



 **Cambridge Assessment
International Education**
Cambridge International School



Study Guide

Rules and Regulations

2023 / 24

Approval date by the Cyprus Ministry of Education, Culture, Sport and Youth:

Vision

At PASCAL Private Primary School we want all children to enjoy school and have a love of learning. We encourage them to persevere, to have self-belief and the determination to succeed in all they do in order to be the best that they can be.

Mission Statement

PASCAL Education aims to offer education that develops intellectually as well as physically active and creative young individuals who will leave school with an understanding that learning is a lifelong process in which they are active participants. Individuals who are able, with their acquired critical thinking skills, compassion and knowledge to work towards creating a better world in which awareness and understanding of different cultures is a prerequisite for progress and success.

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PASCAL Private Primary School retains the right to make additions or amendments to the Study Guide whenever this is deemed necessary. Some information in this Study Guide, Rules & Regulations may not be applicable to all PASCAL schools.

PASCAL Education shares the same objectives, vision and determination to provide all pupils, Pre-Primary, Primary and Secondary, with an excellent academic and social education.

Pascal Private Primary School and Kindergarten Profile

PASCAL Education, the largest primary and secondary education provider in Cyprus, comprises three English-medium kindergartens, three primary English-medium schools, three secondary English-medium schools and two secondary Greek-medium schools island wide, in the cities of Lefkosia, Lemesos and Larnaka.

PASCAL Private Primary School and Kindergarten lays the foundations for its pupils to become responsible global citizens of the future. As a forward-looking school, PASCAL Private Primary School and Kindergarten is committed to providing the highest standards of educational achievement for all children in an environment which is rich in its facilities and educational opportunities. Our school offers a safe, happy and friendly atmosphere where management, teachers and parents/ guardians work together in a spirit of cooperation.

PASCAL Private Primary School and Kindergarten is an English speaking private school of a different type meaning that it follows a different curriculum from the public schools except the Greek Language which the school follows the Ministry of Education, Culture, Sport and Youth curriculum.

Priority places at our Secondary Schools are offered to PASCAL Primary School pupils who maintain an impeccable behavioural record, without the added prerequisite of completing examinations for the purpose of entering our secondary schools, ensuring a smooth transition from Primary to Secondary School.

Our school year groups consist of:

- Kindergarten (Pre-Primary)
- Primary Year 1 to Primary Year 6

Aims of PASCAL Private Primary School and Kindergarten

PASCAL Private Primary School and Kindergarten aims to enable pupils to develop to their fullest potential in all areas of school life in order to prepare them as far as is practicable to be responsible members of society. We encourage them to work hard, have self-belief and determination to succeed. We create a safe, caring and friendly environment which is value-based with high standards of behaviour, respect and courtesy.

To this end, whilst recognising the importance of the home and society in the learning process for children, we seek to ensure that every child achieves their very best, in terms of academic success, personal development and creative expression.

To achieve this we:

- Maximise Achievement
- Promote excellence in all teaching. (What matters most in any school is strong leadership and well-qualified, committed teachers with high expectations. Therefore, our recruitment process is highly selective, ensuring that we secure the best leaders, teachers and learning support assistants.)
- Foster personal qualities of hard work, determination and initiative.
- Value success and achievement and challenge underachievement.
- Encourage the development of lively and enquiring minds.

PASCAL Private Primary School and Kindergarten Provides:

- Innovative and creative approaches to primary education and EYFS, especially taking advantage of the links with PASCAL Secondary.
- A well-balanced curriculum that develops the inquiring minds and talents of all pupils including pupils for whom English is an additional language.
- High-quality staff development where all are encouraged and actively supported in their professional life.

- Priority places at PASCAL Secondary School to all our Primary School graduates.

PASCAL Private Primary School and Kindergarten strives to provide the best in pre-primary and primary education. In order to maintain excellence in all areas of school life, the staff, pupils and parents/guardians will work together in a spirit of co-operation. Our aim is for all children to enjoy learning and achieve success in a healthy, happy and inclusive environment.

The School Agrees to:

- Provide high-quality education within a rich curriculum;
- Provide a caring, supportive learning environment;
- Provide a happy, secure school that equips children to enjoy their learning creatively and safely;
- Recognise children as individuals with their own strengths and needs;
- Keep parents informed of their child's development and of school issues.

Parents Agree to:

- Encourage and support their child in their work;
- Ensure their child arrives punctually at the start of the school day;
- Support the school's Behaviour/Discipline Policy;
- Inform the school of events affecting their child's behaviour or health.

Home-School Links

We place great importance on our relationship with parents/guardians, believing that children learn best when families and school work together.

Parents are kept informed throughout the school year about what children are learning.

There are many opportunities for home/school liaison, including a 'Parent/Teacher class evening' at the beginning of the school year as well as regular parent/teacher consultations. The Head

teacher and class teachers are happy to meet with parents/ guardians by appointment at other times. The Head teacher is also available on an 'open door' basis whenever possible.

Informative newsletters, emails and texts are sent out to parents on a regular basis. Children have a home/school diary where messages from home and school can be noted. Additionally, parents/guardians can communicate directly with teachers and vice versa through messages on the school's platform *Edu4schools*.

Safeguarding

The welfare of each pupil is of paramount importance. The School Safeguarding Policy outlines the actions that ensure that all pupils are properly safeguarded. The Policy is based on the below listed official documents:

- Convention on the Rights of the Child
- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, Lanzarote, 25.X.2007
- The Commissioner for the Protection of Children's Rights Laws, 2007 and 2014

For more details please refer to each School's Safeguarding Policy.

Positive Behaviour

PASCAL Private Primary School and Kindergarten provides a caring environment where individuality is celebrated and everyone is respected.

By the use of positive reinforcement and good management we endeavor to establish a whole school approach which helps children to feel positive about themselves, their abilities, achievements and their power of decision making.

All adults are considered as role models and have high expectations of the children's behaviour. We expect all members of the school to treat each other with respect. Everyone has the right to feel happy and secure at PASCAL Private Primary School and Kindergarten.

Academic Year

The academic year is divided, for the purposes of teaching material and pupil grading, into two semesters. The First Semester starts on the 2nd Monday of September and finishes before Christmas vacations. The Second Semester starts right after Christmas vacations and finishes on the penultimate Friday of June.

Each PASCAL Private Primary School publishes its own specific school calendar, which is made available at the school reception and via the school information system Edu4schools. At the start of each academic year, the school provides all parents with the Annual School Calendar which includes important information such as the first and last official day of the school, the scheduled extra curricula activities, the national and school holidays and other planned school events.

Public and school holidays in Cyprus

- 1 October - Cyprus Independence Day
- 28 October – Greek National Holiday, ‘OXI’ Day
- Christmas Holidays - Winter Break
- 30 January - Three Hierarchs Day
- Green Monday (18 March 2024)
- 25 March - Greek National Day
- 1 April – National Holiday, ‘EOKA’ Day
- Easter Holidays - Spring Break
- 1 May – National Holiday, Labour Day

Facilities

All PASCAL Private Primary Schools & Kindergartens operate on premises licensed by The Department of Town Planning and Housing. The Schools strictly adhere to the health and safety regulations of the relevant authorities, ensuring a hygienic and safe environment for the pupils, staff and visitors. The class size comprises 25 pupils and may rarely reach 28.

PASCAL Private Primary School and Kindergarten Lefkosia

PASCAL Private English School Lefkosia operates on the modern purpose-built school campus in an area of 80,000 square meters of land in Lakatamia. The address of the School is: 177,

Kopegchagis Street 2306 Lakatamia. The premises (area of 10,000 square metres) include among other: Classrooms fully equipped with internet, a computer and a projector, canteen, cafeteria, kitchen, gym, 2 football pitches (with real grass and artificial turf), 2 futsal courts, a basketball/handball court, volleyball court, 2 tennis courts, beach volleyball court and an outdoor heated swimming pool purpose made for sports events such as water polo and swimming, changing rooms and sick bay. The school library has a collection of a wide selection of documents in printed and electronic form. It uses the Library of Congress Classification System. It is managed by a qualified librarian and it is equipped with internet and 12 computers. The premises also include teachers' staffroom, offices for the Head Teacher, Assistant Head Teachers. There is full access to the premises for persons with restricted mobility. The school grounds have CCTV and a gated entrance with a security desk.

PASCAL Private Primary School and Kindergarten Lemesos

PASCAL Private Primary School and Kindergarten Lemesos operates on the modern purpose-built school campus in an area of 6,240 square meters of land in, Lemesos. The address of the School is: 107, Yianni Kranidioti Avenue, 3112 Lemesos. The premises (area of 1000 square metres) include among other: Classrooms fully equipped with internet, a computer and a projector, ICT lab, canteen, cafeteria, 1 football pitch (with artificial turf). The premises also include teachers' staffroom, offices for the Head Teacher and Assistant Head Teacher. There is full access to the premises for persons with restricted mobility. The school grounds have CCTV and a gated entrance.

PASCAL Private English School Larnaka

PASCAL Private Primary School Larnaka operates on the modern purpose-built school campus in an area of 40,000 square meters of land in Aradippou. The address of the School is: 2, Polytechniou Street, 7103 Aradippou.

The premises (area of 8,000 square metres) include among other: centrally heated classrooms fully equipped with internet, a computer and a projector, a Computer lab, 1 Art room, amphitheatre with a 400-persons seating capacity, canteen, cafeteria, 4 futsal courts, football pitch with artificial turf, basketball/handball court, volleyball court, tennis court and outdoor swimming pool purpose made for sports events, changing rooms, sick bay and lavatories. The school library has a collection of a wide selection of documents in printed and electronic form.

It uses the Library of Congress Classification System. It is managed by a qualified librarian and it is equipped with internet and 12 computers. The premises also include teachers' staffroom, offices for the Head Teacher and Assistant Head Teachers. The School has a space centre, PASCAL Space Centre, which is perhaps Europe's most advanced, educational space centre and it is equipped with data satellites, monitors and state-of-the-art simulation facilities that enable space mission experience, design and launch of own spacecraft, as well as live chat with astronauts.

There is full access to the premises for persons with restricted mobility. The school grounds have CCTV and a gated entrance with a security desk.

Early Years Foundations Stage

Reception Class (Pre-Primary)

During the children's first experience of education in the Reception class, they will follow the Early Years' Foundation Stage. The children will work towards the Early Learning Goals through a structured programme of rich learning experiences. Kindergarten children will be well-prepared for their entry to Primary Year One.

Context

The Early Years and Foundation Stage (EYFS) curriculum is based on the understanding that children develop rapidly during this stage of their learning - physically, intellectually, emotionally and socially. It is the base on which children build the rest of their lives and it is not viewed as simply a preparation for the next stage of development.

Pupils in the Early Years Foundation Stage learn best through staff providing experiences that build on and extend children's interests and experiences. Pupils are influenced by everything in their environment since they use their senses to explore and make sense of the world around them. They learn best through imaginative and meaningful play and it is most productive when it is inspired by their own interests.

The early years' experience builds on what children already know and can do and planned,

purposeful activities engage children in the learning process.

The Early Years team:

- structures the curriculum to children's individual needs;
- creates a learning environment that is well-planned and organised;
- ensures that children feel secure, included and valued;
- provides rich and stimulating experiences;
- values parental cooperation;
- has a key person who provides a link between home and school;
- initiates planned activities;
- values child-initiated activities.

Teaching and Learning

There are seven areas of learning; three 'prime' and four 'specific' areas, in addition to the three 'Characteristics of Learning'. All staff support the development of pupils by ensuring there are challenging and playful opportunities across the 'prime' and 'specific' areas of learning and development. The prime areas begin to develop quickly in response to relationships and experiences and support learning in all other areas.

Prime Areas

The prime areas are fundamental to a child's development throughout the EYFS. They are:

i.) Personal, Social and Emotional Development

- Making relationships, managing feelings and behaviour, self-confidence and self-awareness

ii.) Physical Development

- Developing co-ordination, control and movement. Health and self-care.

iii.) Communication and Language

- Listening and attention, understanding and speaking.

Specific Areas

The specific areas include essential skills and knowledge for children to participate successfully in society.

They are:

iv.) Literacy

- Reading and writing
- v.) Mathematics
 - Numbers and shapes, space and measure
- vi.) Understanding the World
 - People and communities, the world and technology
- vii. Expressive Arts and Design
 - Exploring and using media and materials and being imaginative

The Characteristics of Effective Early Learning

The characteristics of effective learning are the factors which play a central role in children’s development. They are vital elements which support the transition process from the Early Years Foundation Stage to Year One.

i.) Playing and Exploring — Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

ii.) Active Learning — Motivation

- Being involved and concentrating
- Continuing to try
- Enjoying achieving what they set out to do

iii.) Creating and Thinking Critically — Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Primary Years 1-6

Curriculum

PASCAL Private Primary School is a Cambridge Primary School, thus following the Cambridge Primary Curriculum. It provides a broad and balanced education for the learners, helping them to thrive throughout their schooling, work and life. Our main aim is for all children, including those for whom English is an additional language, to enjoy a well-balanced curriculum which will

develop their inquiring minds and talents.

During Primary Years 1-6 (PY1 - PY6), the focus is on the development of knowledge, understanding and skills. The core subjects are Mathematics, English, Greek and Science. The Foundation subjects include Geography/Environmental Studies, History, Art and Design, Global Perspectives, Music, Physical Education, Design and Technology/Home Economics and Digital Literacy .

The whole school curriculum is underpinned by social, moral and cultural education, with a values based and inclusive approach. The highest emphasis is placed on the acquisition of the key skills of reading, writing and oral communication in literacy, which is evidenced through pupils' work across all curriculum areas. In addition, the teaching of Mathematics focuses on age appropriate mathematical knowledge as a starting point, with high expectations for a level of mastery in each year group and an application of mathematical skills across the curriculum.

Our curriculum is enriched whenever possible by providing real life and concrete experiences for the children. Some of the foundation subjects incorporate the rich history and geography of Cyprus. The work children undertake is planned by the class teacher according to the school schemes of work; prepared by subject leaders. It is creatively planned, vibrant and exciting. Pupils are therefore provided with a curriculum that enables them to gain the essential knowledge they need to become educated citizens.

Children with little or no English are given additional support, through intensive English lessons, thus enabling them to access the curriculum as soon as possible.

Curriculum overview

Mathematics: The Cambridge Primary Mathematics curriculum is presented in five content areas: Number, Geometry, Measure, Handling data and Problem solving. The first four content areas are all underpinned by Problem solving, which describes using techniques and skills and the application of understanding and strategies in solving problems. Mental strategies are also a key part of the Number content. 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. The Cambridge Primary Mathematics curriculum framework provides a solid foundation upon which the later stages of education can be built.

English: The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. Learning outcomes in each strand for each successive stage are defined in terms of what learners should be able to do in English. This framing of learning objectives as a progressive can-do sequence should encourage the use of learning-centred, activity-based approaches by teachers in the implementation of the curriculum frameworks.

Science: The Cambridge Primary Science curriculum is presented in 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 incorporated. The Cambridge Primary Science curriculum framework provides a solid foundation upon which the later stages of education can be built.

Greek: Greek for native Greek speakers (Advanced Greek) is taught according to the Cyprus Ministry of Education guidelines. Non-Greek speaking children follow a Greek as a Foreign Language (GFL) programme which aims in developing their language speaking and writing skills. PASCAL Private Primary School celebrates the fact that all children will be learning Greek.

History: A high-quality history education which helps pupils gain a coherent knowledge and understanding of Cyprus', Greece's and Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Geography and Environmental Studies: Geography education aims in inspiring pupils their curiosity and fascination about the world, their surroundings both near and far, and its people that will remain with them for the rest of their lives. Pupils are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Teachers challenge all forms of stereotyping (racial, economic, cultural, etc.), and raise awareness of inequalities, such as the imbalance of resources and opportunities. Pupils are introduced to the work of charities, initiatives and policies (such as Fair Trade) which addresses these inequalities.

Art and Design: Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary Art & Design, learners:

- see themselves as artists and become increasingly independent and reflective
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in an interconnected, creative and innovative world
- make increasingly informed decisions about creative practices and products and about the art and design they
- encounter, engage with and generate
- understand the roles of creative arts in society
- analyse and reflect on creative intentions and ideas, practices and outputs from different perspectives.

Design and Technology: The curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Physical Education: The curriculum for physical education aims to:

- Produce healthy, fit pupils.
- Develop children's fine and gross motor skills.
- Foster co-operative attitudes, communication and teamwork.
- Promote the desire to be active and participate in P.E activities outside school and to carry this through into adult life.
- Avoid gender stereotyping.
- Increase body awareness.
- Appreciate skillful and creative movement.
- Create equal opportunities for all pupils.
- Learn to plan, perform and evaluate.
- Promote values such as respect and fairness.

- Promote and raise awareness of a healthy lifestyle and the importance of healthy eating.

Music: The curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Digital Literacy: In Cambridge Primary Digital Literacy, learners:

- are empowered to use digital technology safely and are able to protect their own physical and emotional wellbeing
- analyse and reflect on the opportunities and issues presented by technology from different perspectives
- develop the transferrable skills needed to access digital technology, to communicate digitally and to access careers in the workplaces of the future
- understand their place, and the place of others, in an interconnected world
- make informed decisions about the information that they encounter digitally
- understand the role of digital technology in society and are able to contribute to that society.

Global Perspectives: Cambridge Primary Global Perspectives develops learners' ability to think critically about a range of global and local issues where there is always more than one point of view. Global Perspectives is a skills-based programme and there is no prescribed content. Learners study topics they are interested in, for example, energy, food, sports or technology. Topics are given in the Challenges, but these are only a vehicle for developing skills: learners are not assessed on knowledge of these topics. Teachers use the topics to develop the skills.

The curriculum framework sets out all the learning objectives for each of the six stages of Cambridge Primary programme. The learning objectives provide a structure for teaching and learning and a reference against which learners’ ability and skills development can be checked.

The learning objectives are divided into six main areas called ‘strands’ which appear in every stage. Each strand corresponds to one of the skills: Research, Analysis, Evaluation, Reflection, Collaboration and Communication.

Timetable

The Kindergarten’s timetable includes seven periods of lessons (periods duration ranging between 25-40 minutes) two 30-minute breaks, and two 15-minute snack breaks.

Kindergarten Timetable – Template:

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 st					
	SNACK 15 minutes				
	BREAK 30 minutes				
2 nd					
3 rd					
	BREAK 30 minutes				
4 th					
5 th					
	FRUIT 15 minutes				
6 th					
7 th					

The teaching periods for each lesson are as follow:

SUBJECT	PERIODS
GREEK	5
PE	2
DIG. LITERACY	1
ART	2

PSHE	1
TOPIC (Geography – Science – History)	2
MUSIC	2
MATHS	10
ENGLISH	10

The Primary School’s daily timetable consists of seven 40-minute periods per day with three breaks of 50 minutes total duration. The timetable is the same for all primary year groups.

Primary School Timetable – Template:

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 st					
BREAK 25 minutes					
2 nd					
3 rd					
BREAK 15 minutes					
4 th					
5 th					
BREAK 10 minutes					
6 th					
7 th					

The teaching periods for each lesson are as per below:

Subject	PY1	PY2	PY3	PY4	PY5	PY6
Greek	7	7	7	7	6	6
GFL	5	5	5	5	5	5
Additional Support	2	2	2	2	1	1
English	9	8	8	8	7	7
Mathematics	7	7	6	6	6	6
Global Perspectives	1	1	1	1	1	1
History	-	-	2	2	2	2
Geography	-	-	2	2	2	2
Science	1	1	2	2	2	2
Environmental St.	3	3	-	-	-	-
Art & Design	2	2	2	2	2	2
Music	2	2	2	2	2	2
Physical Education	3	3	2	2	2	2
D&T / Home Eco.	-	-	-	-	2	2
Digital Literacy/ICT	-	1	1	1	1	1

School Hours

Lessons at both Primary School and Kindergarten start at 7:35am in Larnaca, 7:45am in Nicosia and 8:00am in Limassol and finish at 1:15pm, 1:05pm and 1:20pm respectively. Children are offered the opportunity to take part in the Extended Day programme after the school day ends. Homework and language support clubs are included in the programme and may be recommended by teachers for certain children.

Supervision is available for children until 4pm each day.

The optional extended day programme includes:

- Lunch (30 min): Nutritious hot lunches are provided on an optional basis by the school's EN ISO 22000 certified catering services. Our school encourages healthy food choices. Daily menu consists of two choices of food, drink and fruit or dessert. Sample menu is available at the school office.
- Homework support (1 hour) The purpose of Homework Support is to help pupils to

develop their study skills, become independent learners and to give them an additional opportunity to resolve any queries pupils may have about the material taught during the school day.

- Afternoon Activities (1 hr and 25 min): Activities, after the homework support, run every Monday, Tuesday, Thursday and Friday, throughout the academic year. They aim to give pupils the opportunity to develop their skills and talents outside academia while been designed to support physical and social development. Pupils who choose to stay for Afternoon Activities must also opt in for Homework Support.

The Head teacher has the right to allow pupils to leave earlier before the end of the school day:

- When the reason is for treatment, therapy or other medical reasons.
- At her own discretion, to prevent imminent danger (eg fire) or to deal with serious emergencies

Teachers report to work at 7:15 am. Teachers supervise and guide pupils during homework support time and coordinate the afternoon activities as required for maximum of three afternoons per week.

Online teaching and Learning Policy

PASCAL Primary School has developed the means and methods to adapt to remote/online learning whenever needed. Remote learning takes place online and strives to re-create the classroom environment as students learn through the electronic means and away from school. This means students log in to the virtual classroom environment according to their timetable to attend lessons and engage in-group learning activities.

Online teaching policy aims to:

- Ensure consistency in the school's approach and curriculum,
- Ensure pupils receive clear explanations and enjoy their learning
- Support growth in confidence with the new material

For more details please refer to each School's Online Teaching and Learning Policy.

Homework

All children are given homework in order to practice aspects of their learning. The amount of homework increases as children progress through school. Tasks are directly linked to topics being taught in school. They may be set to consolidate something already taught or to prepare children for a future area of learning.

Homework makes a significant contribution to the pupils' progress and their enjoyment of learning.

Library

The school library has a collection of a wide selection of books. The school is committed to the development and promotion of a library culture and of library skills through a number of activities and events. Library rules must be observed and are displayed in the library as well as given to the pupils/teachers through library publications such as the Library Awareness Bulletin.

School Excursions / Visits

Excursions are seen as an integral part of the school curriculum as they enable students to explore, extend and enrich their learning and their social skills development in a non-school setting. They aim at offering pupils the opportunity to meet the natural, cultural and social environment of their country, communicate with each other as a group and work collegially to carry out social and educational tasks. School trips and visits are organised by the school and are carried out under the supervision of the Head teacher.

Uniform and Appearance

All pupils are required to wear the prescribed school uniform and modification to the uniform is not allowed. Pupils are expected to keep their appearance neat and tidy. The School office has details of the school uniform supplier. All clothing must be clearly labelled with children's names. All PE clothing must be in a named PE bag.

Rules and Regulations pertaining to appearance and uniform:

- For reasons of safety and security, the only acceptable items of jewellery are; a wristwatch; small flat studs in pierced ears (girls); A small religious token worn inside the polo shirt
- Boys can have long hair as long as it is kept tidy
- Girls are only allowed ear piercing only if not excessive. Boys are not allowed any ear piercing.
- Any visible body piercing is not allowed (nose ring, eyebrow ring, tongue ring, etc)
- Girls' hair and nails must be in their natural colour
- Only dark coloured shoes or trainers can be worn at school

Children are not allowed to wear any political party symbols or badges during school hours.

Bus Service

A local bus company provides optional transportation to and from the school.

Forbidding entrance to school

It is strictly forbidden to any person who doesn't have an association with the school, to visit school premises without permission from the Head teacher. Parents and guardians can enter the school during drop off and/or pick-up times. Visits on other times during the school day can be granted by the school Head or other appointed staff member. Entering the school premises for advertising purposes or selling of services is not permitted.

Infectious diseases

In cases where there is an infectious disease among the pupils or a disease for which there is suspicion that it is infectious, the office immediately contacts the parents/guardians and asks the child to be kept away from the school. The child can return only after providing a medical report that they are no longer contagious.

Fundraising

Fundraising in schools is possible to happen when special circumstances arise (for example families in need). The Head teacher has the overall responsibility and organisation of fundraising events in collaboration with staff members and Parents Guardians Association.

Inspection

PASCAL Primary Schools and PASCAL Kindergartens are inspected annually by the Ministry of Education, Culture, Sport and Youth. Inspectors evaluate and report on the quality of education and infrastructure provision and give advice to the Head teacher when needed.

Additionally, frequent lesson observations are performed by the Academic Advisers, the Head Teacher and Key Stage or Subject coordinators to evaluate teaching, assess the quality of learning, check the Schemes of Work and ensure that all statutory educational requirements are being met and also discuss any room for improvement with teachers.

Admissions / Binding Agreement

PASCAL Private Primary School accepts applications for all year groups at any time of the year. However, the main point of entry into PASCAL Private Primary School is September of each school year.

Transferring from a Public or another Private School to Pascal Private Primary School or Pascal Private Kindergarten, is made according to the Ministry of Education's regulations. The same provisions apply for students leaving Pascal Private Primary School or Pascal Private Kindergarten.

Age of enrolment in the Pre-Primary school (Reception Class)

As of 1st September 2020, students eligible to enroll in Reception class (compulsory Pre-Primary Education) must be at least 5 years old on September 1st of the enrolment year.

Age range of pupils' enrolment and attendance, compulsory education and termination of studies

No pupil can be enrolled, unless he/she has reached the age set by the Council of Ministers before the 1st of September of the enrolment year. According to the decision of the Council, as of 1st September 2021, a pupil has to be at least 6 years old, as at September 1st of the enrolment year in order to register to Year 1.

Every child born in Cyprus who enrolls for the first time must present the original birth certificate issued according to law (a certified copy or original must be kept on school files). A child born abroad has to present the original birth certificate or other document (i.e. passport) issued by a relevant authority which confirms the date of birth and complies with the requirements of the Ministry of Education, Culture, Sport and Youth.

All pupils graduating from Primary should not be more than 13 years old. No child can be admitted if on September 1st of the enrolment year is aged more than 13 years old, unless they have a written consent of exception from the Ministry of Education, Culture, Sport and Youth.

Admission Policy

PASCAL Primary School and Kindergarten's admission procedure starts with a physical or remote (video call) meeting of the prospective pupil and his parents or guardians with the Head teacher. Assessment for admission to any year group may be requested by the Head teacher. Assessment may be in written or oral format or in the form of a trial day. Each prospective pupil is assessed independently. Admission is at the discretion of the Head teacher and to the availability of places.

Transferring from another school

Pupils transferring from another school (private or public, in Cyprus or abroad) need to present a certificate of attendance or previous school report.

Registrations / Re-registrations

For a valid registration, the following are required:

1. Pupil application for enrolment signed by both parents or guardians
2. Enrolment form signed by both parents or guardians
3. Bond in customary form signed by at least one of the parents, for those cases where fees are not settled upon registration.
4. Copy of the child's ~~last~~ previous School Report (copy to be kept at school records)
5. Original or certified copy of the child's birth certificate or certified copy of passport (originals are returned when pupil graduates or discontinues)
6. Parents' ID/Passport numbers
7. Copy of the child's vaccination booklet or pediatrician's report confirming vaccinations are up to date
8. A utility Bill as a proof of address
9. Settlement of the amount payable upon registration according to the official school pricelist

Existing pupils re-register for the next academic year between January – July. For re-registration, points 1, 2, 3 and 9 need to be completed. If there is a change of home address, the school needs

to be informed immediately. Any vaccination updates need to be reported and provided to the school office.

Promotion to the next year and Leaving Certificate

A pupil is promoted from one year group to the immediate next one, upon successful attendance and completion of the corresponding year's studies. Under no circumstance, a pupil can be promoted to a higher grade than the one permitted by the pupil's age.

For every child that successfully completes the Reception class or primary school, a leaving certificate (Appendix C) or any other documents required from the Relevant Authority are issued. PASCAL Private Primary school and Kindergarten's leaving certificates are approved by the Ministry of Education, Culture, Sport and Youth.

In cases where the Head Teacher believes a child needs to repeat due to excessive number of absences, this needs to first go to the regional inspector of the Ministry for approval.

Repetition of the school year

If there are special reasons, a pupil may have to repeat the same grade for a second subsequent year. In such cases, the school reports to the corresponding regional inspector for approval and also informs the pupil's parents/guardians. Repeating the year can only be done once during the pupil's attendance at the primary school. The Ministry of Education Culture, Sport and Youth may give instructions to terminate a pupil's registration temporarily or permanently, if convinced by a relevant report from the District Committee of Special Education.

Teaching Staff

Relevant information about teaching staff (names, qualifications) are announced at the beginning of each school year.

Academic qualifications, personality, character, teaching experience as well as commitment to teaching are the criteria upon which staff is recruited at PASCAL Private Primary School and Kindergarten. Being aware of the need for and significance of continuous, high quality

professional development as well as of the importance of guidance for those entering the profession, the PASCAL Staff Development Programme is designed so that all the members of staff are equipped with up-to-date skills, knowledge and training in order to provide our pupils with the high-quality education and support they need. The training programme ranges from the development of academic practice to the development of personal effectiveness, management development and ICT training. Ongoing additional training is delivered by the Ministry of Education, Culture, Sport and Youth and Cambridge Professional Development programmes.

The employment of staff is governed by PASCAL Education (Cyprus) Limited Contract of Employment, which clearly defines the rights and obligations of staff. The Contract of Employment is in line with the relevant legislations of the Republic of Cyprus.

PASCAL Private Primary School & Kindergarten Lefkosia staff

NAME	POSITION
Antigoni Stylianou Parpounas	Head Teacher
Andreas Paouros	Assistant Head Teacher
Melina Kalli	Assistant Head Teacher
Nikolina Rafael	Key Stage 1 Coordinator
Elena Loizou	Key Stage 2 Coordinator

PASCAL Private Primary School & Kindergarten Larnaka staff

NAME	POSITION
Anna Papandreou	Head Teacher
Petros Kimitris	Assistant Head Teacher
Chari Sergiou	Assistant Head Teacher
Joy Frangou	Assistant Head Teacher
Andrea Evangelou	Assistant Head Teacher
Styliana Geronta	Key Stage 1 Coordinator
Rafaella Xenophontos	Key Stage 2 Coordinator

PASCAL Private Primary School & Kindergarten Lemesos staff

NAME	POSITION
Constadia Kakouri	Head Teacher
Maria Biglikoudi	Assistant Head Teacher
Polly Field	Early Years & Year 1 Coordinator
Niki Tzorzi	Key Stage 1 (Years 2 & 3) Coordinator
Inna Denkovych	Key Stage 2 (Years 4 & 5) Coordinator
Irene Constantinidou	Key Stage 2 (Year 6) Coordinator

Job Descriptions

The overview of some job descriptions is given below.

Head Teacher

Head Teacher is responsible for the smooth running of the School in line with the School Study Guide, Rules and Regulations and with the legislation of the Republic of Cyprus. The Head Teacher is responsible for the curriculum delivery, the implementation of the aims and goals set out in the Staff Handbook and for achieving academic excellence. The responsibility extends to the wellbeing of pupils and staff and to the smooth cooperation with the Parents and Guardians Association.

Assistant Head Teacher

Assistant Head Teacher is responsible for assisting the Head Teacher in all matters relating to the effective running of the school and for supporting the staff members in their work as described in the Staff Handbook. In case of absence of the Head Teacher, the Assistant Head Teacher stands in.

Key Stage Coordinator (KS1/KS2)/Subject coordinator

The Key Stage coordinator is responsible for the academic leadership and supervision of teachers within the Key Stage he/she is assigned to. The KS coordinator is responsible for achieving the aims and goals stated in the staff Handbook and has the general responsibility to coordinate the work of Key Stage in accordance with the School policies stated in the Study Guide, Rules and

Regulations and Staff Handbook.

Teacher

The teacher is responsible for teaching all allotted subjects to the high teaching standards as set by the School and as described in the Staff Handbook. The teacher prepares quality lesson plans and teaching material in advance, delivers lessons efficiently and methodically and inspires their pupils to achieve their full potential. The teacher is also responsible for pastoral care of the pupils in their class and contributes towards extra-curricular life of the School.

Assessment

Assessment is an essential part of all teaching strategies in order to identify areas for development and chart progress. It helps the school to strengthen learning across the curriculum.

Our aim is to facilitate the identification of achievable and challenging targets for each child. In this way, all children will be very clear about what they need to do to improve in any given areas. There are ongoing teacher assessments in all core and foundation subjects on a semester basis.

Assessment is recorded on the school platform and is accessible to management and coordinators for the purpose of monitoring pupils' progress. We will always strive to achieve the best outcomes for children.

At our school, assessment means continually evaluating children's knowledge, skills and understanding, establishing what children can do and what their next learning steps should be. Assessment is at the heart of the learning process. It provides valuable evidence to guide and improve teaching and learning. Alongside this it offers an opportunity for children to demonstrate and review their progress. It is an integral part of our relentlessly ambitious, high expectations culture.

We are committed to:

- Seeking and interpreting evidence for use by children and their teachers to decide where learners currently are in their learning, where they need to go next and how best to get there.
- Using assessment day-to-day, in the classroom to raise children's achievement and their aspirations. We believe that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).
- Providing children with clear, precise and easily comprehensible feedback, in oral and written forms, that will support their learning. We will always expect children to engage with this feedback and frequently we will ask them to respond to it. The quality and value of teacher's feedback will be evaluated by how great an impact it has on pupils' future progress.
- Involving children at all times in an ongoing self-improvement process and assisting them to understand that the continual quest to improve oneself is a crucial life skill. Assessment feedback should inspire ever greater effort and a belief that, through commitment, hard work and practice more can be achieved.
- The regular review of what has been learnt by children being built into our lesson structure and our programmes of study.
- Assessment drawing upon a wide range of evidence that establishes a full picture of what a child can do.
- Continually tracking the performance of children and using this information in four ways - to ensure that all children are suitably challenged - to provide additional challenge for those who are ready for this - to provide additional learning support for those who are currently finding learning more difficult - to ensure that every child really does matter and nobody is ever overlooked.

- Giving reliable, meaningful and regular information to parents about how their child is performing and how our school is performing. At all times this information will be clear, transparent and easily understood. It will be communicated in a format that parents can understand and it should assist them in supporting their child's future learning.
- Avoiding any tendency to judge, label or categorise children, but instead show a never ending commitment to the notion that all children can and will succeed. For this reason we will not use self-fulfilling terminology like 'more able and less able'. In all we do and say we will communicate the message to children that they can and will succeed.

Different Types of Assessment

Day-to-day assessment for learning: this is formative assessment – an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement. This is continual and ongoing, with assessments informing future lesson planning.

Periodic review: a profile of pupils' learning using key performance indicators.

This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.

Transitional assessment – this is the use of summative (or summary) tests and tasks that formally recognise pupil achievement and are shared with pupils and their parents.

This is usually conducted towards the end of a term. We avoid the tendency to continually test children, as we know that testing itself does not improve children's performance.

Tracking Pupil Performance – Semester Progress Reports

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked – or followed, carefully – throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in her/his learning
- use this information to plan future learning opportunities that are pitched at an appropriate level of challenge

- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and evaluate the reasons for this. Most pupils will join our school in the Reception class. Once they have settled, within the first half-semester here, on-entry, baseline assessment is undertaken. This is the initial starting point for measuring pupil progress. An accurate baseline against which to measure future progress will be administered by teachers for those pupils who join the school after the Reception year. Every year new pupils join at the start of, or within, an academic year. It is the responsibility of the teacher to quickly ascertain what point these children have reached in their learning. Previous school records can be analysed to ascertain pupils' respective starting points. Subsequently, suitably ambitious pupil performance targets will be set for the academic year.

As a school we aim to create a high achievement culture and expect every pupil to reach the highest possible attainment that they are capable of. The mark of an outstanding teacher is that every pupil in his/her charge surpasses the progress they were expected to make based on past performance.

Pupils' overall academic performance is recorded on the Semester Progress Reports (Appendix D). Progress reports are provided to parents/guardians at the end of each semester, twice a year (January and June). These reports provide a grade for each subject which reflects the student's attainment in the subject during the Semester. Teachers also provide narrative comments to describe the student's academic progress, an Overview/Targets for Academic Improvement and Personal and Social Development notes.

Grading Scale:

A*=90-100%

A=80-89%

B=70-79%

C=60-69%

D= 50-59%

Targets and Target Setting – Pupil Performance Targets

Teachers will set provisional performance targets for the class they have taught for a whole academic year at the end of the Second Semester. Subsequently, the new teacher of the class will

firm up these targets towards the end of the first half of the First Semester, after they have had an opportunity to familiarise themselves with the pupils in their new class. Annual pupil performance targets must be established by the end of the fourth full week of the new academic year.

Targets should be both aspirational and ambitious. The teacher's level of expectation for all pupils is very high. High expectations have been described as a 'crucial characteristic of virtually all unusually effective schools'. Extensive research demonstrates clearly that it is a teacher's ambition for a pupil which raises that pupil's expectations and leads to higher standards being achieved.

Behaviour / Discipline Policy

The school expects pupils to:

- Be kind, helpful, respectful and polite
- Treat others as they would like to be treated

Aims

This behaviour policy outlines procedures relating to the rewards and positive behaviour management in order to ensure that the PASCAL ethos and values can be achieved by everyone. We aim to address the behaviour or inappropriate choices that children can make.

Objectives

- To ensure all members of the school community feel valued and respected and that everyone is treated fairly.
- To show we are a caring community whose values are built on mutual trust and respect for all.
- To promote an environment in which everyone feels happy, safe and secure.
- To work together in an effective and considerate way.
- To help children to become positive, responsible and increasingly independent members of the school community.
- To show good behaviour that promotes a positive attitude to their own and others' learning at all times.

Rewards

Class Rules / Code of Conduct

An agreed code of conduct within each class is established where class reward systems agreed by all the children with their teachers are offered. These systems will be shared with parents/guardians during the 'Meet the Teacher' at the beginning of the year.

At PASCAL Private Primary we praise and reward children in a variety of ways. These include:

- Positive verbal praise

- Star of the week
- Certificates of Merit
- House points
- Thank you certificates and assemblies
- Stickers and reward charts
- Responsibility roles (e.g. monitors)
- Pupil of the month

Sanctions

Stepped approach for 'low-level' behaviours

At PASCAL Private Primary we have a stepped approach for managing 'low-level' behaviours in the classroom or on the playground.

1. Reminder

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour for learning as a result of this reminder.

2. Warning

If a reminder is not enough, the child will be given a warning. The class teacher will keep a record of all such incidents and deal with them through the class behaviour monitoring system.

3. Time out

If a child acts in anger or irresponsibly, they are given time out in an agreed space or in another classroom to consider their actions calmly. It is acceptable to ask that child to miss their playtime. Reflection on actions means that adults are more likely to find out exactly what has happened and to be able to discuss the matter more effectively and fairly with the children involved. After some thinking time, the child will be welcome to return to the lesson or playtime. At the end of the lesson the teacher or a member of support staff will discuss the events with the child.

4. Monitor Record

If inappropriate behaviour persists, a pupil can be given a Monitor Record Slip where their behaviour will be monitored by the class teacher throughout the week. Parents/guardians will be informed if their child is given a Monitor Record Slip so reflection on behaviour can be

supported at school and at home.

Serious Discretions

Incident Reports are given for serious offences, not minor class management behaviour issues.

They should only be given for:

- Purposely hurting another child/fighting
- Purposely damaging other people's property or school property
- Being verbally abusive to others/disrespectful to an adult
- Persistent classroom disruption over a period of time

If a child is injured by another child, then the parents of both children will be telephoned or spoken to at the end of the school day. The child responsible for the injury will be given an Incident Report.

The Discipline Committee will be informed, and the Incident Report will be kept on file.

The Discipline Committee will also be responsible for examining all serious discretions and will be responsible for deciding upon the sanction to be issued regarding each case.

Individual Behaviour Plans and Support

Occasionally, the above sanctions will not be effective in ensuring that the behaviour of certain pupils is appropriate and adheres to the school rules. In these cases it is necessary to develop an individual Behaviour Improvement Plan (BIP) to document rewards and sanctions set for individual pupils with behavioural needs. If behaviour does not improve, the child may risk of expulsion.

Support on the BIP is intensified by involving the parent/guardians and, where appropriate, external agencies to improve behaviour. Where exclusion is at a risk, the BIP is reviewed every two months. The behaviour will be monitored closely and targets will be set according to the individual needs of the child. Home/school communication is crucial to the success of these programmes.

Emergencies

In the unlikely event of an incident in the classroom, the class teacher will inform any member of the discipline committee.

Bullying/Racial incidents

All incidents of bullying and harassment will be taken very seriously. See Anti-Bullying Policy.

The Discipline Committee

Staff Responsible

Head teacher

School staff

School committee

The Head teacher has the responsibility for issuing fixed-term exclusions for individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behavior or in cases where the safety of a child is compromised due to the behaviour of another, it is important that parents be informed and advised by the Head teacher. The Head teacher may permanently exclude a child. The Discipline Committee keeps a log of all behavioural incidents, all racial incidents, incidents of bullying, which are recorded in the Behaviour File and reported to the school committee as appropriate.

Parents / Guardians

Parents are crucial in shaping attitudes and promoting values which produce good behaviour. The school collaborates actively with parents/guardians so that children receive consistent messages about how to behave at home and at school. We ask parents/guardians to support the school in the principle that treating pupils fairly means sometimes creating tailored behaviour sanctions and rewards that suit the individual needs of the children.

If parents/guardians have any concerns about the way that children have been treated, they should initially contact the class teacher. If the concern remains, they should request a meeting with the Head teacher.

Pastoral Care Policy

Definition

Pastoral Care is defined as being the procedures and programmes by which the school endeavours to meet the social, mental, emotional, physical and intellectual needs of all pupils in a safe environment; thereby allowing each pupil opportunities to reach their potential in every area of their life.

Rationale

As well as our obligations in relation to pupils' learning, we also have a pastoral responsibility towards the welfare of all staff and children in our school. Pastoral Care weaves an invisible thread through relationships, the learning, the teaching and all interactions that affect the life of our school.

Our Pastoral Care Policy will:

- Promote self esteem
- Develop a caring attitude towards the personal and social development of all pupils
- Ensure consistency in the way we protect children and each other.

We aim to provide:

- An atmosphere which encourages children to respect themselves and others.
- An environment in which our children's needs, academic, social, mental emotional, intellectual and physical are met.

We aim to build a system whereby staff members may develop professionally, in order to facilitate the needs of our pupils. At PASCAL Private Primary School and Kindergarten, we promise to create a safe and happy environment so that our pupils can learn to their full potential.

For pupils this means encouraging them:

- To set and achieve personal, social and academic goals through a planned and developmental programme;

- To gain maximum benefit from their time at school;
- To develop independence and to take responsibility for their own actions;
- To develop self-discipline and self-respect;
- To develop an understanding of themselves as individuals - their strengths and weaknesses, their personal qualities, their attitudes and values;
- To develop a respect for the opinions of others;
- To develop an understanding of the world we live in;

Ethos

The pastoral dimension is central to the ethos of our school. The atmosphere the school wishes to create is ordered yet sympathetic.

- Teachers display children's work;
- Classroom assistants / supervisory assistants are included in the discussions promoting a positive behavioural programme;

Caring Attitude

A caring approach to all activities is a priority.

- A positive discipline approach is adopted, where praise and reward are fundamental
- Knowledge of particular home circumstances are acted upon sensitively

Attitudes to Learning

The pastoral dimension influences the attitudes to learning.

- The teachers provide a range of learning styles
- Learning is carried out in a happy atmosphere where each child is treated as an important individual
- Pupils with special needs are integrated with other children
- Children are stretched in their educational development through appropriate and challenging tasks
- The school promotes individual talents in music, art and physical education

School as a Community

The school as a community is seen as an extended family where everyone works for the common good.

- Parents are made welcome in the school and encouraged to feel that their role is important
- Parents provide support in a variety of ways - fundraising activities, accompanying children on outings, library duties
- Teachers share duties as part of a mutually supportive team
- People from the community are invited to speak to children undertaking local history projects

Activities

The pastoral dimension permeates all activities.

- Individual classes work together on projects
- Local industries are supportive to school events

Development of Inter-Personal Relationships

The school considers that the development of good inter-personal relationships is vital to ensure:

- Mutual respect
- Happiness and security for both pupils and staff
- Positive attitudes

Areas of Experience

The pastoral dimension means that children are offered a wide variety of experiences during their time at school.

Discipline Procedures

A positive behavioural programme to enhance self-esteem has been adopted where self-discipline is encouraged. All pupils / staff / parents are aware of the **School Discipline Policy**.

Attendance

Regular school attendance (Primary and Kindergarten) is vital if pupils are to take full advantage of the educational opportunities offered to them. Pupils should be at school on time for registration every day unless the reason for the absence is unavoidable. Every period absence from school needs to be justified.

Justified absences are mornings away from school for an unavoidable reason such as illness.

Absences will also be justified for the following reasons:

- Bereavement and funerals of close family members
- Days set aside for religious observance by the religious body to which the pupil belongs
- In exceptional cases severe illness of close family members

Permission may be granted in exceptional circumstances for the following reasons if requested in writing at least 5 school days in advance:

- Participation in external sporting events at regional, national or international level
- Unavoidable trips abroad

Attendance and Lateness / Ministry of Education, Culture, Sport and Youth

It is the responsibility of the class teacher and/or the secretary to mark the register and monitor attendance and punctuality in the first instance. This involves requesting reason of absence for authorisation purposes. Every semester the total school periods of absences are recorded on pupils' progress reports.

In the case of a pupil being absent (unjustifiably) for six or more consecutive days, the School will be obliged to contact the Ministry of Education, Culture, Sport and Youth. Note that according to the Primary and Secondary Education (Compulsory Schooling and Provision of Free Education) of 1993 until 2019:

"Attendance at compulsory pre-primary education, primary school and junior high school is compulsory until the pupil completes the course of junior high school or his/her fifteenth birthday, whichever occurs first." [Article 3 (1)] and

"Whoever has the custody of the pupil and fails to enrol the pupil or supervise his /her attendance, as defined in Article 3, commits an offence punishable by imprisonment up to three months or a fine of up to 1.000 euros or to both such sentences." [Article 4]

Sickness in School

If pupils feel ill in school they should inform their class teacher immediately. The School Secretary will contact home if necessary.

If a student is to leave the school for any reason during the school day, before leaving the school premises, the student must obtain the "Permission To Leave School Form" from the school office which must be signed by the student's parent/guardian.

Liaison with Parents

Parents / guardians should give notification of illness on the first day of absence by telephoning the school or sending a message on 4schools to the school administration (before 8:20am). A doctor's certificate is required if a pupil has been absent with sickness for 3 days or more. If an absence remains unexplained, the School will contact home requesting details. The School will also contact parents / guardians if pupils are persistently absent or late.

In special circumstances when an absence is planned ahead of time, written application to the Head teacher is necessary and must be made by the parent/guardian.

Permission for absence in advance must be sought from the Head teacher in writing. Parents should avoid extending holidays into term time or arranging visits to the doctor, dentist etc during

school hours. Absence from school interferes with learning and in most cases it is not possible to provide an adequate substitute for missed lessons.

Summary

Parents / guardians have a duty to make sure their children attend school regularly and punctually. School staff are committed to working with parents / guardians to ensure as high a level of attendance as possible.

SEN/D (Special Educational Needs and Disabilities)

Developmental and health issues can sometimes be first noticed in Early Years. Any observations recorded by staff will always be discussed with parents/carers and any appropriate multidisciplinary referrals would be made only after consultation with parents/carers.

Links with other policies

For specific details about possible related practice, the following policies will be referred to:

- Assessment
- Teaching and learning
- Safeguarding
- SEN/D (Special Educational Needs / Disabilities Policy)

Special Educational Needs & Disabilities Policy

Rationale

At PASCAL Private Primary School we are committed to providing a high-quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support in a sensitive, caring manner.

Provision for children with SEN/ EAL in the school is also in line with Cyprus legislation, because the rights of children with special needs are safeguarded by international declarations and

conventions ratified by the Republic of Cyprus. As from September 2001, the Ministry of Education, Culture, Sport and Youth, has put into effect the Education and Training of Children with Special Needs Law 1999 [113(I)/1999], the Mechanisms for Early Detection of Children with Special Needs [185(I) 2001] and the Regulations for Education and Training of Children with Special Needs [186(I) 2001], which support the application of the Law.

Objectives

- To provide children with SEN/D with the same opportunities as all children appropriate to their age and ability.
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEN/D
- To ensure access to a broad and balanced curriculum through differentiated planning and appropriate modifications
- To provide timely access to appropriate intervention programmes through suggested external agencies according to the needs of the child
- To keep clear, up-to-date records tracking the progress of individual children, as they move through the school
- To work in partnership with parents, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of the individual children
- To co-produce with parents and pupils achievable and relevant targets for children on the SEN/D register

Admissions

The Head teacher has the responsibility for all decisions concerning the acceptance and/or non-acceptance of pupils with educational, behavioural or physical disabilities.

Parents have the responsibility for declaring disabilities of any kind and information is to be given during the admission process with a copy of relevant professional assessments. PASCAL Private Primary School's obligations to any pupil are not unlimited. In the event, for instance, that all reasonable adjustments, having been agreed and implemented, are subsequently found to be insufficient for the reason of unforeseen deterioration of a condition or for some other reason,

PASCAL Private Primary School cannot be held responsible for its refusal to make yet further adjustments, which it considers to be impractical, unreasonable, or unaffordable.

On the admission of a pupil with a disability, or in the case of a pupil already at PASCAL Private Primary School found to have a disability, an appointment will be set from the school with the parents/guardians in order to discuss: the disability; its effect on the pupil; and the measures and adjustments agreed with the parents, and to be implemented by the school, so as to not place the pupil at a substantial disadvantage. The exchange of information and the involvement of colleagues most concerned with the management and welfare of individual pupils is of the greatest importance prior to the decision to accept, or not to accept, any child with a disability. This process will include a meeting, or meetings, with parents as well as liaison with colleagues in order to establish whether a pupil's individual needs can properly be met or not.

If a pupil has been suspected of SEN(D), the school will inform the parents/guardians and will request for an assessment. The assessment can be done either through a private Educational Psychologist or through the public service provided by the Ministry of Education.

Partnership with Parents/Guardians

At PASCAL Private Primary School, we wish to work closely with parents/guardians in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents can offer us about their child and notify parents from the earliest stages when a concern has been identified. We encourage active participation of parents/guardians by providing guidance on how learning can be supported at home. Class teachers have an open door policy and are available at the end of the school day to discuss concerns. The Head teacher is also available to deal with concerns and provide advice.

Funding

The full cost of professional assessment of special needs by the Educational Psychologist, and the cost of any subsequent specialist teaching, help or support from outside agencies or access to specialist learning support programmes, will be met by the parents of the pupils concerned. The school may provide differentiation on assessment and planning if a SEN report is presented and

recommends so. The school may also accept the use of a school escort to accompany a child during school hours, if such indication is stated and recommended by an official educational psychologist's report. All expenses for the school escort must be met by the child's parents or guardians.

EAL

This policy also details our arrangements to recognise and meet the needs of pupils who are learning English as an Additional Language (EAL).

Health and Safety

Health and Safety is of first and foremost importance. The premises are designed, built, equipped and maintained to the highest standards and in accordance with the relevant legislation and regulations. The policy and implementation are written by each school using the below Cyprus Ministry of Education, Culture, Sport and Youth and Cyprus Ministry of Labour documents as their health and safety framework:

- Emergency plan in case of earthquake, fire and other emergency events
- Risk Assessment
- Risk Management System

The School has Emergency Evacuation Plan, Health and Safety Committee and a sizeable number of trained first aiders amongst its staff.

Pupils with certain disabilities will be at greater risk of accident and injury. The school will undertake a specific risk assessment for all disabled children entering PASCAL Private Primary School and will determine in each case what particular action or procedures may be necessary to avoid or reduce risk.

The School will do all that is reasonably practicable to ensure the health, safety and wellbeing of staff, pupils and visitors, including contractors, and others who may be affected by the school's

activities. To this end, we believe in achieving our aims in partnership with all interested parties. We are seeking to continually improve our health and safety performance in line with best practice.

We will maintain and continually review an effective health and safety management system, which we consider to be an essential part of a high performing school. We comply with all regulations and inspections required by the Cyprus Ministry of Health for Schools. The School recognise that the implementation of an effective health and safety policy contributes to the performance of the School and is committed to ensuring:

- A safe and healthy working and learning environment with adequate controls of health and safety risks arising out of our activities
- An effective organisation to implement the policy
- Full consultation with our staff on matters affecting their health and safety
- Effective communication throughout the school on health and safety matters
- Information, instruction and supervision is provided
- All staff are competent to carry out their work and meet their health and safety responsibilities; and the provision of adequate training and development
- Risk assessments are undertaken and the necessary controls implemented
- The effective management of contractors
- Competent advice will be obtained when that is not available within the school
- Effective monitoring and review of implementation of the policy and health and safety performance
- Periodic independent auditing is undertaken
- Adequate resources are provided to implement this policy

The School as employer recognises its overall responsibility for health and safety. However, high standards can only be achieved with the full involvement of the school community. Staff must meet their responsibilities as laid down in the policy and work in accordance with the safe working procedures.

Staff responsibilities and duties related to Health and Safety

Head Teacher

- a) The Head teacher will appoint a member of the Leadership Team as Health and Safety Officer.
- b) The Head teacher has been delegated the responsibility for maintaining arrangements as outlined in this Policy for Health and Safety within the school.
- c) The Head teacher will ensure that the cause of every dangerous occurrence and near miss is investigated and reasonable steps taken to prevent a recurrence.
- d) The Head teacher will ensure, as far as is reasonably practicable, that all servicing/ maintenance of machinery, plant and equipment is performed and take all reasonable steps to prevent any danger to staff, pupils and others.
- e) The Head teacher will ensure there is an annual safety audit at the beginning of each semester and ensure that risk assessments are conducted in accordance with Health & Safety legislation.
- f) Semester evacuations of the school building which are reviewed and issues addressed

All Staff

All Staff have a duty to:

- a) Take care of themselves and others and not to intentionally misuse or interfere with anything provided in the interests of health, safety or welfare.
- b) Report defects and shortfalls promptly to the Head teacher.
- c) Attend briefings and courses as appropriate.
- d) Be aware of Fire Safety, Fire Drill and Earthquake Drill procedures.
- e) Ensure safe use of tools and equipment.
- f) Be aware of dangers inherent in some substances, the location of risk assessment information and their contents.
- g) Record accidents in the Incident Record Book.

Cleaners

The cleaners are responsible for:

- Using the Personal Protective Equipment provided

- Using the appropriate safety signs, including wet floor cones.
- Being vigilant for hazards and building repairs and reporting them to the site manager.

Site Manager and Caretaker

The Site Manager and Caretaker have a duty to:

- a) Liaise with personnel who maintain fire alarm systems and firefighting apparatus etc. On a regular basis, check that fire prevention measures are maintained.
- b) Ensure safe use and storage of tools and equipment
- c) Monitor the activities of contractors' staff on site.
- d) Outside of normal working hours and during school holidays be responsible for issuing identification badges, as part of the school's Visitor Control Scheme, to all visitors and contractors staff and bring to their attention any relevant safety information.
- e) Assist with the annual safety audit at the beginning of the Term.

Educational Visits

The class teacher shall ensure:

- a) A suitable and sufficient risk assessment is completed and signed by the Head teacher for each trip.
- b) Completion of trip approval form and itinerary.

Traffic Management

The school shall implement effective arrangements to ensure safe traffic management on school grounds and segregation of vehicles and pedestrians. The school will assess the risks to staff and pupils, visiting members of the public and any other persons affected by the school's undertaking and endeavour to implement the following safe working practices so far as is reasonably practicable:

- a) Physical measures put in place to segregate pedestrians from vehicular traffic.
- b) An effective supervisory regime to ensure the actions outlined in the school's traffic management risk assessment and procedures are adhered to.

Break-time Safety

A minimum of two members of staff will be on duty in each playground. They are responsible for patrolling all areas and stopping or averting incidents, as well as dealing with accidents.

First Aid

The school shall ensure adequate arrangements are in place for the provision of first aid including first aiders and fully stocked first aid boxes. The school will have a fully equipped Medical Room. A list of pupils with medical conditions and their care plans will be found in the medical room. Protocols for pupils with serious medical conditions (severe allergies etc.) and their care plans will be found in prominent locations around the school e.g.: staffroom, medical room and relevant classrooms. The care plans should be clearly marked with the pupil's name and an up to date photograph.

Medicines

In general, medicines must not be brought into school. However if a pupil has a medical condition that required regular medication during the school day, then arrangements for administration must be made with the Head teacher. The storage and administering of any non-prescribed medicines including analgesic medicines (Paracetamol, Calpol etc.) is against the law. This is a directive from the Cyprus Ministry of Welfare and Social Insurance.

Playground / Play Equipment

The school has a duty of care to all pupils and this includes ensuring the equipment provided for their use is suitable, maintained in a safe working order, and regularly inspected to ensure it remains so. Accordingly, the playground and all playground equipment is visually checked on a daily basis, and a monthly inspection is also undertaken by the site manager. These checks will be recorded and signed by the person responsible for undertaking them.

The school staff however is not responsible for the safety of the children that come to school before the official school start time. They are neither responsible for those who stay after the end of the lessons.

Fees

All school fees and charges are announced to parents/guardians and made public, through the official school pricelist, 9 months prior to the start of the new academic year. Tuition and other fees are reviewed annually. Any possible increment on the tuition fees has a cap of 5% on the fees of each Year group for an academic year.

Admission Fee, Registration Fee, Tuition Fees and Parents/Guardians Association subscription are not refundable under any circumstances as they guarantee (represent a deposit) a pupil's attendance at School for at least one school year. Hence, this is not simply an advance fee payment.

All policies regarding the school fees and other charges are an integral part of the official school pricelist.

GDPR and Privacy Policy

PASCAL Education Privacy Policy provides information about how PASCAL Schools use personal data about individuals including their current, past and prospective staff/pupils/parents/guardians. The Policy is available on the School website (www.pascal.ac.cy/downloads).

Anti-Bullying Policy and Procedure

Statement of Intent

Our school is committed to providing a happy, caring, friendly and welcoming environment for all of our pupils so they can learn in a secure and safe atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

What is Bullying?

At PASCAL Private Primary School we have an agreed understanding of what bullying is. We recognise that bullying is the deliberate/premeditated targeting of an individual using physical or mental abuse to cause harm and/or intimidation and distress over a period of time.

Bullying can take many forms. The main forms are:

- Emotional - excluding, tormenting (e.g. threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet , such as email and internet chat room misuse mobile threats by text messaging and calls misuse of associated technology, i.e. camera and video facilities.

Why is it Important to Respond to Bullying?

Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. Our school has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All 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/guardians 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.
- Everyone will know that bullying will not be tolerated.

Signs and Symptoms

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 unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering

- 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 unexplained cuts or bruises
- comes home starving (money/lunch has been taken)
- 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 and 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.

Bullying off the School Premises

While the school will make every effort to deal with bullying on the school premises and to prevent bullying outside the school gates, we recognise that the school cannot be held directly responsible for bullying that takes place off site, by pupils in this school, or by pupils of other schools. At PASCAL Private Primary School we encourage pupils to tell us about incidents that happen inside and outside school so that we can offer pupils strategies to handle bullying off the school premises. Bullying which takes place on the school bus will be dealt with by the school.

Procedures

1. All incidents of bullying should be reported to staff. Pupils are able to do this confidentially if they wish.
2. All reported incidents will be fully investigated to ascertain whether they are a case of

bullying or other behaviour issues which can be dealt with through the school's behaviour policy. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

3. In all cases of bullying, the incidents will be recorded by staff.
4. In all cases, parents of both the victim and the bully will be informed and will be asked to attend a meeting to discuss the problem.
5. The school will be proactive in supporting the victim and also work with the bully (bullies) to support them in changing their behaviour. This will be closely monitored.

The school will respond to the pupil who is bullied by:

- Actively listening to the child
- Offering support and strategies to deal with unwanted behaviours
- Protecting the child and ensuring their safety as and when necessary
- Involving parents
- Involving outside agencies to support the child as appropriate

The school will respond to the bully by:

- Ensuring that they recognise, take responsibility for and reflect on their behaviour/s and how it affects others
- Applying appropriate sanctions
- Guiding, supporting, advising and offering them strategies to change their behaviour
- Insisting that they take responsibility for their actions and help them to actively make amends
- Involving parents
- Involving outside agencies when necessary
- If necessary and appropriate, police will be consulted

Outcomes

1. The bully (bullies) will be dealt with according to the severity of the bullying and consequences follow in line with the school's behaviour policy and with full parental involvement.
2. In serious cases, suspension or even exclusion will be considered in line with the school's

behaviour policy. The school will follow the Ministry of Education, Culture, Sport and Youth' guidelines in such cases.

3. If possible, the pupils will be reconciled.

4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of class/school rules
- inviting specialists to talk to the children
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- using the curriculum, particularly PSHE, to raise awareness and to have discussions about bullying and why it matters
- having an annual anti-bullying week

All members of staff will receive a copy of this policy. Copies will also be available for parents at the school office.

Staff Responsible

Head teacher

School staff

School Committee

E-Safety

E-Safety Policy Overview

E-Safety encompasses internet technologies and electronic communications such as mobile phones and wireless technology. It highlights the need to educate children about the benefits and risks of using new technology and provides safeguards and awareness for users to enable them to control

their online experiences. The school's e-safety policy will operate in conjunction with other policies including those for Pupil Behaviour, Bullying, Curriculum and Data Protection.

Good Habits

E-Safety depends on effective practice at a number of levels.

- Responsible computing use by all staff and pupils; encouraged by education and made explicit through policies.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.
- Safe and secure broadband including the effective management of content filtering.
- The school will work with the internet service provider to ensure systems to protect pupils are reviewed and improved.
- Any material that the school believes is illegal must be reported to appropriate agencies.

Why is Internet Use Important?

The purpose of internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and administration systems.

Internet use is part of the statutory curriculum and a necessary tool for learning. It is an essential element in 21st century life for education, business and social interaction. Access to the internet is therefore an entitlement for pupils who show a responsible and mature approach to its use.

PASCAL Private Primary School has a duty to provide pupils with quality internet access.

Pupils will use the internet outside school and will need to learn how to evaluate internet information and to take care of their own safety and security.

How can Internet Use Enhance Learning?

- The school internet access will be designed expressly for pupils use and includes filtering appropriate to the age of pupils.
- Pupils will be taught what internet use is acceptable and what is not, and given clear objectives for internet use.

- Internet access will be planned to enrich and extend learning activities.
- Staff should guide pupils in online activities that will support learning outcomes planned for the pupils' age and maturity.
- Pupils will be educated in the effective use of the internet research, including the skills of knowledge location, retrieval and evaluation.

World Wide Web

- If staff or pupils discover unsuitable sites, the URL (address), time, content must be reported to the school's IT technicians.
- Pupils should be taught to be critically aware of the materials they are shown and how to validate information before accepting its accuracy.

Email

- Pupils may only use approved e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive e-mail.
- Pupils must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- Access in school to external personal e-mail accounts may be blocked.
- E-mail sent to external organisations should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.
- The forwarding of chain letters is not permitted.

Social Networking

- The school will block/filter access to social networking sites and newsgroups unless a specific use is approved.
- Pupils will be advised never to give out personal details of any kind which may identify them or their location.
- Pupils will be advised not to place personal photos on any social network space.
- Pupils will be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Pupils will be encouraged to invite known friends only and deny access to others.

Filtering

The school will work in partnership with the internet service provider to ensure filtering systems are as effective as possible.

Mobile Phones

Mobile phones are not permitted at school

Published Content and the School Web Site

- The contact details on the website should be the school address, e-mail and telephone number. Staff or pupils personal information will not be published.
- The Head teacher or nominee will take overall editorial responsibility and ensure that the content is accurate and appropriate.

-

School platform

The school uses a student information system called edu4schools which is also offered and accessible to all parents. The System Edu4schools (<https://www.edu4schools.com>) is a cloud-based platform that holds the students' information and an effective communication between staff, parents and pupils. It offers a modern working environment and all the necessary tools that correspond to the needs of today's Digital Era. The platform is also used for online teaching, remote teacher-parent meetings

Information parents can see on the system:

- Calendar
- School News
- Useful documents including all letters/circulars sent out
- Attachments from Teachers
- Financials
- Absences
- Your child's timetable
- Semester Grades

The platform also allows parents/guardians to communicate directly with teachers and vice versa through messages. Teachers may use this tool to send a note regarding homework or a reminder about an event.

Information System Security

- School computing systems capacity and security is be reviewed regularly.
- Virus protection is installed and updated regularly.
- Security strategies will be discussed with the school committee.

Protecting Personal Data

The Processing of Personal Data (Protection of Individuals) Law of 2001 Cyprus. The website of the said department is pertinent to this policy - <http://www.dataprotection.gov.cy>

Handling E-Safety Complaints

- Complaints of internet misuse will be dealt with by a member of staff.
- Any complaint about staff misuse must be referred to the Head teacher.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Parents wishing to complain about e-safety issues should use the established school complaints procedure.
-

Communication of Policy

Pupils

- Rules for internet access will be posted in all networked rooms (Appendix A)
- Pupils will be informed that internet use will be monitored.

Staff

- All staff will be informed about and given access to the School E-Safety Policy and its importance explained (Appendix B)
- Staff are be aware that internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

Parents

- Parents' attention will be drawn to the School E-Safety Policy in newsletters, the school prospectus and on the school Website.

Parents' Association

Parents' Association ethos is to create equal opportunities and to value diversity by creating a partnership with families and the community as well as the teachers to prepare our diverse school population to become lifelong learners in a high achieving, inclusive, creative, nurturing and safe environment.

The purpose of the Parents' Association is to provide a structure through which the parents/guardians of children attending the school, can work together for the best possible nurturing and education for their children by instilling the ethos of the school in all aspects, taking into consideration the educational, social and emotional well-being of the children as well as recognizing the diversity of nationalities that constitute the school.

AIM OF THE PARENTS' ASSOCIATION

- It is aimed at providing the proper medium in which a mutual, constructive cooperation and communication is well maintained amongst the parents on the one hand as well as between the parents and the school on the other hand.
- It further aims to enable parents to play their part in ensuring the best possible education for their children.
- The Parents' Association through its elected Parents' Council therefore, shall work with the students, and the Head teacher and teachers to build an effective partnership between home and school in order to achieve the above.
- The Parents' Council shall promote the interests of the students in co-operation with the Head teacher, teachers and students.

APPENDICES

Appendix A: Think Then Click

(Primary Year One to Primary Year Six)

Think then Click

E-Safety rules

- We ask permission before using the internet.
- We only use websites that an adult has chosen.
- We tell an adult if we see anything we are uncomfortable with.
- We immediately close any web page we are not sure about.
- We only e-mail people an adult has approved.
- We send e-mails that are polite and friendly.
- We never give out personal information or passwords.
- We never arrange to meet anyone we don't know.
- We do not open e-mails sent by anyone we don't know.
- We do not use internet chat rooms.

Appendix B: E-Safety Rules

E-Safety Rules (For Staff and Pupils)

These E-Safety Rules help to protect pupils and the school by describing acceptable and unacceptable computer use.

- The school owns the computer network and can set rules for its use.
- It is a criminal offence to use a computer or network for a purpose not permitted by the school.
- Irresponsible use may result in the loss of network or internet access.
- Network access must be made via the user's authorised account and password, which must not be given to any other person.
- All network and internet use must be appropriate to education.
- Copyright and intellectual property rights must be respected.
- Messages shall be written carefully and politely, particularly as email could be forwarded to unintended readers.
- Anonymous messages and chain letters are not permitted.
- Users must take care not to reveal personal information through email, personal publishing, blogs or messaging.
- The school computing systems may not be used for private purposes, unless the Head teacher has given specific permission.
- Use for personal financial gain, gambling, political activity, advertising or illegal purposes is not permitted.



PASCAL Private Primary School

Academic year 20__ – 20__

SCHOOL LEAVING CERTIFICATE

Full name:

Date of Birth:

Personal Identification Number:

Student Registration Number:

Certificate Number:

This is to certify that the above mentioned pupil has successfully completed the academic requirements of YEAR 6, of PASCAL Private Primary School for the academic year 20..-20.. and is deemed worthy of graduation.

Date:

Class Teacher

Head teacher

.....

.....

Appendix D- Primary School Report Template



PASCAL Private Primary School & Kindergarten Lefkosia

PASCAL EDUCATION (CYPRUS) LTD

T.I.C.: 12333964V, VAT Number: 10333964T

177 Kopenhagis street, Lakatamia, 2308

Tel. numbers:22509210, Fax:22509220, Email:primarylef@pascal.ac.cy

SECOND SEMESTER PROGRESS REPORT

Name : Class : P6A
 Class Teacher : Reg. No. : 13

For the Academic Period : 08/01/2020-20/06/2020 School Year : 2019-2020

Subject	Grade	Comments	Teachers
Art & Design	A*	Meeting Expectations	<input type="text"/>
Design & Technology / Home Economics	A*	Meeting Expectations	
English	A*	Exceeding Expectations	
Geography	A	Meeting Expectations	
Greek	C	Improvement Needed	
History	A*	Exceeding Expectations	
IT	B	Meeting Expectations	
Mathematics	B	Improvement Needed	
Music	A*	Exceeding Expectations	
Physical Education	A*	Exceeding Expectations	
Science	A	Meeting Expectations	
World Religions	A*	Meeting Expectations	
Period Absences	Justified	62	
	Unjustified	0	
	Total	62	

A* 90 - 100 A 80 - 89 B 70 - 79 C 60 - 69 D 50 - 59

Overview-Targets for Academic Improvement:

Overview-Targets for Academic Improvement:

CLASS TEACHER

HEAD TEACHER



**REPORT 20....
RECEPTION**

Pupil's Name:	Teacher:	
Date:	Justified Absences:	Unjustified Absences

Academic Progress Description			Attainment against the Early Learning Goals		
Area of learning	Comments and Next Steps:	Aspect	Emerging	Expected	Exceeding
English Communication and Language		Listening and Attention			
		Understanding			
		Speaking			
English Literacy		Reading			
		Writing			
Greek Communication and Language		Listening and Attention			
		Understanding			
		Speaking			
Greek Literacy		Reading			
		Writing			

Mathematics		Numbers			
		Shape, Space and Measure			
Understanding the World		People and communities			
		The world			
		Technology			
Expressive Arts and Design		Exploring and using media and materials			
		Being imaginative			
Personal, Social and Emotional Development		Self-confidence and self-awareness			
		Managing, Feelings and Behaviour			
		Making relationships			

Key to characteristics of effective learning

Playing and Exploring	Finding out and exploring, using what they know in their play, being willing to have a go	
Active Learning	Being involved and concentrating, keeping on trying, enjoying achieving what they set out to do	
Creating and thinking critically	Having their own ideas, using what they already know to learn new things, choosing ways to do things and finding new ways	

Teacher's Comments:

Class Teacher:

Headmistress: