items that cannot be temporarily stored in your locker may be left in your mentor's classroom.
- Report loss or suspected theft to your mentor teacher immediately.

- You will be asked to complete a form asking for details and description of the item.

All students will be responsible for any lost textbooks, library books or iPads belonging to the school. Students will be charged for these.

### **What to Bring to School**

Students should check their school diaries each day to ensure they are duly prepared. Each week, students have P.E. Lesson and swimming lessons. On their designated swimming day, students need to ensure they have their swimming costumes, towel, swimming cap and flip-flops or similar footwear suitable for wet floors. If a child is to be excused from swimming, parents need to provide a doctor's note addressed to the swimming teacher. If a student misses swimming, they should ensure they have meaningful work to do during the swimming lesson (reading or other class work).

It is expected that children participate in all curriculum activities that are a part of the Complex's program. On all days, students should ensure they have a water bottle clearly marked with their name, and all other materials appropriate to their lessons.

### **What to Leave at Home**

Students are asked not to bring the following items to school:

- toys
- smart phones
- iPods
- chewing gum
- hand held games or other electronic gadgets

### **How to Help your Child Succeed at School**

- discuss what has happened at school
- make a fuss when the child has been complimented or rewarded
- meet your children's teachers whenever you can
- do not hesitate to come to the school for discussion of any item of relevance even when this may not be directly related to your child. we want to help in any way we can
- make sure your child has the time and opportunity to do his homework
- ensure that your child has enough sleep

### **Conclusion**

Teaching and Learning is what makes ABC. Everyone involved with each individual child - parents, extended family, and teachers are a part of the life of the child, and contribute to their development. The experiences of the child shapes how they see the world they live in and their belief that they are empowered to contribute to, and enhance, that world for the betterment of all.

### **Parent Handbook Acknowledgment**

Dear Parent/Guardian,

Please print off and complete the following form and return to the office on or before September 30, 2019.

*Ian McCutcheon,*

*Principal*

**From: The Parent/Guardian of:**

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**To: ABC**

I have reviewed the Student/Parent Handbook with my child in an effort to promote a better understanding of ABC rules and expectations. My signature below acknowledges receipt of the Student/Parent Handbook. I understand that this handbook may be amended during the year without notice. This handbook in the latest version, and is applicable to all students upon the implementation of any changes. The administration will notify all parents by email , when necessary, of any changes to the handbook as soon as it is practicable.

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Signature of Parent or Guardian

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Date

**Student Handbook Acknowledgment**

I have received a copy of the Student/Parent Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements. I understand that this handbook may be amended during the year without notice. This handbook in the latest version, and is applicable to all students upon the implementation of any changes. The administration will notify all parents iby email, when necessary, of any changes to the handbook as soon as it is practicable.

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Signature of Student

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Date