Baku Oxford School

Parent Handbook
2015-2016
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1: WELCOME
Message from the Principal

Baku-Oxford School is an international learning community, comprising students, parents, faculty and support staff. BOS markets itself as a vibrant, active school community in which all members have a role to play. The importance of communication is essential when building an informed school community. This Parent-Student Handbook is designed to be one of the communication tools that parents can count on for clear and pertinent information about BOS. It is intended to be a reference guide and source book for parents to help develop an understanding of our policies and procedures, as well as values and school culture. As we develop the school over the coming years, some information may be adapted or changed. Any changes will be informed to the school community in advance and the handbook altered for the following year.

2: BOS’S PROFILE AND GUIDING STATEMENTS
School Profile

Founded in 1998, BOS is an international, co-educational day school, situated in Azerbaijan’s capital, Baku. Over ninety full-time and part-time teachers, representing at least ten nationalities, serve a school community, comprising over five hundred students drawn from the Azerbaijani and international professional, business and diplomatic communities.

Registered as a Centre for Cambridge International Examinations (CIE) and fully-licensed with the Azerbaijan Ministry of Education, BOS offers both CIE and Azerbaijani state programmes and qualifications to students aged 3 to 18 years old, from nursery up to and including Grade 12.

- CIE programmes and qualifications include:
  - Foundation Early years (3 to 5 years)
  - Cambridge Primary (5 to 11 years)
  - Cambridge Secondary 1 (11 to 14 years)
  - Cambridge Secondary 2 (14 to 16 years), including the International General Certificate of Education (IGCSE)
  - Cambridge Advanced (16 to 18 years), including Cambridge International AS and A Levels.

- Azerbaijan Ministry of Education Attestat programmes and qualifications include:
  - Ministry certificate Grade 9
  - Attestat – Grade 11

Vision

“Baku Oxford School aspires to become the international school of choice providing a safe and supportive environment for internationally minded local and expatriate families.”

Mission Statement

“Baku Oxford School offers an international and intercultural perspective of the world where students’ unique qualities are valued and learner differences accommodated. Lifelong learning and leadership is fostered through self-motivation, creativity and critical thinking.”

Core Values

Our core values constitute a set of guiding principles that impact on how the School’s learning community thinks and acts.

Baku-Oxford School embraces the following core values:

- Making prudent decisions, based on students’ best interests;
Providing an emotionally and physically safe environment;
Promoting a culture of learning;
Developing character and good habits;
Promoting interculturalism and internationalism;
Developing the whole person by encouraging full participation in the life of the school;
Supporting student success and achievement through family-school-community partnerships;
Maintaining open channels of communication;
Developing cognitive, academic language proficiency;
Delivering a challenging and inquiry-based curriculum by promoting active learning;
Reviewing the curriculum – goals, methods, resources, assessment;
Maintaining school improvement practice.

Baku-Oxford School Motto: Cogito ergo sum – I think, therefore I am
(Rene Descartes, 1644)

‘The Oxford Way’
In order to promote a Culture of Learning, BOS students are expected to embrace ‘The Oxford Way’:
As a BOS student, I will always strive to be:

- **Confident**: in working with information and ideas, my own and those of others;
- **Responsible**: for myself and respectful of others;
- **Reflective**: as a learner, ready to develop my own unique ability to learn;
- **Creative**: innovative and equipped for new and future challenges;
- **Engaged**: intellectually and socially, and ready to make a difference in the world.
- **Ethical**: In their outlook and in their actions

**SECTION 3: HOME-SCHOOL PARTNERSHIP**
The Learning partnership
For students to benefit from the educational programme offered at BOS, it is essential that home-school partnerships are promoted. In particular, strong relationships need to be promoted between the parent, teacher and student, as reflected in the Learning partnership below and the agreements we make between the three sections of the partnership:
Parent-Student-teacher agreements

Teacher Agreement
Teachers at BOS strive to promote:

a. SAFETY by:
   ▪ Providing an emotionally and physically safe environment, conducive to a culture of learning.

b. COOPERATION and RESPECT by:
   ▪ Promoting strong family-school-community partnerships and maintaining open channels of communication.
   ▪ Treating every student as unique and valuing every individual student.

c. RESPONSIBILITY by:
   ▪ Displaying and developing ethical thinking and behaviour (refer to ‘The Six Pillars of Character’: trustworthiness, respect, responsibility, fairness, caring, and citizenship).
   ▪ Modelling and practising good habits (refer to ‘The Oxford 5’: punctuality, personal appearance and conduct, preparedness, positive participation, performance).

d. STUDENT ACHIEVEMENT by:
   ▪ Delivering a challenging and inquiry-based curriculum through the provision of active learning.
   ▪ Developing high order thinking skills, from the simplest to the most difficult: remembering, understanding, applying, analysing, evaluating, creating.
   ▪ Providing differentiated instruction, in order to ensure that every student achieves his/her full potential in every field of endeavour.
   ▪ Encouraging positive participation in both curricular and co-curricular activities.

Parent Agreement
Parents at BOS strive to promote:

a. SAFETY by
   ▪ Knowing and supporting school rules and expectations.
   ▪ Communicating promptly with teachers or administration, whenever a safety or security concern arises.
   ▪ Making reliable transport arrangements for my child, so that he/she arrives and leaves school and school-related activities at the correct times.

b. COOPERATION and RESPECT by
   ▪ Knowing and supporting school rules and expectations.
   ▪ Treating all BOS community members with respect and courtesy.
   ▪ Showing consideration when attending BOS events: turning off my phone, minding my child, and not talking during performances.

c. RESPONSIBILITY by:
   ▪ Ensuring that my child attends school regularly.
   ▪ Informing teachers or administration, in advance, if my child will be absent from school.
   ▪ Developing ethical thinking and behaviour in my child (refer to ‘The Six Pillars of Character’: trustworthiness, respect, responsibility, fairness, caring, and citizenship).
Insisting that my child practises good habits, at home and at school (refer to ‘The Oxford 5’: punctuality, personal appearance and conduct, preparedness, positive participation, performance).

d. STUDENT ACHIEVEMENT by:
- Being actively involved in my child’s education.
- Ensuring that my child participates positively in both curricular and co-curricular activities.
- Supporting my child’s teachers and attending parent-teacher conferences to discuss his/her progress.

**Student Agreement**

Students at BOS strive to promote:

a. GOOD HABITS by complying with ‘The Oxford 5’, which include:
- Punctuality: Commitment to being on time and managing my time effectively;
- Personal Appearance and Conduct: Commitment to wearing the correct school and sports uniform and showing self-respect and respect for others;
- Preparedness: Commitment to being proactive and well-organised;
- Positive Participation: Commitment to enthusiastically involving myself in all school activities;
- Performance: Commitment to doing my best in all fields of endeavour at school.

b. A CULTURE OF LEARNING by adopting ‘The Oxford Way’, requiring students to be:
- Ethical in their outlook and behaviour,
- Confident in working with information and ideas, their own and those of others;
- Responsible for themselves and respectful of others;
- Reflective as learners, developing their own unique ability to learn;
- Creative, innovative and equipped for new and future challenges;
- Engaged intellectually and socially, and ready to make a difference in the world.

**SECTION 4: PARENT-TEACHER ASSOCIATION**

The parent-teacher association will be set up this academic year for the first time. A constitution is currently being written and will be shared with the community in due course along with first dates for meeting and voting for the PTA board.

**SECTION 5: STUDENT COUNCIL**

Along with the Parent-Teacher association, the Student Council forms an important part of the school community as is organised as follows:

**Article I- Name**
The name of this organisation shall be Baku Oxford School Student Council, henceforth referred to as student council.

**Article II- Purpose**
The purpose of the student council shall be to serve the student body of Baku Oxford School, voice student opinions to the school administration, to train students in leadership and to aid other school organizations.

**Article III- Powers vested in Student Council**
Student Council shall have the authority to relay the opinions and needs of the students to the school management.
Article IV - Membership
The membership of the student council shall consist of the Elected Class Representatives (1 Class Rep) from grade 5 onwards. Classes can also elect a deputy who can attend meetings if a councillor is absent for meetings, as well as assist councillors in their duties. The council will also have a President and Vice-President. These will be voted by all students from Grades 5 upwards in a special assembly.

Membership in the Class Representatives shall be limited to students currently enrolled in Baku Oxford School. Student Council shall not be empowered to deny membership on the basis of sex, race or creed. Members of the council shall serve for one school year only.

Article V - Quorum
There shall be no quorum for regular meetings of the council. The attendance of a simple majority of the council shall be mandatory for a session of the student council to be held.

Article VI - Voting
For resolutions to be passed, a majority of at least 75% of the council is necessary. Abstentions are not allowed.

Article VII - Duties and Responsibilities of Class Representatives
Members of the student council will be the elected class representatives for their respective classes and in that capacity will have the following duties and responsibilities:

a) Act as role model to other students (e.g. self-discipline)
b) Remain unbiased in their representation; voicing everybody’s thoughts
c) Encourage increased participation of other members of the class
d) Take an active part in organising school events
e) Come to a plausible and just conclusion in order to form any legislation that has to be presented to the school management.
f) Harbour interest among the entire student body of BOS in participation of various intra-school and inter-school activities
g) Be an important link between the student body and faculty
h) To step forward whenever required and complete various responsibilities successfully
i) Show initiative and fulfil our responsibilities
j) Be accountable and answerable for all resolutions passed by the council

Article VII - Duties and Responsibilities of the President and Vice-President
a) Be responsible for the overall running of the student council
b) Represent the student body by taking suggestions to the faculty
c) Work hard towards the betterment of BOS by giving opportunities to everyone
d) Always stand strong as a leader and motivate other students
e) Take up challenges, and work along with the students, producing successful outcomes
f) Complete our responsibilities with complete sincerity and hard work

SECTION 6: ORGANISATIONAL STRUCTURE
Faculty and Personnel
BOS is administered by The Director (Principal), who is responsible for the organisation, operation, and overall management of the total school programme. The Principal is supported by three divisional heads, each of whom is responsible for managing their respective division, Primary, Middle and High School. Financial and business matters are administered by the general manager and her staff. The following personnel hold key positions:
### Key Personnel

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Alexander Simester</td>
<td><a href="mailto:alexander.simester@bos.edu.az">alexander.simester@bos.edu.az</a></td>
</tr>
<tr>
<td>Principal’s Secretary</td>
<td>Gunatay Kazimova</td>
<td><a href="mailto:gunatay.kazimova@bos.edu.az">gunatay.kazimova@bos.edu.az</a></td>
</tr>
<tr>
<td>General Manager</td>
<td>Aygun Mammadova</td>
<td><a href="mailto:Aygun.Mammadova@bos.edu.az">Aygun.Mammadova@bos.edu.az</a></td>
</tr>
<tr>
<td>Head of Primary School</td>
<td>Ismat Mikayilzade</td>
<td><a href="mailto:Ismat.Mikayilzade@bos.edu.az">Ismat.Mikayilzade@bos.edu.az</a></td>
</tr>
<tr>
<td>Head of Middle School</td>
<td>Jamila Chiragzade</td>
<td><a href="mailto:Jamila.Chiragzade@bos.edu.az">Jamila.Chiragzade@bos.edu.az</a></td>
</tr>
<tr>
<td>Head of High School</td>
<td>Chingiz Aliyev</td>
<td><a href="mailto:chingiz.aliyev@bos.edu.az">chingiz.aliyev@bos.edu.az</a></td>
</tr>
<tr>
<td>Admissions Officer</td>
<td>Tamilla Kahramanova</td>
<td><a href="mailto:tamilla@bos.edu.az">tamilla@bos.edu.az</a></td>
</tr>
<tr>
<td>College Counsellor</td>
<td>Aynur Mukhtarova</td>
<td><a href="mailto:aynur.mukhtarova@bos.edu.az">aynur.mukhtarova@bos.edu.az</a></td>
</tr>
<tr>
<td>BOS Reception Desk</td>
<td>Nargiz Kerimova</td>
<td><a href="mailto:Nargiz.Kerimova@bos.edu.az">Nargiz.Kerimova@bos.edu.az</a></td>
</tr>
<tr>
<td>School Doctor</td>
<td>Tamilla Alizade</td>
<td><a href="mailto:tamilla.alizade@bos.edu.az">tamilla.alizade@bos.edu.az</a></td>
</tr>
<tr>
<td>School Shop</td>
<td>Victoriya Ragozina, Azad Arpadarai</td>
<td><a href="mailto:vica@bos.edu.az">vica@bos.edu.az</a>, <a href="mailto:azad.arpadarai@bos.edu.az">azad.arpadarai@bos.edu.az</a></td>
</tr>
</tbody>
</table>

Emails may also be sent to BOS Administration, info@bos.edu.az

### Communication policy

This section is intended to provide all relevant information regarding how parents communicate with Baku Oxford School and the addresses and school telephone numbers of whom to contact for any particular reason. The vast majority of communication will be between parents and homeroom or subject teachers, so please take special note of the e-mail address of the homeroom or subject teacher for your son/daughter’s particular grade. E-mails will be prioritized as to their importance but all should be responded to within 2 working days. Listed below are the most common needs for communication purposes between parents and school.

#### Absenteeism of a student due to illness

For reasons of health and safety and the smooth running of the school, BOS needs to be contacted regarding absentee students. Please contact the academic administrator for that particular section (Primary, Middle, High) of the school before the start of the school day and CC the class or homeroom teacher. Telephone follow ups from school will be made if the school has not been informed of a student absence.

Absences longer than two days need to be supported by a doctor’s certificate and should be presented to the homeroom teacher on return.

#### Planned student absences

For parents requesting an absence from school other than illness for a period of longer than a day must seek permission from the Head of Primary / Secondary accordingly. Contact details of both sections are mentioned above. Please note that even with permission, the absences count in the total number of days missed during the semester/year. The school has a 90% attendance policy.
SECTION 7: ADMISSIONS, WITHDRAWALS AND LETTERS OF REFERENCE

Admissions
BOS employs an Admissions Officer. All student applicants must take an English and Mathematics entrance test. If the results are successful, parents are required to complete a Registration Form and an Agreement regarding payment of tuition fees. Parents are required to inform the Admissions Officer of any congenital or recurring health problems at the time of enrolment.

Documents Required
Parents are required to provide the following documents:
- copy of child’s passport
- copy of the birth certificate
- medical certificate
- proof of address
- 4 coloured pictures – size 3 x 4
- Records from the previous school (if applicable)

SEN Policy
Baku Oxford School is able to meet the needs of students with mild learning disabilities but may not be able to provide specialized staff to meet the needs of exceptional learners, while maintaining challenging grade level academic and behavioral standards. At the time of application, parents must supply all materials (transcripts, results of testing etc) related to the unique needs of their children and a decision will be made regarding acceptance on a case by case basis depending on the needs of the student and the school’s ability to provide support and assistance. Students with identified needs will be monitored year on year and parents kept informed of progress. However, should the students’ needs become more than the school can support, then the school will reserve the right not to continue with enrollment for the next academic year and work with the parents to find more suitable educational opportunities. BOS may also request additional testing and evaluations during the academic year for any student in consultation with the parents. The tests will be at the expense of the family and could influence that child’s enrollment at BOS.

EAL Programme
Many local and international admissions may enter the school with English as an Additional language. In these cases, students will be assessed on their current language proficiency and potential to learn. Students will be admitted on a case by case basis and depending on ability will receive in class support or be withdrawn from certain lessons in the curriculum like Spanish, French and German for additional help. If a student is denied admission due to English language proficiency level, he/she may retake the assessment test. Test results will determine the next testing period and will be formally communicated.

Financial Information
Tuition costs and procedures for payment are outlined in Schedule of Fees and Payment, available from the Admissions Office.

Transfer and Withdrawal
Parents must notify the Admissions Officer in writing as soon as they are sure of the date on which their child will be withdrawn from BOS. If departure is expected but the date is uncertain, kindly notify the Admissions Officer telephonically of the probable leaving date, and then submit written notice as soon as the exact date has been established.
To obtain school transfer records, written notice of intent to withdraw must be received from parents, at least two weeks in advance. All materials, which are school property, must be returned to BOS. All tuition must be paid in full in order to release transcripts and records for the withdrawing student. No transcripts and records are released until all school materials are accounted for and all financial obligations met.

**Letters of Recommendation**
When schools, colleges and universities request letters of recommendation, BOS will provide such letters on a BOS letterhead. Parents are requested to give BOS administration reasonable notice when requesting such letters. However, BOS reserves the right to refuse a letter of recommendation to a student whose behaviour has consistently failed to comply with the School’s code of conduct.

**SECTION 8: BOS STRUCTURE AND CURRICULUM**

<table>
<thead>
<tr>
<th>AGE*</th>
<th>BOS GRADE</th>
<th>SCHOOL SECTION</th>
<th>ASSESSMENT</th>
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<tr>
<td>3+</td>
<td>NURSERY</td>
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<td>4+</td>
<td>FOUNDATION 1</td>
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<td>EARLY YEARS</td>
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<td>6+</td>
<td>GRADE 1</td>
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<td>ISA TESTS</td>
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<td>8+</td>
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<td>10+</td>
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<td>17+</td>
<td>GRADE 12</td>
<td>HIGH SCHOOL</td>
<td>A LEVEL</td>
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*NOTE ON AGE*
Student will be accepted into the grade level that is appropriate for their social and emotional intelligence according to the chart. Students need to be at the minimum age by the 31st of October of that academic year.

**The BOS Structure**
BOS offers a curriculum which complies with both national and international curriculum standards. Registered as a Centre for Cambridge International Examinations (CIE) and fully-licensed with the Azerbaijan Ministry of Education, BOS offers both CIE programmes (see Cambridge programmes below) and the Azerbaijani state programme, which includes the Azerbaijani language, Azerbaijani Literature Studies, and the History and Geography of Azerbaijan. International students at BOS may elect also to take these courses or elect to take an enrichment programme.

**Languages**
BOS prides itself in promoting multilingualism and internationalism. The language of instruction at BOS is English. English, Azerbaijani and Russian are taught throughout the school from Pre-Kindergarten to Grade 10. In Grade 5 students elect to learn a foreign language: French, German or Spanish.
Pre-Kindergarten Programme
At BOS, the Pre-Kindergarten programme emphasises students’ social, emotional and perceptual development. Students learn basic literacy skills in English, Russian and Azerbaijani, as well as basic numeracy skills, Science and Social Studies. The programme also includes activities in Art, Music, Dance and Physical Education.

Cambridge Primary
BOS offers the Cambridge Primary curriculum framework for each subject – English, English as a second language, Mathematics and Science – providing a clear teaching structure.

English
English enables learners to communicate confidently and effectively and to develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this curriculum framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

English as an Additional Language
This curriculum framework develops learners’ speaking, listening, reading and writing skills in English. The curriculum has been developed in conjunction with Cambridge English Language Assessment and is based on the Council of Europe’s Common European Framework of Reference for Languages (CEFR), used across the world to map learners’ progress in English.

Mathematics
The Mathematics curriculum framework explores five content areas: number, geometry, measure, handling data and problem solving. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

Science
This curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning, investigating, recording and analysing data. Environmental awareness and some history of science are also part of the curriculum.

Additional Subjects offered with Cambridge Primary Subjects
In addition to the Cambridge Primary curriculum framework, outlined above, BOS offers the following additional subjects:
- Azerbaijani
- Russian
- Foreign Language: French, German or Spanish (from Grade 5)
- History of Baku
- World History
- Drama
- Art
- Music
- Dance
- Physical Education
- Information and Communication Technology
Cambridge Secondary 1
BOS offers the Cambridge Secondary 1, a flexible curriculum that can be developed to suit students’ needs. There is a curriculum framework for each subject – English, English as a second language, Mathematics and Science – providing a clear teaching structure.

English
Cambridge Secondary 1 English enables learners to communicate confidently and effectively and to develop the skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

English as a Second Language
This curriculum framework develops learners’ speaking, listening, reading and writing skills in English. The curriculum has been developed in conjunction with Cambridge English Language Assessment and is based on the Council of Europe’s Common European Framework of Reference for Languages (CEFR), used across the world to map learners’ progress in English.

Mathematics
The curriculum framework explores six content areas: number, algebra, geometry, measure, handling data and problem solving. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also an important part of the number content. The curriculum focuses on principles, patterns, systems, functions and relationships, so that learners apply their mathematical knowledge and develop a holistic understanding of the subject.

Science
This curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The scientific enquiry objectives underpin biology, chemistry and physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also part of the curriculum.

Additional Subjects offered with Cambridge Secondary 1 Subjects
In addition to the Cambridge Primary curriculum framework, outlined above, BOS offers the following additional subjects:
- Azerbaijani
- Russian
- Foreign Language: French, German or Spanish
- World Literature
- World History
- History of Azerbaijan
- Geography
- Global Perspectives
- Physical Education
- Art (Grade 5, 6 and 7 only)

Cambridge Secondary 2 (IGCSE)
BOS offers the Cambridge Secondary 2, a programme which builds on the foundations of Cambridge Secondary 1. Cambridge Secondary 2 affords students the option of doing the Cambridge International General Certificate of Secondary Education (IGCSE), which provides a balanced study across a wide range of subjects, using learner-centred and enquiry-based
approaches to learning. Cambridge IGCSE is the world’s most popular international qualification. Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. BOS offers the following compulsory core subjects and a choice of one additional subject:

**Subject Choices for Cambridge IGCSE**

During Semester 2, Grade 8 students and parents will be invited by the head of the High School to discuss subject choices for Cambridge Secondary 2. Decisions are made based on students’ academic performance and their goals.

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<th>SUBJECT</th>
<th>LESSONS PER WEEK</th>
<th>CURRICULUM</th>
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<tr>
<td>ENGLISH OR ESL</td>
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<td>MFL</td>
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**Additional IGCSE Options**

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<td>IGCSE</td>
</tr>
<tr>
<td>GLOBAL PERSPECTIVES</td>
<td>3</td>
<td>IGCSE</td>
</tr>
<tr>
<td>ART AND DESIGN</td>
<td>3</td>
<td>IGCSE</td>
</tr>
</tbody>
</table>

**Azerbaijani Ministry of Education Examinations**

It is mandatory for students following the Azerbaijani Ministry of Education programme to sit state examinations at the end of Grade 9 and Grade 11. In order to gain admittance to universities in Azerbaijan, students must be in possession of the Grade 11 Attestat Diploma, awarded on successful completion of the Azerbaijani Ministry of Education programme.

**Cambridge Advanced**

Cambridge Advanced is typically for learners aged 16 to 19 years who need advanced study to prepare for university and higher education. The syllabuses prepare learners for university study, which is why universities worldwide value and recognise Cambridge International AS and A Level qualifications.

**College Counselling: Education Abroad Office**

The Education Abroad Office at BOS offers students and parents excellent advice on further educational options, both in Baku and internationally. The Education Abroad Office is very well connected with colleges and universities in Europe, the United Kingdom, the United States and Canada. Students and parents are urged to plan ahead and to seek advice about further educational
options as applying to colleges and universities needs careful planning and can be time-

**English Language Support**
Students’ mastery of English is essential at BOS, as English is the language of instruction. Students who are admitted to BOS with limited English proficiency will be referred to the English Language Support (ESL) Department, which uses the Cambridge English as a Second Language curriculum framework to develop learners’ speaking, listening, reading and writing skills in English. Such support generally requires students to attend individualised tuition in the English Language Support Department. Sometimes, ESL teachers provide assistance to students in class during lessons. Every effort is made to build students’ self-confidence by creating a safe, nurturing learning environment in which students will thrive as they begin to master English as a Second Language.

**Learning Support**
Students manifesting specific learning needs are carefully assessed before admission to determine whether BOS will be able to provide the necessary learning support to enable them to progress. If students manifesting specific learning are admitted, BOS will endeavour to provide reasonable support to enable students to progress. When deemed necessary, parents may be required to have their child assessed by an independent professional, such as educational psychologist. In such cases, parents will be expected to carry the cost of such assessments.

**Providing Extra Tuition at BOS**
In cases where the need arises, BOS may offer to provide extra tuition to students for an additional fee. Arrangements for extra tuition should be made through the relevant divisional head. The additional fee is to be paid to BOS. It is strictly forbidden for a teacher to accept payment from parents for tutoring one of his/her own students at school or outside.

**Homework Policy**
Homework should provide an appropriate challenge for students of all abilities, recognizing individual and group needs. Properly conceived, carefully designed, presented and monitored by the teacher, homework fosters development of independence, self-discipline and responsibility, and conserves class time for those lessons, better taught with close teacher guidance and supervision.

Homework is an integral part of the learning process and presents opportunities for:

- Reinforcement of those skills, already taught.
- Preparation for material to be presented or taught subsequently by the teacher.
- Extension or transfer of a skill or concept to a new situation.
- Completing assigned work not finished in class.
- Preparing for summative assessments.

Homework should not be a way for students to be introduced to new concepts or skills and should not be expected to acquire or apply that new knowledge without further teacher guidance.

**Homework Guidelines**
Use of homework requires cooperation among teachers, students and parents. Homework will be a regular part of each student’s school experience. It is expected, that a student who is new to our school system, may spend longer on homework for the first few weeks, as s/he makes the adjustment. Students should be able to complete the assignment within the guidelines given below.
The following times **serve as a guideline** for daily homework periods:

**Primary School**
- Foundation stages: none
- Grade 1 to 2: 20 minutes per night
- Grade 2 to 5: 30-40 minutes per night

**Secondary School**
- Middle School: Grade 6 to 8: 50-60 minutes per night
- High School: Grade 9 to 12: 60-90 minutes per night

*Communication between students, parents and classroom teachers is necessary to ensure a well-balanced homework schedule. It is also important to note that language and humanities teachers are mostly able to give assignments over a longer period of time, thereby allowing the student to manage their time each night more effectively.*

Please also note that reading for pleasure (in any language) should be taking place regularly each week regardless of the guidelines above.

All teachers should ask classes about current assignments and workloads and agree on an acceptable timeframe. **Students may also ask for extra homework tasks if they feel the need to do so in certain subjects and at certain times of the year.**

**Homework and Absences**

A student is responsible for making up homework, missed through absence. It is the student’s responsibility to ask if there have been assignments during his/her absence. The time allowed for this is equivalent to the number of days absent, but not exceeding six school days. Homework will not be provided prior to expected absences.

**Homework and Vacations**

Homework will not normally be given during vacations. Optional assignments may be assigned by the teacher.

**Responsibility For Homework**

**Teachers** are responsible for:

- Communicating homework expectations to students and parents.
- Assigning, monitoring, correcting, acknowledging and returning student homework in a timely manner.
- Conferring with parents regarding homework concerns.
- Determining how homework will be incorporated into the term grade and communicating that to parents, students and administration in writing.
- Differentiating homework assignments to accommodate the needs of each student.

**Students** are responsible for:

- Understanding the homework assignment(s) before leaving school.
- Seeking teacher’s assistance with assignments when necessary.
- Taking home all necessary materials to complete the assignment.
• Scheduling time for homework that is compatible with family and/or after school activities.
• Working towards the goal of doing homework independently with minimum parental help.

Parents are responsible for:

• Providing encouragement and support, showing interest in the student’s work.
• Assisting students to develop good study habits by providing a comfortable, well-lit study area, away from distractions.
• Encouraging students to set a regular time for studying.
• Evaluating student out-of-school activities to be sure the student has sufficient study time.
• Monitoring to ensure students return completed work to school.
• Conferring with teachers regarding homework concerns.
• Ensuring students adequately prepare for summative assessments.

If a student fails to complete homework, project or assignment, the teacher has the right to ask the student to complete the work during lunchtime or after school. In that event, adequate time will still be allowed for the child to eat, before class resumes. A student will not be held after school, unless the parents have been notified.

Monitoring Homework

The purpose of homework is to foster the development of each student’s ability for independent study and to reinforce skills learned in the classroom setting. The amount of time needed for completion of homework will differ depending on each child’s study habits, background, knowledge of the subject matter and personal standards.

It is expected that students, who are new to BOS and to our academic program, may experience more homework, as they are developing the study habits and laying the foundation for future success. Parents can help the child by offering encouragement and by placing a priority on his/her academic success.

It is the parents’ responsibility to provide a quiet, well-lit study area, away from distractions. The parents should, also, monitor daily, to make sure the student is completing the homework and returning it to the teacher. If there are any concerns about the homework that is assigned, the parents should speak with the teacher.

Technology: responsible use guidelines

Baku Oxford School uses technology to enhance its mission by inspiring young minds to develop critical thinking, problem solving skills and enthusiasm for lifelong learning. We want to ensure that all hardware, software and other equipment is used responsibly. The following guidelines are intended to help individual users understand responsible use:

Technology Maintenance

• Each user is responsible for his/her own use on a device, and should treat and use it responsibly and appropriately
• Users are advised to back up their files regularly to Google Drive
• In case of damage caused to a school device, the user of the device is responsible for repairs and replacement
• Users are not to install any software or change settings on the school’s IT resources
• Eating and drinking is not permitted in the IT labs or when using the school’s IT resources
• Students may only use the school’s IT resources when supervised by a teacher or staff member
• Any laptop, related equipment, or software that is discovered to be stolen, missing or damaged must be reported immediately

Communication
• The internet should be used to enhance the overall mission of the school, researching, sharing documents and using apps to enhance learning are some activities which show responsible use of the internet
• The internet contains information that is inconsistent with BOS’s CORE core values (e.g. vulgarity, gambling, hate messages, violence). The use of the internet for such purposes is prohibited
• Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions, or other networks that are connected to the internet is prohibited. This includes unauthorized use of the school logo, website resources and other related files
• Users must adhere to BOS’s blogging and social networking policies
• All students from grade 6 upwards will have a school Google Apps account and will be trained on using GoogleDocs. Additionally, from grade 6, all students will also have a school email address and full access to other Google App services.
• The primary purpose of this email address is for school related communication that serves the teaching and learning at OIS
• Students are personally responsible for each message sent. No inappropriate language or content is permitted
• Teachers and other adults should be addressed in formal text
• Use proper netiquette: do not send chain letters, provide clear subject headings in emails, and protect your private information
• Emailing in class is permitted only with the direct permission of the teacher
• The use of mobile phones is not allowed during class time and their use is only permitted in the school lobby or from permission by a teacher
• School e-mail communication shall not be considered confidential and may be monitored at any time by designated staff
• Use of 3G USB data cards and SIM cards is strictly prohibited

Digital Citizenship
• Use all IT resources responsibly, with honesty and integrity, and respecting others
• Respect copyright and privacy laws, and use citations as required
• Do not participate in unapproved chat rooms or instant messaging while in school
• While privacy will be respected, staff members may request access to student files, school e-mail communication, and student owned machines if there is reason to suspect violation of these guidelines
• The school reserves the right to track an individual’s use of the internet when in school
• Reading, deleting, copying, or modifying other student’s electronic documents is strictly prohibited
• Any online communication should be something you could say in person: this includes emails, instant messages, digital images/videos, or web postings
• Cyberbullying is treated as any other form of bullying with defined consequences

BYOD
• Baku-Oxford School’s BYOD (Bring Your Own Device) programme will require students from grades 9 to 12 to bring in their own personal devices such as tablets and laptops to school for educational use. It gives teachers the flexibility to use technology in their
lessons at any time as well as giving student’s both personal ownership of their own devices and freedom to choose a device they are most comfortable with.

- Students of grades 8 and below do not have permission to bring in their own personal laptops or tablet devices to school
- The student is responsible for all issues to do with charging, maintenance and repairs of the device. This includes installing software and backing up files
- Any student bringing their own device to school does so at their own risk and the school is not responsible for any damage or theft of the device on the school premises
- Students are to use their personal device solely for educational purposes - playing games is strictly prohibited
- When not in use devices should be locked away in student lockers
- Unattended charging of devices is strictly prohibited
- As already mentioned, while privacy will be respected, staff members may request access to student owned machines if there is reason to suspect violation of these guidelines

SECTION 9: ASSESSMENT REPORTING AND PROMOTION

The Assessment Programme
The assessment programme is divided into two semesters at the end of which full reports are issued. Each semester is divided into two half-semesters. The academic programme comprises the following assessment cycles:

- **First Half-Semester, Semesters 1 and 2**: At the end of the first half-semester in Semester 1 and 2, abridged reports are issued, providing feedback on students’ continuous assessment.

- **End of Semesters 1 and 2**: At the end of Semesters 1 and 2, full reports are issued. For subjects in which standardised tests or examinations are written, continuous assessment counts 50 percent and the test or exam 50 percent of the semester score. For subjects in which no test or examination is written, continuous assessment counts 100 percent of the semester score (see the table below)

- **End of the Academic Year**: A final end-of-year result is determined by calculating the average of the Semester 1 and 2 scores.

- **Continuous Assessment**: Continuous assessment scores are calculated by calculating a student’s average score for class assignments, tests, quizzes and homework tasks completed during the assessment period.

Four reports are issued to parents at Parent-Teacher Conferences, held four times per year, as indicated in the table below. Parent-Teacher Conferences are scheduled to reinforce the partnership between teachers and parents. Significantly, they also afford teachers the opportunity to give feedback to parents on students’ progress. It is very important that parents attend these conferences.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 – End of First Half-Semester</td>
<td>Abridged Report</td>
</tr>
<tr>
<td>Semester 1 – End of Semester 1</td>
<td>Full Report, indicating Semester 1 result</td>
</tr>
<tr>
<td>Semester 2 – End of First Half-Semester</td>
<td>Abridged Report</td>
</tr>
<tr>
<td>Semester 2 – End of Semester 2</td>
<td>Full Report, indicating both Semester 2 and end-of-year results</td>
</tr>
<tr>
<td>End of Year</td>
<td></td>
</tr>
</tbody>
</table>
Subject Achievement Grading – Grades 3 to 11

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Symbol</th>
<th>State Grading</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 100</td>
<td>A*</td>
<td>5</td>
<td>Superior – Exemplary demonstration of the achievement standard</td>
</tr>
<tr>
<td>85 – 94</td>
<td>A</td>
<td>5</td>
<td>Excellent – Convincing demonstration of the achievement standard</td>
</tr>
<tr>
<td>75 – 84</td>
<td>B</td>
<td>4</td>
<td>Very Good – Clear demonstration of the achievement standard</td>
</tr>
<tr>
<td>65 – 74</td>
<td>C</td>
<td>4</td>
<td>Good – Adequate demonstration of the achievement standard</td>
</tr>
<tr>
<td>55 – 64</td>
<td>D</td>
<td>3</td>
<td>Satisfactory – Acceptable demonstration of the achievement standard</td>
</tr>
<tr>
<td>40 – 54</td>
<td>E</td>
<td>3</td>
<td>Weak – Inadequate demonstration of the achievement standard</td>
</tr>
<tr>
<td>0 – 39</td>
<td>F</td>
<td>2</td>
<td>Fail – At least 80% attendance of lessons, but performance does not meet the achievement standard</td>
</tr>
<tr>
<td></td>
<td>U – Ungraded</td>
<td></td>
<td>Ungraded – Less than 80% attendance of lessons and/or failure to submit class/homework assignments and/or sit tests/exams</td>
</tr>
</tbody>
</table>

Subject Effort Grading

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Consistently demonstrates an exceptional level of effort</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates a high level of effort</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates an acceptable level of effort</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates a level of effort which needs marked improvement</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates an unacceptable level of effort which significantly deters learning</td>
</tr>
</tbody>
</table>

Promotion Requirements
In order to be promoted to the next grade level, students in Grade 4 upwards are expected to meet BOS’s promotion criteria. An E symbol is required to pass a subject at the end of the year. Students with one or two F symbols in academic subjects on their end-of-year report will be required to retake and pass examinations in the subject(s) failed before the new academic year commences. Students with three or more F symbols in academic subjects will not be promoted and will be required to repeat the year at the same grade level.
### BAKU-OXFORD SCHOOL TIMINGS 2015-16

<table>
<thead>
<tr>
<th>Homeroom Time</th>
<th>Nursery</th>
<th>Foundation 1 &amp; 2</th>
<th>Grades 1 &amp; 2</th>
<th>Grades 3-5</th>
<th>Grades 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-8:55</td>
<td>Homeroom Time</td>
<td>8:45-8:55</td>
<td>Homeroom Time</td>
<td>8:45-8:55</td>
<td>Homeroom Time</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>Lesson 1</td>
<td>Lesson 1</td>
<td>Lesson 1</td>
<td>Lesson 1</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>9:50-10:35</td>
<td>Lesson 2</td>
<td>Lesson 2</td>
<td>Lesson 2</td>
<td>Lesson 2</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>10:35-11:50</td>
<td>Short Break</td>
<td>Short Break</td>
<td>Short Break</td>
<td>Short Break</td>
<td>Short Break</td>
</tr>
<tr>
<td>10:50-11:35</td>
<td>Lesson 3</td>
<td>Lesson 3</td>
<td>Lesson 3</td>
<td>Lesson 3</td>
<td>Lesson 3</td>
</tr>
<tr>
<td>11:40-12:25</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lesson 4</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Lesson 4</td>
<td>Lesson 4</td>
<td>Lunch</td>
<td>Lesson 5</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>1:20-2:05</td>
<td>Lesson 5</td>
<td>Lesson 5</td>
<td>Lesson 5</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>2:10-2:55</td>
<td>Lesson 6</td>
<td>Lesson 6</td>
<td>Lesson 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00-3:45</td>
<td>Lesson 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:50-4:30</td>
<td>Lesson 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homeroom Period**

The first period of the school day commences promptly at 9:00 a.m. BOS expects students to report no later than 8:45 a.m. and to attend homeroom period from 8:45 to 8:55 a.m. During this period, homeroom teachers or class teachers will complete the attendance register, make announcements regarding school activities, and students will ready themselves for the day. Homeroom teachers or class teachers will send their homeroom class to period 1 at 8:55 a.m.

**Late Arrivals**

Names of students arriving after 8:50 will be recorded through the proxy card system. Students will not be allowed entry to the school after 9:00 PM unless the school has been informed in advance. Students who arrive after 8:55 should receive a late slip from the relevant section office before entering the classroom. The late arrival will then be recorded through the Ultra system.

**Proxy Cards**

All BOS students are issued with proxy cards. Students must swipe their cards when arriving at school in the morning and again when leaving in the afternoon. This system will ensure that students’ attendance is electronically recorded. In the event of an emergency, such as a fire, it is important for teachers to have an accurate record of which students are present on any given school. This system is designed to send a text message, indicating a student’s arrival and departure, to his/her father, mother, or caregiver.

**Textbooks**

Textbooks are issued by the homeroom teachers and sold in the school shop. Students should take good care of them as they will be reused. It is very important that students bring the appropriate textbooks to lessons daily.
Students’ Timetable
Homeroom teachers will provide students with a class timetable, which must be kept in their homework diaries. Class timetables indicate the sequence of lessons each day and the names of subject teachers teaching the class.

Supply List
A supply list is published at the beginning of the academic year, indicating the requirements needed. It is essential that parents provide their children with all items listed. BOS expects students to report properly equipped for their lessons.

Homework Diary
The ability to use a homework diary effectively is considered an essential life-skill. All students are expected to take their homework diaries to every lesson to record homework assigned for the day. Homeroom and subject teachers will check that students use their diaries correctly. Parents are urged daily to check their children’s diaries to ensure that homework tasks have been satisfactorily completed.

Subject support
Subject support is offered to students from Grade 1 upwards through both homework clubs and individual subject support times. Students may also approach individual teachers and arrange to discuss any aspects of their work at a time suitable to both parties. Lunchtime, after school etc.

Attendance
BOS expects all students to attend school regularly. It will be noted that students who do not have a 90% attendance record will be marked UNGRADED. It should be noted that chronic absenteeism may jeopardise a student’s chances of promotion to the next grade. In addition, such chronic absenteeism may adversely influence a student’s continued enrolment at BOS.

Absences for Health Reasons
Parents should contact the relevant divisional head’s secretary and homeroom or class teacher by 8:30 a.m by e-mail if their child will be absent from school for any reason. This is particularly important for emergency procedural reasons.

If a student is absent from school, then he/she will not be allowed to participate in after-school activities on the day of his/her absence unless otherwise mutually arranged by school and home.

It is the responsibility of the student to ensure that he/she catches up school work missed during his/her absence.

Extended Absences
When parents are required to take a student away from school for an extended period, prior notice equal to the anticipated time away must be given to the relevant divisional head at BOS. In most circumstances, an effort will be made to provide students with work that might be accomplished outside of school. BOS cannot be held responsible for a student’s diminished achievement resulting from an extended absence. Parents are reminded that extended trips should be arranged during school holiday periods. It is the responsibility of the student to ensure that he/she catches up school work missed during his/her absence. The 90% attendance policy and consequences for failure to meet it will still be adhered to.

Early Departures
Under no circumstances may students leave the campus without the permission of the relevant divisional head. Students will only be permitted to leave school if his/her parents have contacted the relevant divisional head and a leave form has been issued and signed by the divisional head. (Refer to 12.5 for details concerning illness or injury at school.)
Use of the Cloakroom
Students who arrive at school, dressed in jackets and coats in winter, must ensure that their items of clothing are kept safe during the day. Primary students (nursery to Grade 5) must store their jackets and coats in the home classroom. Students in Grade 6 upwards are required to hand in items of clothing for safekeeping at the cloakroom in the entrance hall. Jackets and coats can be claimed at the end of each school day.

Lockers
BOS students are assigned lockers for storing books, sports uniform and other school items during the school day.

Hall Passes
Disruptions during lessons should be kept to a minimum. Only when absolutely necessary will teachers excuse students from lessons. Students who have been excused must carry a hall pass.

Lift Passes
The lifts at BOS are for the use of staff only. Only students who have a doctor’s note indicating a severe injury or physical problem will be permitted to use the lifts. Such students will be listed on a register and issued with a lift pass.

Personal Belongings
All personal belongings, clothing, school case and books brought to school are the students' responsibility. Large sums of money, expensive jewellery and clothing, or valuable equipment must not be brought to school. BOS is will not accept liability for money or valuable equipment lost at school.

Breakfast, Morning Snack and Lunch
Breakfast: Children should have a healthy breakfast before coming to school. Students who do not eat breakfast are likely to feel lethargic and tired at school. This can lead to difficulty concentrating and behaviour problems in the school environment. Neglecting to have breakfast before school can lead to overeating later in the day, which can contribute to weight problems and obesity.

Morning Snack: Parents are encouraged to give their children a healthy snack for the scheduled morning break: fruit, fruit juice.

Lunch: Hot lunch is served daily to students in the canteen. All students are expected to eat lunch in the canteen, even if they choose to bring their own lunch to school. Students are expected to display exemplary manners in the canteen and to clear their table before leaving.

Junk Food: It is not recommended that students consume junk food or carbonated soft drinks during the school day.

Toilet Routine
Students in Pre-Kindergarten and Kindergarten classes are accompanied by teacher assistants when they need to use the toilet. Older students are encouraged to use the toilet before and after school, between lessons, or during break and lunch. If older students need to use the toilet during a lesson, they will be issued with a hall pass.

School Bus Service
BOS provides a bus service for students whose parents require transport for their children to and from school. Parents are required to fill in a school bus service questionnaire and to hand it to the Admissions Officer. It is essential in the morning for students to be ready and waiting at
designated bus stops as the bus driver cannot wait for latecomers. Similarly, on the homeward journey, parents must arrange for their children to be met at the designated bus stop.

**Dismissal After School**

After a student has been dismissed from his/her last lesson or afternoon activity, he/she should leave school immediately. Loitering on the campus without supervision is not permitted.

**SECTION 11 HOME-SCHOOL COMMUNICATION**

**Contact Numbers**

Physical address: Abbaszadeh Street 8, Baku, Azerbaijan
Email address: info@bos.edu.az
Website: www.bakuoxfordschool.com
Contact number: (+994 12) 404 13 30 Please ask the receptionist the person with whom you wish to speak.

**Telephone and Cell Phone Use**

The use of cellular phones during the school day is prohibited. After being dismissed at the end of the school day, Grade 11 and 12 students are permitted the privilege to contact their parents or drivers to collect them. If students choose to bring a cellular phone to school, they must turn it off during the school day. If a cellular phone rings in class or is used during the school day, it will be confiscated by the teacher and handed to the principal. It will be returned to the student’s parents only.

Students are allowed to use the telephone in the divisional Heads office or at reception during break, lunch, before and after school. Students will not be excused from class to make or receive calls unless it is an emergency.

**Messages for Students during the School Day**

If parents need to send an urgent message to their child during the school day, they are asked to contact the relevant divisional head’s secretary who will immediately pass the message on to the child. Parents are asked not to contact teachers while they are teaching.

**Parents’ orientation meetings**

Parents’ orientation meetings are scheduled at the beginning of the academic year and parents are strongly advised to attend. At these forums parents are introduced to homeroom and subject teachers. An overview of the curriculum is provided to parents, student expectations discussed, and parents are afforded the opportunity to ask questions. The following documents are issued to parents:

- School calendar
- Student’s Emergency Form
- Class timetable
- Student’s supply list
- School bus service questionnaire
- After-School Activity Programme

**Concerns about Your Child**

Parents are encouraged to inform the relevant homeroom teacher, divisional heads and the principal of any concerns they may have regarding their children’s welfare and safety. Only if BOS staff members are informed of concerns can we provide the support children need. Parents are requested not to call homeroom or class teachers while they are teaching. Parents are asked to respect teachers’ privacy by not contacting teachers at home or after school hours. The most convenient time to discuss problems is directly after school. In the case of an emergency, parents should not hesitate to contact the relevant divisional heads and the principal.
**Academic Concerns**
Parents are encouraged to contact the relevant subject teacher, if they have concerns about their children’s academic progress. Parents are urged first to discuss academic concerns with the relevant subject teacher. If the subject teacher is unable to address the concern, parents should request to see the relevant Head of department and/or divisional head. Unresolved issues will be referred to the principal.

**Parent-Teacher Conferences**
Four reports are issued to parents at Parent-Teacher Conferences, held four times per year. Parent-Teacher Conferences are scheduled to reinforce the partnership between teachers and parents. Significantly, they also afford teachers the opportunity to give feedback to parents on students’ progress. It is very important that parents attend these conferences.

**Newsletters to Parents**
BOS issues circulars to parents in both English and Azeri, when the need arises. It is essential that students hand these circulars to their parents to ensure that they are informed of important school announcements and events.

**Parents Travelling Abroad**
If parents intend to travel abroad, while their children are at school, they must notify the divisional head and homeroom teacher. BOS needs to know the expected duration of parents’ absence from home, and the name and contact number of the appointed guardian.

**SECTION 12: SCHOOL UNIFORM**

**School Uniform**
BOS expects all students to comply with the School’s dress code from Monday to Friday unless otherwise stipulated. School uniform is supplied by the School Shop, located on the BOS campus. The dress code is as follows:

**Girls’ Uniform:**
- Long, dark blue or black pants (no denim jeans), skirt or BOS pinafore;
- School T-shirt (with collar) and BOS insignia;
- Appropriate school shoes;
- No jewellery other than small earrings (studs).

**Boys’ Uniform:**
- Long, dark blue or black trousers (no denim jeans);
- School T-shirt (with collar) and BOS insignia;
- Appropriate school shoes;
- No jewellery.

**Physical Education Uniform – Primary School**
- White T-shirt (without collar) and BOS insignia
- White shorts

**Physical Education – Secondary School**
- Light blue T-shirt (without collar) and BOS insignia
- Navy blue shorts

Parents are requested to ensure that their children have more than one uniform. While one is being washed, the other is available for wear. The following rules apply:

- Students should wear neat and clean uniforms, which are seasonally appropriate.
- Hats, caps, visors, bandanas and stocking caps may not be worn inside the school during school hours.
- Clothing must be good repair.
- Sandals/flip-flops are not permitted.

**Students who fail to comply with the School’s dress code may be sent home to dress correctly.**

**Non-uniform days**

BOS permits students to wear casual attire on occasional days related to learning activities throughout the year. However, students must dress in a manner that is not offensive to the school community. Appropriate standards of dress are expected. **Students who are inappropriately dressed will be sent home to change into appropriate attire.** The following standards apply:

- Skirts and shorts must be of an appropriate length (just above the knee).
- Underwear is not to be revealed.
- Clothing that exposes bare midriffs is prohibited.
- Only modest tops for girls are permitted. Halter or tube-tops with scooped or V-necks or spaghetti straps are also prohibited.
- Shoes or sandals must be worn. Flip-flops are prohibited.
- Clothing and bags displaying offensive slogans or advertising alcohol or cigarettes are prohibited.

**Physical Education**

During Physical Education students must wear the appropriate uniform, available in the School Shop (see 10.1 above). Students must also wear sports shoes and, in cold weather, long sweat pants are also allowed. Students must change into regular school uniform, after PE lessons.

**Sports Uniform for Inter-School Matches**

BOS provides uniforms (shirts and shorts) when sports teams play inter-school matches. Players who are not correctly dressed in BOS sports uniform will not be regulations. At the end of the season, BOS sports uniforms must be returned to the coach.

**SECTION 13: STUDENT ACTIVITIES AND SPECIAL EVENTS**

**Participation**

BOS adopts a holistic perspective towards education and is committed to develop every student’s intellectual, emotional, social, physical, artistic, creative, and spiritual potentials. BOS is committed to producing well-rounded, balanced individuals by encouraging students to participate fully in co-curricular activities offered on the campus.

**Physical Education**

BOS views Physical Education as an essential part of the curriculum. It is a known fact that physical activity improves overall health. It improves circulation, increases blood flow to the brain, reduces stress, improves mood and attitude, and calms children. Research shows physically fit students are less likely to miss school and more likely to experience of sense of well-being. Many studies have demonstrated the positive effects of Physical Education and physical activity on school performance. Several studies have stated that providing increased time for physical activity can lead to better concentration, reduced disruptive behaviour, and higher test scores in Reading, Mathematics and Writing.

**After-School Activity Programme**

The After-School Activity Programme offers students activities designed to provide enrichment and recreation, ranging from the arts to sport. The programme is well-balanced, combining
education and recreation. Activities include: the performing arts, arts and crafts, indoor and outdoor physical activities, movement and dance, interest clubs, such as Model United Nations. Students are given the opportunity to register for an activity of their choice prior to the start of each session. Where applicable, waiting lists are compiled, giving students an opportunity to participate in an activity later in the year.

Excursions and Tours
Regular local educational excursions and international tours are organised by teachers. Excursions and tours give students the opportunity to visit new educational environments. Excursions and tours are not to be viewed as free time away from school. They are designed to link book learning to the world of reality. Educational outcomes are therefore important and each excursion or tour will lead into a carefully-planned follow-up activity. In the interests of students’ safety, BOS expects students to display exemplary behaviour in accordance with international school standards.

Leadership
As the future leaders of Azerbaijan and the world, BOS recognises the importance of developing student leadership. BOS is committed to give students the opportunity to make input with regard to the educational programme, school organisation and facilities, and the role they would like to play at school and in the community. BOS seeks to encourage student leaders to make a difference in the world, and committed to promote internationalism and interculturalism.

Community Service
BOS is a privileged school community in Baku. BOS is therefore committed to raise the school community’s awareness of the important role it can play via community service. It should also be noted that many reputable colleges and universities across the world place a great deal of emphasis on a student’s community in addition to his/her academic achievements.

Recycling
BOS is committed to promote recycling within the school. We recognise that recycling decreases the consumption of resources, saves energy and reduces pollution. All recyclable waste at BOS – plastic, paper and cardboard – is placed in bins and collected on a regular basis. BOS is constantly looking for ways to contribute further to recycling!

Silk Road Activities Association (SRAA)
The SRAA is a collaborative community of international schools which organises and hosts academic activities and sport competitions with the focus on developing physical, intellectual skills, sportsmanship, and emotional well-being for students of all nationalities in Central Asia, the Caucasus and Eastern Europe. During events each participant, coach, referee, coordinator, worker, and spectator is expected to demonstrate a good sportsmanlike attitude while participating in SRAA activities and competitions. The following events are organised annually: cross-county, football and volleyball, basketball, Model United Nations conference, track and field.

SECTION 14: HEALTH AND SAFETY

Student Emergency Card
Parents must complete a Student Emergency Card for their child during admission, providing important information needed by BOS in the event of an emergency. This card must be handed to the administration to update on the Ultra system. Parents must ensure that changes in home address or home or business telephone numbers are immediately reported to BOS.

Immunisation
Students are expected to have followed a routine schedule of immunisations throughout their early childhood and later years. It is the parents’ responsibility to ensure that their child’s immunization record is kept up to date and BOS requires a copy of the every student’s vaccination record.
Traffic
Parents and drivers must be careful not to obstruct traffic when dropping off and collecting children, before and after school. All parents and drivers are requested to exercise extreme caution on Abbaszadeh Street, before and after school, due to heavy traffic at these times. Parking in front of the school building as well as in front of the old school main gates is prohibited.

Security Guards
Security guards are on duty throughout the day to ensure the safety of the school community. All members of the community are expected to show respect for and cooperate with the security guards in the best interests of everyone’s safety. Visitors entering the campus will be expected to identify themselves, indicate the purpose of his/her visit, and sign the visitor’s book. The visitor will be presented with a visitor’s card to be displayed throughout the duration of the visit.

Illness or Injury at School
BOS’s sickbay is equipped to provide immediate first-aid and to treat minor injuries or illnesses. Students are required to ask their teacher for a Hall Pass before they may leave the classroom. After examining the student and possibly providing treatment, the school doctor will decide if he/she may return to the class with a signed note from the doctor. If the student’s illness or injury requires further medical treatment, his/her parents will be notified. The doctor or the homeroom teacher will call contact the parents to request that they collect their child at school and arrange further medical treatment. If absolutely necessary, the school doctor will accompany the student to the hospital.

Medication
The school doctor will administer medication to students whose parents request it. If your child needs to receive a medication while at school, please send the medication in a labelled container with your child’s name, and dosage instructions. Students should hand the medication to the school doctor first thing in the morning and return at the time medication is due to be administered.

Emergency Drills at BOS
Safety is a priority at BOS. In the event of an emergency, such as a fire or earthquake, the school community needs to know how to respond. For this reason, emergency drills are conducted regularly at BOS. It is essential that all community members follow emergency drills when they take place.

Emergency Closure
A telephone tree has been established for BOS to alert families to the closure of school due to severe weather conditions or other emergencies. Parents must ensure that changes in home address or home or business telephone numbers are immediately reported to BOS.

Safety during School Activities, Excursions and Tours
In the interests of students’ safety, BOS expects students to display exemplary behaviour in accordance with international school standards of behaviour when engaged in school activities, excursions and tours. Students are under the direct control and supervision of the appointed group leader and staff. Students whose behaviour falls short of expectations run the risk of being excluded from future activities, excursions and tours.

On occasion, BOS administration permits adults to accompany school groups. It must be emphasised, however, that such adults – parents, caregivers, security guards – are subject to the authority of the group leader. Under no circumstances are accompanying adults permitted to interfere with or question the group leader in the discharging of his/her duties and control of students.
Non-Participation in Physical Education due to Illness
BOS adopts the view that if students are well enough to attend school, then they should be well enough to participate in Physical Education lessons. Only if a student is able to present a valid reason for not participating in a Physical Education lesson will he/she be excused. A doctor’s certificate, confirming injury, would be considered a valid reason. A student who cannot participate is expected to spend time constructively engaged doing school work.

Section 13: BOS Harassment Policy

Introduction
The best education takes place in a community where there is a trust and respect so that everyone feels accepted and free to take risks. Students and teachers come to BOS from many different countries and represent many different nationalities, cultures, races and religions. The school community is committed to value differences. Such differences provide for learning opportunities, enrichment and personal growth.

Policy Statement
The school will not tolerate harassment or bullying by any member of the community – student, teacher, administrator, parent, school or contract staff, or visitor – on the premises or at events sponsored organised by the school.

Definition
Harassment is the creation of a hostile environment by speech or conduct. Not all unpleasant speech or conduct constitutes harassment. However, conduct or communication, be it verbal or written, such as notes, graffiti or email, that is either intended to, or reasonably could be expected to, create an intimidating, hostile or offensive environment, constitutes harassment. Harassment may be subtle and ambiguous, or direct and overt. It may arise between students, between a student and an adult, including visitors to the school, and between adults.

It is not, therefore, possible to give a complete list of conduct that constitutes harassment. The following are examples of conduct prohibited by this policy:

- Persistent and unwelcome requests for a personal or physical relationship, including a dating relationship;
- Unwelcome and offensive jokes, remarks or epithets based on race, colour, religion, age, sex, sexual orientation, physical appearance, national origin or disability;
- Speech or the display of materials that is intended to be demeaning or degrading or reasonably could be considered so;
- Unwelcome physical contact including, but not limited to, violence, patting, pinching, hugging or kissing that is either persistent or intentional.

Education and Prevention
The prevention of harassment requires a thoughtful educational programme. Each year, administrators will discuss bullying and harassment with teachers, staff and students so that everyone understands the intention of the policy, how to take action, and the possible consequences of violating the policy. Parents are urged to support school efforts by discussing the issues covered by this policy at home and to address any questions to the administration.

An adult or student who witnesses or is informed about conduct that may constitute harassment must take action to stop it and must report it to the relevant divisional head or the principal.

What should be done by those who believe they have been harassed?
A member of the school community who believes she or he has been subjected to harassment should first consider telling the other person(s) that the conduct is offensive and request that it stop. If it is difficult for the student or adult to speak directly to the person or if the offensive
conduct does not stop after a request to cease, the student should report it to a teacher he/she can trust, the relevant divisional head or the principal. The teacher who is approached should report the conduct to the principal. A prompt and thorough investigation will follow.

Confidentiality
Reports of harassment will be treated confidentially as far as possible and will be reported to others within the school community only on a need-to-know basis. However, in almost every circumstance, the alleged offender will have to be informed so that the relevant facts can be gathered. The school reserves the right to bring any complaint to the attention of parents and guardians of the students involved at any stage.

Consequences
The Principal will promptly investigate all complaints regarding harassment. Whether a particular action or incident constitutes a violation of this policy requires that a thorough investigation is undertaken to determine all the facts. If the complaint is determined to have merit, BOS will place a record of it in a student’s or employee’s file and take appropriate action such as counselling, detention or suspension. If expulsion or dismissal is deemed appropriate, the recommendation will be referred to the Advisory Council.

No member of the community should be afraid to make a complaint for fear of reprisal or getting another person in trouble. Retaliation or threats of retaliation against anyone who makes a complaint of harassment is itself a violation of this policy. A person who knowingly makes a false report of harassment also may be considered to have violated this policy.

SECTION 15: ACADEMIC HONESTY

Introduction
The BOS community values honesty and academic integrity. We expect all students to pledge themselves to the values of honesty and academic integrity. Cheating, academic dishonesty and academic misconduct will not be tolerated at Baku-Oxford School.

Definition
What are cheating, academic dishonesty and academic misconduct?
- Cheating is any attempt to gain an unfair advantage over other students, and includes attempts to mislead a teacher, even in non-graded work and assignments.
- Academic dishonesty is any attempt to gain advantage in any dishonest way with respect to academic work or performance or record.
- Academic misconduct is unethical behaviour in an academic situation, even when no advantage is gained.

Examples of Academic Dishonesty

Tests and Exams
- Disobeying instructions, disobeying a proctor
- Working before the start signal, after the stop signal
- Communication during a test or exam
- Talking, signalling, texting, sending notes
- Looking at another student’s work during a test or exam
- Giving answers to another student during an exam
- Taking unauthorised notes, material, equipment into tests or examinations (whether used or not)
- Dishonestly obtaining test material in advance of the test

Plagiarism
Presenting someone else’s work, words or ideas as one’s own – even if paraphrased
Presenting someone else’s work, words or ideas as one’s own – even if translated
Failing to give credit to other authors, failure to use quotation marks when required
Submitting a paper written by someone else
Submitting work as one's own which has been written, designed, drawn, calculated, performed, composed or created in part or in whole by someone else

Falsification or fabrication of results, data, information
- Falsifying quotations
- Falsifying citations
- Fabricating or falsifying evidence, data
- Using other people’s results without permission
- Changing one’s own or someone else’s grades/ records in a record book, computer file

Copying someone else’s work
- Including one’s own, e.g. for a different teacher
- Including someone else’s submission to a different teacher

Collusion
- Working with someone else when specifically told to work on one’s own, whether someone in school, someone out of school, paid or unpaid

Other Forms of Dishonest or Unethical Conduct
Any other form of dishonest or unethical conduct, including but not limited to:
- offering one’s own work, assignments, test papers, etc. for sale
- interfering with other students, harassment
- making it difficult/ impossible for others to work properly
- spoiling, damaging or destroying someone else’s work
- lying
- bringing the school into disrepute

Planning or Assisting Others
Planning or assisting another person to do any of the above or concealing knowledge that another student has done any of the above.

Consequences
Tests and Examination
- Students who fail to comply with rules during an internal test or examination will be disqualified and no credit will be given for the test or examination. A formal warning will be issued.
- Students who fail to comply with rules during an international examination will be reported to the examination authority which will result in their disqualification.

Plagiarism
- Any student who submits researched material that contains plagiarised text will receive a formal warning and no credit for the work will be give. An opportunity may be given to rewrite the assignment.
- If the resubmitted work still contains plagiarised text, the student will not be given the opportunity to rewrite the assignment and no credit will be given.

**SECTION 16: ANTI-BULLYING POLICY**

What is bullying?
**a) Emotional**  
**b) Physical**  
**c) Racist (including regional prejudice/ cultural)**  
**d) Homophobic**  
**e) Verbal**  
**f) Cyber**

**Why is it important to respond to bullying?**  
Bullying hurts. No one deserves to be a victim of bullying. Everybody at BOS has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. BOS, like any school has a responsibility to respond promptly and effectively to issues of bullying.

**What are the objectives of this policy?**

- Academic staff (teachers and teaching assistants), non-teaching staff, pupils and parents should have an understanding of what bullying is.  
- Teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.  
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.  
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.  
- Bullying will not be tolerated.

**How do we identify bullying?**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school  
- doesn't want to go on the school / public bus  
- begs to be driven to school changes their usual routine  
- is unwilling to go to school (school phobic)  
- begins to truant  
- becomes withdrawn, anxious, or lacking in confidence  
- starts stammering  
- attempts or threatens suicide or runs away  
- cries themselves to sleep at night or has nightmares  
- feels ill in the morning  
- begins to do poorly in school work  
- comes home with clothes torn or books damaged  
- has possessions which are damaged or "go missing"  
- asks for money or starts stealing money (to pay bully)  
- has pocket money continually "lost"  
- has unexplained cuts or bruises  
- comes home starving (money / lunch has been stolen)  
- becomes aggressive, disruptive or unreasonable  
- is bullying other children or siblings  
- stops eating  
- is frightened to say what's wrong  
- gives improbable excuses for any of the above  
- is afraid to use the internet or mobile phone  
- is nervous & jumpy when a cyber-message is received
These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

**What are our procedures for dealing with bullying?**

a) How do we try to prevent bullying?
Raising awareness and promoting an anti-bullying culture within the school, including the idea of BOS being a telling school; realized through role-plays, assemblies, PSE topics, school publications, the school website, posters and slideshows
Raising awareness amongst the parent body through workshops and seminars and the

b) How do we deal with bullying when it occurs?
It is essential that the following are in place:

- An effective and dedicated communication, record and tracking (CRT) system for incidents of bullying
- Appropriate sanctions
- Counseling resources
- Conflict resolution strategies
- Incidents of alleged bullying should be reported to the class or homeroom teacher, either directly or indirectly through another party. The class or homeroom teacher will then decide if it is actually an act of bullying and if so a record is made on a CRT system. S/he will also decide if it should be dealt internally within the homeroom or classroom or referred to the pastoral manager for the section of school (primary or secondary)-depending the seriousness of the incident. The relevant pastoral manager will then decide if the following should be applied:
  - Interviews with students
  - Parents being informed (of both victim and perpetrator)
  - Sanctions, which can include after-school detention, internal and external suspension (in liaison with academic administrators) and permanent exclusion ((in liaison with academic administrators and Board)
  - Referral to the school counselor
  - Conflict resolution sessions
  - At all times, actions and related incidents are recorded on a CRT system which is accessible to the academic staff, coordinator, pastoral manger and other SLT members. All incidents of bullying are kept on permanent record.

**Who is the policy applicable to and what are their responsibilities?**

**Students**
- To report any incidence of bullying to themselves or to others to a member of staff
- To promote anti-bullying culture in the school

**Parents**
- To report any incidence of bullying of students to homeroom and classroom teacher
- To promote anti-bullying culture in the school and reinforce this at home

**Academic staff (all teachers and academic support staff)**
- To report any incidence of bullying of students to homeroom and classroom teacher
- To promote anti-bullying culture in the school
- To record, deal with and refer if necessary to their head of section (homeroom and classroom teachers only)

**Academic administrators (HOS, Heads of Sections)**
- To report any incidence of bullying of students to homeroom and classroom teacher
- To promote anti-bullying culture in the school
To deal with and record more serious incidents of bullying

**Learning support staff and school counsellors**
- To report any incidence of bullying of students to homeroom and classroom teacher
- To promote anti-bullying culture in the school

**Non-teaching and outsourced staff**
- To report any incidence of bullying of students to the nearest academic staff member
- To promote anti-bullying culture in the school

**SECTION 17: SCHOOL DISCIPLINE POLICY**

**INTRODUCTION AND RATIONALE**

The behavior policies in this document cover the general rules and regulations of expected student conduct within the school. Baku-Oxford School has the philosophy of praising and recognizing positive behavior whenever possible throughout the school, which we believe should lead to student awareness and self-reflection on how to behave. This behavior policy should be seen as working hand in hand with our rewards systems in order to model expected student behavior and acknowledge accordingly.

However, we also recognize that at times further action and sanctions are needed when, on the rare occasion(s) the above has not been achieved. This policy covers such examples. As each incident is different in nature, no guaranteed sanction is identical in every case. As such, all readers of this document need to pay special attention to the list of possible sanctions the school can use in individual cases, depending on the nature and severity of the incident(s). The list given is a guideline only.

**THE OXFORD FIVE**

Baku-Oxford School’s School Behaviour policy is based on the five principles encapsulated in ‘The Oxford 5’.

1. Punctuality – Be on time!
2. Preparedness – Be prepared!
3. Personal Conduct – Respect for all!

4. Participation – I join in!

5. Performance – Do my best!

ATTENDANCE PUNCTUALITY AND DEADLINES: Students are expected to come to school and be present in all their scheduled classes on time. Students are required to have 90% attendance in an academic year. Deadlines of projects, homework and presentations are to be respected.

In extreme cases, poor attendance may result in the student not graduating to the next grade, or even being de-registered from the school.

SCHOOL DRESS CODE: Students are expected to be neat, clean and appropriately dressed. Care should be taken that the uniform is well ironed and clean. Uniform expectations sent by the school at the start of the academic year should be adhered to.

- Students should not wear hats or sun glasses in the premises.
- Care should be taken that hair is neatly combed and tied.
- No large sized or expensive jewellery should be worn.

BULLYING: Bullying is a form of harassment. Any physical or emotional intimidation or threatening, by means of verbal, written or electronically transmitted communication is considered to be bullying. Any attack on another person’s property is also an example of bullying.

* Please refer to the anti-bullying policy for more specific details.

BUS RULES: Students are expected to be seated while the bus is in motion. Students should comply with the rules of the bus supervisor. Students are expected to behave in the same way as they would in a class room. This means refraining from using any abusive language, keeping their belongings with themselves at all times.

* Please refer to the bus code of conduct.

CLEANLINESS: Students are expected to adhere to strict rules of cleanliness.

- Classrooms: They should respect the classroom and make sure that they collect all the litter from the class before they leave. It is the responsibility of the students to clear the tables and put the chairs back in their place.
- Canteen: Students should pick up their plates and put them away. They should also ensure that tables are cleared and clean and that the chairs are put back in place.
- Changing rooms: Students should understand the importance of hygiene in enclosed spaces such as changing rooms. They should not leave any of their belongings. Showers should be turned off before leaving and toilets should be flushed. Any tissues used should be dispensed of in to dustbin.
- Corridors: Students should ensure that the corridors are neat with no bags lying outside. Students should take care not to eat in the corridors. If water coolers are used, then the surrounding area should be clean and dry. Paper should be thrown into the recycling box provided. Students should not sit or lie down in the corridors.

USE OF CELL PHONES AND ELECTRONICS: Usage of cell phones and other electronics such as IPod’s are not allowed in the school as they are disruptive to the class. Students can use the school office phone to call their parents. Students may bring cell phones in their bags and put
in lockers during the day until the end of school at their own risk. Cell phones will be confiscated if found during the school day.

**VANDALISM:** School property should be respected. Any intentional damage caused to any of the school property will have appropriate consequences including financial restitution.

**COMPUTER USAGE:** Students need to be careful about using expensive computer equipment. No personal downloads of music and games are allowed. Computers are to be used only for school related research and work.

*Please refer to ICT responsible use document for further details.

**POSSESSION OF ILLEGAL SUBSTANCES:** Drugs that are used for any purpose other than treatment or cure of any illness or disability are strictly prohibited on school premises. There is no alcohol consumption or smoking allowed on the school premises.

**ABUSIVE LANGUAGE:** Students are prohibited from using any obscene or vulgar language or any insults including race, gender or sexual orientation.

**ACADEMIC HONESTY**

*Plagiarism:* Students have to produce genuine work which reflects their knowledge and understanding. Copying work directly from the internet or reproducing work done by another student is a serious offence. The sources consulted by the student have to be acknowledged and presented neatly in the form of a bibliography.

*Consequences:* If the work submitted by the student is found to be plagiarized, then that student will not be graded. The student will be warned by the school authorities. If the plagiarism continues, then it will be mentioned in the student’s report.

*Cheating:* Cheating in exams or during class tests is an offence. Presenting another person’s work as his or hers is also considered cheating.

*Consequences:* If any cheating is detected then the student will be warned. Cheating during exams especially during the IBDP or IGCSE exams, would immediately lead to the student being barred from continuing. If a student cheats during a class test, he or she will have to submit the paper to the teacher immediately.

*Please refer to Academic Honesty policy document for full details

**CANTEEN RULES AND BEHAVIOUR:** Students are expected to adhere to canteen and corridor rules.

**Canteen rules:**
- Chairs should be put back place once the students are finished
- Tables are to cleared before leaving the canteen
- Plates are to be put away in designated areas
- Students should make sure that they stand in a queue to make payments accordingly.
- It is prohibited to sit on tables or move chairs and tables from one place to another
- Students are expected to take food according to appetite to avoid wastage
- Canteen staff should be treated with respect
- Access to the kitchen area is prohibited
- No junk food is allowed inside the school
Corridor rules:
- Running around in the corridors is not allowed
- No talking aloud in the corridors, especially when classes are in progress
- No littering is allowed
- No eating and drinking in the corridors
- No music
- No public displays of affection
- No form of harassment

LIBRARY (General rules of use*)

The Library urges all students to make use of its resources. In this regard, students are required to observe the following:
- The library being a learning area, students are expected to be quiet and, wherever necessary, converse very softly.
- All students are required to take good care of the resources in the Library
- Students are expected to treat the Library environment with respect and the Library staff with consideration.
- Students will be allowed to borrow books only by using their proxy-cards.
- The Library staff has the authority to maintain discipline.
- Eating and drinking is not allowed in the Library
- Students must keep the Library in order.
- Wherever furniture is rearranged for learning convenience, the same must be returned to its original position.
- Students are not allowed to bring any bag or other material, with the exception of notebooks, inside the Library.
- Students are expected to take their belongings with them when leaving the Library. The Library will not be responsible for student’s possessions.
- All the resources borrowed from the Library must be returned on or before the last day of each academic session.
- Students are responsible for the books and other resources checked out against their names and are, therefore, expected to take good care of them.
- Marking or writing on books and other resources of the Library is prohibited.
- Students shall immediately report to the Library in the event of loss or damage to any borrowed material
- It is an offence to take away a book or any other publication including magazines, prospectuses, and newspapers from the Library.

*Please refer to the library policy document for further details.

GENERAL MISCONDUCT: Any behavior that is a disruption to the educational process comes under general misconduct.

- **Loitering:** Loitering or wasting of time when students should be in their classrooms is not allowed. Students who have a free period are to use it constructively studying.
- **Leaving campus without permission:** For safety reasons students are not allowed to leave the campus during school hours without informing the necessary authorities and without permission.
- **Public display of affection:** Students are advised not to indulge in any obvious or excessive display of affection within the school premises.
- **Lying:** Deliberate miscommunication and wrong information provided is part of general misconduct and is to be avoided.
• ** Interruption:** Interruption of a class is in progress for no valid reason can obstruct the educational process and should be avoided.
• **Abusive language and racial or sexual insults:** No abusive language or offensive material is allowed in the school premises. Insults are not allowed.
• **Physical harassment:** Physical abuse or harassment by students is a serious offence.
• **Fire alarm:** Deliberately setting off the fire alarm is a serious offence.

*Consequences:* Any of the above mentioned misconduct warrants a warning, possible further disciplinary action such as detention, suspension or expulsion.

**LIST OF DISCIPLINARY ACTION**

• **Reasoning with the student:** This is by far the most common way that teachers will deal with general student misbehavior.
• **Reprimand (including advice on how to improve):** If the student has not responded to reasoning, a teacher or other member of staff may give a reprimand or warning for future misbehavior.
• **Communication:** Parents will be contacted in case of any behavior related issue. Such a dialogue will involve the student, homeroom teacher, Head of the section or Principal, depending on the severity of the case.
• **Counseling:** If the need arises, a student may be referred to a counselor or to assist the student with his or her problems.
• **Lunchtime detention:** Individual teachers may ask a student to attend a lunchtime detention for slight misdemeanours such as lateness or non-completion of work.
• **After school detention:** For more serious matters such as repeated lateness or non-completion of work, rudeness or bullying etc, students may have to stay after school for detention. This will be recorded on the students’ internal records.
• **Report card:** Some students may be placed on a report card and set their own targets for improvement in each particular lesson for a specified period of time. A report card may also be issued for persistent lateness and missing homework.
• **Loss of privileges:** In some cases students lose certain privileges such as participation in after school activities, school or sporting events.
• **Temporary removal from class:** Students in some cases may be temporarily asked to leave the class room in which case they are sent to the office of the Head of the section where they complete the work assigned to them.
• **Internal Suspension:** A student may be put under disciplinary probation which is a particular defined period of time during which the student will come to school at the designated time and will be supervised by a staff member throughout the day. The student under such a probationary period will be denied the right to be in regular classrooms and participate in extra-curricular activities.
• **Parent-School contract:** If a series of disciplinary actions has not worked. Parents may be called in to work with the school and student and create a contract outlining expected outcomes for the remainder of the year.
• **External suspension:** Suspension means that the student is not allowed to enter the school premises during a particular period of time. During the suspension period, it is the responsibility of the student and the parent to obtain any homework or assignments missed. If the student wishes to come to the school for some reason during the suspension period, he or she has to do so with prior permission obtained from the Principal.
• **Expulsion:** Expulsion is the strictest disciplinary action taken by the school. The student loses the privilege of attending the school. Expulsion takes place when all other disciplinary action has failed and in the cases of extreme offences such as harassment or bullying, drug possession, theft and/or vandalism.
PROCEDURES FOR DISCIPLINARY ACTION

Before reporting offences or using the incident report teachers need to have gone through the initial stages of warnings and reprimands including giving their own detentions for missing work. The majority of disciplinary cases will be resolved by the teacher using her or his understanding of the particular student and the situation and by talking with the student. It is important that the teacher should take the first initiative rather than pass the problem on. If all actions have failed the teacher may take the following steps:

- Serious misconduct or repeated misconduct should be reported to the Divisional Head in the first instance. In addition, an incident report is to be completed by the referring teacher.
- The Divisional Head will discuss the nature of the incident with the teacher and student.
- Depending on a case by case basis the Divisional Head in consultation with the Principal will use one, or a combination of one or more, of the disciplinary actions outlined in section 15
- Parents and teachers will also be kept informed of disciplinary action and follow up where necessary.

SECTION 18: SERIOUS MISCONDUCT

Introduction
The best education takes place in a community where there is a trust and respect so that everyone feels accepted and free to take risks. Students and teachers come to BOS from many different countries and represent many different nationalities, cultures, races and religions. The school community is committed to value differences. Such differences provide for learning opportunities, enrichment and personal growth.

Policy Statement
BOS will not tolerate cases of serious misconduct by any member of the community – student, teacher, administrator, parent, school or contract staff, or visitor – on the premises or at events sponsored organised by the school.

Definition of Serious Misconduct
Serious misconduct is defined as, but not limited to:

- an act of wilful disobedience or inappropriate behaviour
- gross disrespect shown towards another member of the school community
- a deliberate act of vandalism
- extreme aggressive behaviour
- behaviour intended to harass or bully
- possession, use or trafficking of tobacco products, drugs or alcohol

Reporting Cases of Serious Misconduct
BOS expects that cases of serious misconduct will be immediately reported to the Principal and relevant Divisional Head. In addition, an incident report must be completed by the person reporting the serious misconduct.

Consequences
The principal will promptly investigate all complaints regarding cases of serious misconduct. Whether a particular action or incident constitutes a case of serious misconduct requires that a thorough investigation is undertaken to determine all the facts. If the complaint is determined to
have merit, the school will place a record of it in a student’s or employee’s file and take appropriate action such as counselling, detention or suspension. If expulsion or dismissal is deemed appropriate, the recommendation will be referred to the Advisory Council.

*Finally we realise that there may be some omissions that parents may find useful and we welcome any feedback in this regard. This document will be reviewed regularly with the next review date to be May 2016*