



Learners Today...Leaders Tomorrow

SECONDARY

STUDENT HANDBOOK
2024 - 2025



Learners Today...Leaders Tomorrow



General Information

School Hours: 7:00am – 1:50pm

School Phone: 44578777

School Fax: 44861256

Library Hours: All Day

THE GULF ENGLISH SCHOOL

GES Vision

Our school seeks to provide a learning environment which is caring, motivating and supportive allowing all cultures within GES community to achieve their personal best and to become global citizens.

GES Mission

- Promote academic, social, physical and personal development in our students.
- Develop our students' learning skills which will be of lifelong value.
- Encourage positive risk taking in our students.
- Develop creative skills and critical awareness in our students.
- Encourage our students to become aware of and act upon their responsibilities, not only to themselves and their peers, but also to society in general.
- Foster within our students a healthy sense of self-esteem and self-awareness and encourage respect and compassion for others.
- Actively promote the preservation and protection of the natural world amongst all students.
- Create programs, assessments and experiences that serve to unite the school and celebrate the distinctiveness of each campus community.

GES Core Principal Values

A core value is a central belief clearly understood and shared by every member of the school community.

Our school ethos is underpinned by these core values:

- Supportive
- Caring
- Respectful
- Responsible

GES Definition of Internationalism

- Internationalism at the GES encompasses global citizenship, conflict resolution, social justice, values & perception, sustainable development, human rights, interdependence and diversity.
- GES believes in reflecting and celebrating the diverse backgrounds of its community (students, staff and local community) within a safe and secure environment. All members should be enriched and affirmed by this experience and be appropriate role models for others.

A member of the GES community:

- Is knowledgeable of and curious about the wider world and seeks to broaden and deepen understanding.
- Reflects upon his/her role and responsibility as a global citizen.
- Is willing and able to communicate about culture, language and beliefs.
- Is prepared to take action and to be an effective contributor.
- Respects and celebrates diversity, language, culture and beliefs.

Global Citizenship Definition:

At The Gulf English School we adhere to the UNESCO Global Citizenship aims which are to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

**The Gulf English School
Welcome from the Head of Secondary**

Mr. Daniel Langfield

Dear Children and Parents,

It is with great excitement that I welcome returning staff, pupils and parents back to school. As a school we would all like to welcome our new teachers, pupils and parents and we trust that this will be the beginning of a long and happy learning journey.

We have high expectations at our school, not only academically but socially and morally too. We focus on three main aspects with our students: Attendance and punctuality, Behaviour and Academic Performance. Lack of attendance and poor behavior severely hamper academic performance so we are looking forward to working proactively and consistently with parents to ensure we have a happy, vibrant, hardworking student body!

The School is offering three pathways to university this year and we will endeavour to ensure the success of all our sixth formers. We have the IB Diploma Program, the Advanced Subsidiary (AS) Level and the third program will be a mixture of AS and BTEC Subjects.

Our school has so much to offer. The more involvement both parents and students are then the more we will be able to ensure school is hard working while fun at the same time.

The purpose of this handbook is to inform pupils and parents about our Secondary School. Read the information carefully and if you have any questions please feel free to talk with any of the teachers or with myself and we will be happy to help you.

I expect all pupils to try hard, be at school on time every day, wear the correct uniform and behave in a good manner.

Have a great year!

IB Learner Profiles

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Profiles	Descriptions
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Admission Information and Requirements

Admission Policies and Procedures

The Gulf English School provides the National Curriculum of England and Wales, taught in the English language, for eligible and qualified students of all nationalities. Criteria for enrollment include age, English language proficiency, previous school records, learning achievement, special learning needs considerations, and space availability.

New applicants should submit their previous school records a completed reference form filled by the previous school prior to entrance testing.

Admissions testing will be done on all students who apply to the school except International Baccalaureate and AS-level students provided that they have 5 or more A-C IGCSEs or GCSEs. The admissions test includes a reading and math assessment as well as a writing sample. Testing will take place before any admissions decision is made.

Acceptance decisions could include full acceptance, conditional acceptance, or denial. Parents will be notified of the decision. Once a year group closes, a waiting pool will be established. Parents and students will be notified should an opening become available. GES does not accept any applications or testing if places are unavailable.

GES does not accept students with physical, emotional, or learning needs that cannot be appropriately remediated in the school's program. After initial acceptance of a student, the school reserves the right to deny re-enrollment if the student's needs go beyond the scope of available services.

Students may be denied admission or asked to withdraw for any of the following reasons:

- Lack of academic preparation for an age appropriate year group;
- Insufficient knowledge of English;
- Disciplinary problems
- Academic Probation: lack of significant progress
- Other reasons, which, in the opinion of the administration, may be in the best interest of the school and/or the students.

Age Requirements

The minimum age for admission to the GES Pre-school is three years old prior to 1st September. 1st September is the cut-off date for placement in all Year Groups at GES.

No exceptions will be considered.

Enrollment may be denied if the student's age significantly exceeds the normal average age for his/her Year Group placement. The Gulf English School is open to qualified students of all nationalities. Students will not be denied admission based upon race, color, religion, or ethnic background.

Registration Fee

There is a registration fee charged for the first time registration of each child. Please contact the Registrar if you have questions about registration fees.

Special Needs

GES does not provide a special education program for children with special educational or special learning needs. The school does not accept students with physical, emotional, or learning needs that cannot be appropriately remediated in the school's program. After initial acceptance of a student, the school reserves the right to deny re-enrollment if the student's needs go beyond the scope of available resources.

Withdrawal from School

Parents are requested to inform the school during the re-registration process for the next year of their intent to withdraw their son or daughter. If withdrawal is to occur during the school year, written notification of intent to withdraw a student from GES should be given to the Registrar two weeks prior to the date of withdrawal.

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Bus Transportation

GES provides a bus service in Doha. Upon admission you will be requested to fill in the bus form if you wish to apply for the bus service. Buses run on the second day of school. It is parents' responsibility to bring their children to school on the first day of school.

It is also important that you talk to your child about our bus safety rules, to ensure that their ride to and from school is safe.

Bus Safety Rules

- To remain in his/her seat and not to go from one seat to another.
- Children should keep their seatbelt fastened.
- Not eat and drink on the bus.
- Not put their hands or heads out of the window.
- Not disturb the driver by making unnecessary noise.
- Parents make sure your child/children get to school on time, please ensure he/she is ready for the school bus and not late.
- If your child is more than three minutes late the bus driver does have instructions to leave and Parents will be responsible for taking the student to school.

The School Year

The School year is divided up into three terms and the School calendar is created by the Leadership Team and approved by the Supreme Education Council. The Leadership Team creates the School calendar over a year in advance including term dates as well as special events at school.

We ask that special attention is paid to the school dates and that parents do not take their children out of school during term time as any absence will have a detrimental effect on the child's education. In addition to the work that goes on in the classroom, the school organises a variety of events for learning outside of the classroom.

Assemblies

Secondary whole school assemblies are held every term and are theme based. The assemblies will be led by the secondary school Leadership team. Assemblies are also used for awards which include merit winners, student of the month and sporting events winners.

Year group assemblies take place once a week and are lead by the corresponding learning coordinators. This gives our learning coordinators an opportunity to speak to their year groups about issues and factors specifically relevant to their year group. It is also where the IB Learner of the Month is rewarded and any other merit, charity or year specific awards are handed out.

Chat

The Charity Action Team started out as a small group of dedicated students, devoting their energy and time to a variety of charitable projects. Over the years the small group grew in to a large and exciting team that raised money and awareness for a host of local and international causes and needs, Haiti, Japan, Red Crescent, Syria, South Africa, Cambodia, Malaysia, animals in Qatar and local cancer patients, to name but a few.

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Gradually, the will to run projects and the desire to raise money became so constant it was decided to build CHAT into form lead charities. Now, each form has the opportunity to work as a team towards a charity of their choice. Forms are expected to raise funds in an imaginative and creative way. The funds raised or goods that are collected are then taken to the area of need.

Think PINK!

GES supports "Think Pink" (to raise awareness of breast cancer). CHAT organizes a month of activities to raise money for the breast cancer research. The activities involve all students in the school.

Sports Day

Sports Day is a whole-school event in which pupils have the opportunity to showcase their athletic talent and development through sports participation and competition in different key stages. The event is usually held at a Sporting facility outside school, where all children take part in the full range of track and field events. There are also novelty events and physical challenges that add excitement and interest to the day. For some children, participation contributes significantly to their competitive endeavors and allows them to reach and set new goals. For others, the camaraderie and atmosphere provide a sense of enjoyment that many children remember for the rest of their lives.

Participation in Sports Day is a compulsory part of the Physical Education Curriculum. Additionally, experience of competition, team-work and overcoming a personal challenge are all essential developmental processes for young people; pupils benefit from such experiences when they participate in Sports Day. Alongside this, pupils have the opportunity to measure their performance against their previous achievements and that of their peers; this helps them to appreciate their current skill and fitness levels, which in turn helps them to work more meaningfully during Physical Education lessons. Children also benefit from the reward systems used at Sports Day, which offer them the opportunity to earn house-points or merits

for themselves, their house, their class or their form. Annual prizes can often be determined by the points earned at Sports Day and all children, regardless of ability, can benefit greatly from participation in the event... and can contribute to the success of their form, class or house.

This year Sports Day take place in or around December with one day each being dedicated to the Primary School, Senior Girls and Senior Boys. The pupils are chaperoned in form or class groups to each of the events that are set up at the stadium.

Events typically include (although this may vary by age group):

Track events – 100m sprint, 200m and 400m run, 100m relay and 60m hurdles

Field events – long jump, high jump, javelin, shot putt.

Merit Points are awarded to the children for attendance at Sports Day, participation in events, being placed in events and for conduct and team support.

Swimming Gala

The Swimming Gala is another annual event that forms part of the compulsory Physical Education Curriculum. This is usually held at the Senior School site with one day each being dedicated to the Primary School, Senior Girls and Senior Boys. As with Sports Day, pupils can participate in individual and team events and earn points accordingly. The event caters for the serious swimmer as well as for those who are still building confidence or simply enjoy having fun in the water. Children compete in width and length races of freestyle, breast stroke, backstroke and butterfly.

International Trips

There are several international trips offered by GES during the Week Without Walls. International trips offer the students a way to expand their horizons and to experience things they may

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not get from in country experiences. These trips back up the lessons students learn in the classroom and allow them to apply that knowledge in a practical setting. It also allows them to experience working with students from different places and with different backgrounds.

Junior/Secondary PGL Trip

The PGL trip to Dubai is an annual event for Year 6 and 7 boys. The students take part in a range of outdoor activities including climbing, archery, canoeing, raft building and abseiling. There is an emphasis on building self-confidence within each individual child as well as working as part of a team. The trip usually lasts for one week and takes place during WWW.

The school ensures that one teacher will accompany every seven students who attend this trip. Furthermore, an Arabic teacher will also attend to ensure that Islamic traditions and customs are followed by the children. Students are selected to be a part of this trip based on their attitude towards GES values.

Other International Trips

London - This trip will take a number of students, both male and female, to London who will be selected from year 10 and must have a good academic, behavioural and attendance record. The aim of the trip is to expose our year 10 students to the rich theatrical culture of England, specifically London. Here students can enjoy theatre and soak up the cultural heritage that makes up so much of their literature syllabus.

Saudi-Arabia (Umrah Trip) - This trip takes a number of GES boy to partake in a religious spiritual journey where they perform Umrah and practice their religious beliefs. The trip usually involves boys from Y8 to Y12 accompanied by staff from our Arabic department and other Muslim staff from the school. Students are selected to be a part of this trip based on their attitude towards GES values.

Creativity Activity Service (CAS)

As part of the IB Diploma programme the school organises an international trip to enable students to meet the criteria of fulfilling, creativity, activity, service, that is a core part of the International Baccalaureate program. GES offer an annual overseas excursion open to all students in Year 12, so this is also open to our AS student which will assist them in logging community service hours as part of the Year 12 SEC requirement.

Students have the opportunity to attend Model United Nations Conferences. Students in Y10-13 are eligible to attend providing they are a committed member of the Model United Nations. Conferences are mainly in Qatar but there are opportunities to attend conferences overseas, previously we have visited Rome, Italy. These trips enable to students to pit their skills against students from all over the world and allow them to debate on topics of global importance. It gives students an unparalleled experience of how this organisation passes various resolutions and shows students how to research and put forward amendments to reach general consensus.

Year 12 Graduation

The Graduation ceremony for our Year 12 and Y13 IB students occurs shortly after they have completed the last external examination. Sometime in late May and after most of their examinations have been concluded. It is a celebration of the time that the students have been in the Secondary School, culminating in a retrospection of their time in Year 12 and 13. Awards are presented and each student receives a graduation certificate.

Careers Fair

This is the largest event of the year and is highly prestigious. Our International Baccalaureate year 12 students and AS students are given the responsibility of organising a careers fair which all secondary students attend and other schools are also invited. Our students are responsible for marketing the day, raising funds and sponsorship and ensuring the best companies and universities in Qatar are present.

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Spring Carnival

The Spring Carnival is the largest event of the year run essentially by Primary Teachers, volunteer parents and students organize activities and games, it takes place on a Friday in February every year. Here pupils are given the opportunity to run their own stalls and enjoy a fun-filled family day. Secondary students run stalls and attend the fair with teaching staff helping out where necessary.

Week Without Wall (WWW)

The Week Without Walls (WWW) aims to allow our students to experience the values of education, internationalism and community outside of the school walls. This may be achieved internationally or locally.

WWW allows students to implement knowledge learnt at home and school into real life experiences, reinforcing the skills and content of the curriculum. This helps students to understand the world we live in and their role in it. It allows students to work collaboratively and to learn about their community.

WWW allows teachers to share their 'out of classroom' knowledge with students in a dynamic and challenging environment.

WWW should:

- Take classroom knowledge and apply it to the real world
- Develop cultural sensitivity
- Promote independence and responsibility yet foster the need for teamwork
- Create a greater respect for our environment
- Challenge the students mentally, physically and emotionally
- Develop students self-esteem, trust in their own skills and those of others
- Provide opportunities for all students, both locally and internationally.

Curriculum Overview

The Gulf English School follows the English and Welsh Curriculum with the addition of Arabic and Islamic studies for Arabic students. In secondary the curriculum is split in to three stages.

KS3

We have the Key Stage 3 curriculum which is taught to year groups 8, 7 and 9. The GES Key Stage 3 curriculum encompasses the core areas of English, Math, Science, Humanities, ICT, Physical Education, Art and Music. We also offer students Arabic as a Second Language and French.

KS4

Students then have to take some compulsory subjects in year 10 and they can choose other subjects we offer to assist them in their career path. A range of subjects are then taught as part of the Key Stage 4 curriculum, which is a two year program.

The GES Key Stage 4 curriculum encompasses the compulsory core subjects English, Mathematics and Arabic, plus at least one science. These form the subjects the students must take, but they are tiered to different academic levels to ensure the student can access them. There are then options the student can take and these are chosen from:

- Biology
- Chemistry
- Physics
- Business Studies
- Accounting
- Economics
- Media Studies
- Geography
- History
- Spanish
- Art
- Textiles
- ICT
- Physical Education

Please refer to the Year 9 options booklet for more details on the courses we offer and the content of the curriculum.

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KS5

In the 6th form at GES students again have to make some important choices to help them succeed and get into Universities of their choice, We have three approaches:-

AS

Students must select at least three AS (Advanced Subsidiary) subjects to study over the course of a year.

Please see the AS handbook for more information.

BTEC

Again this is a one year course where students undertake a BTEC qualification alongside AS levels. A BTEC qualification is a vocational course that is done throughout the year with assessment days and no final exam at the end of the year.

Please see the AS handbook for more information.

The International Baccalaureate (IB) Diploma

The IBDP is a two year course that requires students to study 6 subjects as well as Theory of knowledge (TOK), Creativity, Activity, Service (CAS) and an Extended Essay.

The IBDP is more likely to get you straight into a University degree and not have to sit a foundation year.

Please see the IB handbook for more detailed information.

We also provide support for ILETS and SATS qualifications to help with university applications.

KS3 Curriculum

KS3 Subjects (Year 7 – Year 9)

English

Students continue to develop vital language skills learned at Key Stage 2 in Key Stage 3 through three main areas of study. These are Prose, Drama (including Shakespeare) and Poetry. In each unit, keywords and skills are developed through a wide variety of reading, writing, speaking and listening activities. Analysis of text, themes and writer's intentions takes place within each year group, building up skills year on year.

Assessment takes place regularly and is either Teacher Assessment, based on the English National Curriculum Level Descriptors or termly SATs Assessment. There are two distinct bands within each year group.

First Language Band

In this band students have 4 periods of English a week. Work is set at a first language level therefore equivalent to UK students.

Second Language Band

In this band students have 5 periods of English a week allowing extra time to work on basic grammar, reading and writing skills. Prose, Drama and Poetry work is differentiated for students whose first language is not English but who have sound English skills.

English (Reading Levels)

Level 4

- I am careful not to retell the story or copy.
- I plan longer answers in detail e.g. using spider-grams or bullet points. I plan the wording of sentences in my head before I write.
- I use evidence to back up my points.
- I can skim to get first impressions of FAP – Form, Audience, and Purpose.
- I can identify the type of writing it is – persuasion, recount...

Level 5

- I comment a lot on the effect of writer's words and how that relates to FAP. I use short quotations to back up my points – revising how to set them out.
- I plan my answer to ensure points are linked together in a reasonable order. I use a topic sentence to open each paragraph.
- I remember to use PEE (Point, Evidence, Explain/ Effect).
- I only use the critical terminology I have been given if I understand it. I revise the features of the different text types and look out for them.
- I annotate passages as a useful way of getting to know them.

Level 6

- I comment in detail on the writer's language choices – Effect! Effect! Effect! I identify and explain layers of meaning.
- I comment on the structure of the passage and its effect.
- I use the critical terminology I have learned and also use PEEL. (Point, Evidence, Explain/ Effect, Link)
- I keep focused on the question as I answer.
- I read the passage with the intended effect on the reader in mind. I make it clear that I know the writer has made these choices.

Level 7

- I give my personal opinion – based on evidence, and using PEEL. I comment on structure and layers of meaning and what they add.
- I revise critical terminology for language and use it to describe choices made by the writer.
- I vary the reading strategies I use according to why I am reading (e.g. skimming and scanning).
- I ensure introductions and conclusions are brief by not repeating the wording of the question.
- I decide if the writer has succeeded in achieving his/her desired effect.

English (Writing Levels)

Level 3

- I think about why I am writing and who I am writing for.
- I try to choose words that fit the task set.
- I usually use simple and straightforward sentences and am careful to say them in my head first so they make sense.
- I usually put full stops at the ends of sentences and I start new sentences with capital letters.
- I sometimes use other punctuation well.
- I can spell most simple words correctly and attempt words I am not sure of. I order my ideas to ensure my work makes sense.

Level 4

- I am learning to adapt my written style by thinking about why I am writing and who I am writing for.
- I choose words carefully and try to use interesting vocabulary.
- I use simple sentences correctly and try to use longer (complex) sentences.
- I am careful to say sentences in my head first so they make sense.
- I can use full stops, capital letters and other punctuation like question marks correctly.
- I can spell simple words and some more difficult words correctly.
- I can use paragraphs and sub headings and try to make sure my ideas are written in a logical order.

Level 5

- I adapt my written style according to why I am writing (purpose) and who I am writing for (audience).
- I make imaginative word choices and think about the best words to make my writing interesting and clear.
- I can use simple and complex sentences, and I use different length sentences for effect.
- I use capital letters correctly; I use punctuation to mark the ends of sentences and I can use commas in complex sentences. I try to use other punctuation for effect.

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- I correctly spell simple words and more difficult words which follow regular spelling rules.
- I organise my sentences into well balanced paragraphs or sections and work is well laid out.
- I try to make sure that the middle and end of my work is as strong as my beginning so my reader won't lose interest.

Level 6

- I can adapt my written style according to purpose (why?) and audience (who?) and I know how to write in a more formal style.
- I try to ensure that my reader doesn't want to put my work down!
- I use a range of vocabulary to make writing interesting and effective and think carefully about choosing exactly the right word.
- I use a range of simple and complex sentences for effect and I vary the way I start sentences.
- I know which sentence types work better at different points in my writing.
- I punctuate sentences correctly and I know how to use speech marks and apostrophes. I can spell most words correctly, including some difficult words which do not follow regular spelling rules.
- I organise my ideas into well-structured paragraphs and ensure that the links between sections are very clear.
- The layout of my work is well thought out and helps the reader follow my ideas.

Level 7

- My writing is carefully crafted according to purpose and audience and I proof-read my work, thinking about how I want my audience to react. I try to be original with my ideas and am not afraid to experiment.
- I use a wide range of vocabulary and always try to use words to express myself clearly, choosing exactly the right word for maximum effect.
- I experiment with a range of sentence lengths and types for effect and vary the way I start sentences to engage my reader.
- I can use a wide range of punctuation correctly, including apostrophes, semicolons and colons.

- I can spell almost all words correctly, including complex irregular words.
- I organise my ideas into clearly structured, well-shaped and linked paragraphs.
- I can link ideas within my paragraphs and weave ideas together so my writing flows well.
- I can write succinctly and the viewpoint I am writing from is always clear.

English (Speaking and Listening Levels)

Level 3

- I can talk and listen confidently in different situations.
- I can share my ideas with others.
- In a discussion, I show I understand the main points of what is said.
- I ask questions and make comments that show I have listened carefully. I use different words and add detail for my listeners.
- I am aware of when I should use Standard English

Level 4

- I can talk and listen confidently in many different situations.
- When I speak, it matches the reasons behind my talk. I develop my ideas thoughtfully.
- I describe things in detail.
- I can share my opinions clearly.
- I listen carefully during discussions.
- I can contribute sensible comments to discussions and ask appropriate questions. I can use some grammar and words from Standard English.

Level 5

- I can listen and talk confidently in many different situations, including more formal ones.
- I use different words and expressions to keep my listeners interested. I pay close attention to what others say during discussions.
- I ask questions to develop people's ideas.
- I think about other people's opinions when I make comments.
- I can use Standard English when speaking in a formal situation.

Level 6

- I can confidently adapt my speech for different situations.
- I keep my listeners interested by using lots of different words and changing my expression.
- I can take an active part in discussions.
- I understand other people's ideas and I am sensitive towards how others feel.
- I usually speak confidently using Standard English in formal situations.

Level 7

- I can match the demands of my speech according to the situation.
- I can structure my speech to make my points clear to my listeners. I use different words correctly.
- I make important contributions during discussions.
- I assess other people's ideas and choose how and when to take part in discussions.
- I can use Standard English confidently in situations that need it

Mathematics

At The Gulf English School we use a purchased Mathematics programme that is based on the National Framework for Mathematics in England and Wales. This covers number skills, problem solving, shape, measures, time and handling data.

Our main aim is to raise standards and personalise learning so that all our children can achieve their full potential. It is important that all children develop knowledge of number facts, develop basic skills for shape and measures and be able to solve problems.

Math's (Y-7Y9)

During the 3 years at Key Stage 3, students will be developing and building on their mathematical knowledge. Students are set within three parallel sets for boys and two parallel sets for girls, based on their Key Stage 2 SATs results. Each pupil will be assigned an individual achievement target, for both their current year and the end of the Key Stage. Units of work will follow the UK National Curriculum and school themes contributing to and supporting the cross-curricular links. Calculators and basic equipment should be brought to all lessons – failure to bring correct equipment and books leads to considerable problems and disadvantage to students.

New Math's Framework texts and practice books are used to support the course as they are based on the finalized UK National Numeracy Strategy document. Students will be given electronic versions of the appropriate text book.

Year 7

Your Mathematics work in Year 7 will build on and extend the work you have done in your Primary School. Most of the work will involve using mathematical methods to solve problems. All the work is based on the UK National Curriculum and topics covered include:

Statistics, Symmetry, Number Patterns, Arithmetic, Shapes, Decimals, 3D work, Probability, Algebra, Angles, Scale Drawing, Area and Perimeter, Fractions, Ratios and Percentages.

Year 8

Your Mathematics work in Year 8 will build on and extend the work you have done in Year 7. Most of the work will involve using mathematical methods to solve problems. All the work is based on the UK National Curriculum and topics covered include:

Statistics, Symmetry, Number Patterns, Arithmetic, Shapes, Decimals, 3D work, Probability, Algebra, Angles, Scale Drawing, Area and Perimeter, Fractions, Ratios and Percentages.

Year 9

Your Mathematics work in Year 9 will build on and extend the work you have done in Year 7 and 8. Most of the work will involve using mathematical methods to solve problems. All the work is based on the UK National Curriculum and topics covered include:

Pythagoras, Algebra, Circles, Statistics, Volume, Number, Trigonometry, Probability, Loci, Graphs, Transformations and Shapes.

ART

The Art department aims to provide pupils with a thorough understanding of creative practice on both a local and international level. We seek to equip pupils with a varied skill set including 2D and 3D art as well as traditional and new media.

We aim to foster independent learners and develop pupils' confidence in problem solving through creative thinking. We pride ourselves on promoting the Arts in Qatar and have a growing uptake of Art courses at GCSE and IB level from both girls and boys.

Over a 3 year period, pupils will develop and understand a variety of skills in Art and Design. They will carry out both practical and written tasks throughout term projects.

	Term 1	Term 2	Term 3
Year 7	Pupils study a classical portrait artist and develop a portrait piece.	They study abstract art and develop painting skills.	They learn about observation drawing and about different drawing mediums.
Year 8	Pupils study a different culture and create a 3D model	Pupils develop their drawing skills using different drawing mediums	Pupils study a modern artist and create an interpretation of the artist work
Year 9	Pupils will study public art and develop a 2D and 3D piece	Pupils will study technical drawing and develop a craft based piece with 2D technical drawing.	Pupils will develop their drawing skills using different drawing mediums

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Assessment

Pupils are assessed according to the British National curriculum. Levels are awarded for the following assessment areas:

- Creativity
- Competence
- Cultural Understanding
- Critical Understanding

Arabic

As the official language of Qatar and the major language of this area of the world, Arabic is a vital subject for our students to understand and engage in. With an understanding of the culture and history of the language and by exploring the usage of Arabic in many different forms the courses offered help the students to become truly bilingual and ready to cope with the demands of life here in Qatar.

Modern Foreign Languages (Spanish and French)

Our aim is to provide excellent teaching and learning experiences for all students. The knowledge, skills and understanding in the Programme of Study identify the aspects of MFL in which students make progress:

- Acquiring knowledge and understanding of the target language
- Developing language skills
- Developing language-learning skills
- Developing cultural awareness.

These aspects of modern foreign languages are developed through communicating in the target language in a range of contexts and for a variety of purposes, as set out in the section below:

The MFL department reflects and reinforces the aims of the school. Our aims and objectives are based on the following:

- To consider every student of equal value and importance, regardless of age, ability, gender, religion or ethnicity and to set a good example to the students.
- To ensure that our strategies do all that is possible to enable our students to become confident and competent with the spoken and written formats of language.
- To be aware of our students' career needs and that control of language in all its forms will enable them to participate fully in society.
- To recognize that students learn in different ways and so to provide varied and stimulating learning activities for all students.
- To encourage and reward the highest possible standard of achievement so that all students can realise their full potential.
- To give students the confidence and encouragement to develop themselves as independent learners.
- To enrich the curriculum by providing, where possible, opportunities for visits, outings, overseas language workshops to a country where the language students are studying is spoken.

Music

As an intrinsic element of human nature, music forms part of an individual's identity. Positive interaction with music can develop a student's learning ability, increase their self-esteem and bring together intellect and feeling to enable personal expression and emotional development. As an integral part of culture, music helps students understand themselves, relate to others and develop their cultural understanding. Music is gradually being reintroduced into the key stage 3 curriculums until such times as it can be reintroduced as an IGCSE option. Music will now be taught to year 7 this academic year and then to year 7 and 8 the following academic year.

Humanities

At the Gulf English School we aim to give pupils the opportunity to explore the world around them from the past to the present and towards the future. Through each year they will cover various Geography and History topics, both independently and as part of the integrated curriculum. We strive to make learning more relevant to our pupils by also looking at local history, geography and culture. We want our pupils to develop a chronological framework for their knowledge of significant events and people; and a sense of awareness of the processes that bring about changes in places, space and the environment. What they learn can influence their decisions about personal choices, attitudes and values.

We endeavour to help the children develop a number of skills through the understanding of the importance of Humanities in daily life and through special events like International Week.

Geography

Geography at Key Stage 3 covers all aspects of the physical and human environment. Students study a range of topics throughout the year designed to develop essential geography skills. The course includes case studies at both local and international scales and covers a range of contemporary issues relevant to the world around us today. Each topic includes discussions, debates, investigations and group activities. Assessment is by topic tests, practical work, assignment, oral work, homework and examination.

The topics taught in KS3 are:

	Term 1	Term 2	Term 3
Year 7	What is Geography?, Map and Atlas skills, Doha Project	Tectonics: Earthquakes and Volcanoes	Rivers and Floods
Year 8	Coasts, Energy	Population, Weather	Brazil and Amazonia
Year 9	Tourism, Development	Globalisation, China: A country study	Environment: how we harm the environment

Levels students are expected to achieve each year:

- **Year 7: 4c**
- **Year 8: 4a**
- **Year 9: 5b**

History

History at Key Stage 3 covers many of the important world events. Students study a range of topics throughout the year designed to develop essential History skills. The course includes topics across the time periods from the Ancient to the Modern. Each topic includes discussions, debates, investigations and group activities. Assessment is by topic tests, source analysis work, assignments, oral work, homework and examinations.

	Term 1	Term 2	Term 3
Year 7	What is Roman History?	Roman Normans	Castles Egyptians
Year 8	Slavery and the Slave Trade	Black People of America	Tudors Industrial Revolution
Year 9	Causes of World War One - Life in the Trenches Peace Treaties	Collapse of Peace Events of World War Two	Origins of the Cold War - Events of the Cold War

Levels students are expected to achieve each year:

- **Year 7: 3a**
- **Year 8: 4b**
- **Year 9: 5c**

Sciences

A core subject in the National Curriculum of England and Wales. The fundamental skills, knowledge and concepts of the subject are divided into four main areas of learning, these being: scientific investigations, life and living processes, materials and their properties, and physical processes.

Through careful planning and assessment, we ensure that the scientific skills and knowledge of our Key Stage 2 students will be developed and consolidated.

The children are part of a stimulating environment where practical activities are meaningful and challenging. We use investigations to give children a greater understanding of the concepts of science and to develop their investigative skills.

Secondary School teachers focus on introducing students to and extending their use of scientific vocabulary to enable them to become effective communicators of scientific ideas, facts and data.

Science (Y7-Y9)

Year's 7 to 9 course contains elements of all the Science subjects Biology, Chemistry and Physics. Students are assessed throughout the course with end of topic tests, AfL tasks, and end of term tests and at the end of each academic year with formal internal examinations. At the end of year 9 students will take the optional SAT Science paper produced by the UK examining body.

Students at GES do not follow the traditional Key Stage 3 course. Instead, common areas of study throughout Years 7, 8 and 9 are drawn together and taught as topics. This allows easy transition of the students from KS2 to KS3. The concepts covered become more challenging as the students move through the school to allow progression in the main areas of science as well as in key skill areas such as independent learning, time management and logical reasoning.

Topics covered are as follows;

	Term 1	Term 2	Term 3
Year 7	Material Matters In The Lab	The Human Body Out is pace	Feel The Force
Year 8	Energy Everywhere Planet Earth At The Zoo	Forensic Science At The Hospital	You Are What You Eat
Year 9	Inheritance and selection Reactions of metals and metal compounds Patterns of reactivity Energy and Electricity	Plants and photosynthesis Plants for food Using chemistry Gravity and Space Fit and Healthy	Environmental Chemistry Speeding up Pressure and Moments

KS3 Science general level descriptors

Levels	General Characteristics of Levelness	Summary of Main Characteristics
Level 3 is about	Suggesting simple explanations by linking cause and effect and beginning to generalise	Concrete thinking Simple explanation of scientific phenomena
Level 4 is about	Knowing the correct scientific terminology and scientific conventions and using these in descriptions, explanations and generalisations and making predictions from these	Concrete thinking Correct terminology
Level 5 is about	Having a wider range of knowledge and understanding and starting to apply this to less familiar situations in the explanations of phenomena, events and processes and beginning to use abstract ideas and models.	Applying concrete ideas to less familiar situations Beginning to use abstract ideas
Level 6 is about	Recognizing a wider range of concepts and processes and using abstract ideas, including models and theories, to explain phenomena in a wider range of contexts, identifying variations and patterns	Using abstract ideas, to explain why things happen
Level 7 is about	Linking knowledge from different areas of the programme of study to provide explanations of phenomena and events, using patterns and model to make predictions, beginning to use some quantitative relationships, particularly proportionality, in their explanations	Linking ideas from different areas Using quantitative relationships
Level 8 is about	Having extensive knowledge of the programme of study and familiarity with appropriate models, using these routinely in explaining, interpreting and predicting, using quantitative relationships in interpreting graphs and completing multistep calculations	Evaluating ideas Interpreting quantitatively

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Assessments in Science

Students in years 7 and 8 will be assessed by use of an Afl task and a written test using SAT questions for each topic (except At The Zoo & You Are What You Eat topics which will not have an Afl task).

Reported termly grades will be for those tests and Afl tasks completed within that term. There will be a separate report for the End of Year test result.

It is expected that during term 1 students maintain their KS2 grade and that in subsequent they improve by one National Curriculum sub-level. The expectation is that by the end of the year they will have improved by two National Curriculum sub- levels.

ICT

The Gulf English School recognises the importance of technology in the modern day world. To assist the progression of our students in this environment, the secondary school has three dedicated ICT PC labs and a suite of Apple Macs in the Secondary Library. ICT is taught as a discrete subject through years 7-9. ICT use is encouraged as parts of the subject curriculums and additionally encouraged to be used at home for homework and projects. Basic required skills are taught in all subject areas.

The students will develop an understanding of the many ways in which we can use technology and learn key skills which are built on as they progress through the school. We also have a selection of the latest software packages to provide stimulating activities for our students whilst they practice newly learnt skills.

The Gulf English School offers the latest classroom technology with interactive whiteboards in many of the classrooms. This equipment enables students to participate actively in all subject areas and is particularly helpful to students learning English as a second language. The ICT studio is available for class bookings to assist students in developing their use of ICT in other curriculum areas.

SPECIALIST PROGRAMMES

Swimming galas, art week and concerts, to name a few, highlight the unique specialist programme we have in place. Music, Art and PE are taught by specialized teachers, in resources rich environments, which includes three Art rooms, an outdoor pool, and a fully equipped music room.

Furthermore, a learning support programme serves students who would benefit from additional instructional support, to better enable them to cope with the demands of the academic programme.

There are two potential methods of support available to students at GES. The first is withdrawal which entails students being taken out of curriculum lessons in small groups to receive their support. The second is in class support.

LEARNING SUPPORT

In line with our vision statement we support our students in any area of need helping them to reach their personal best. The school has qualified Learning Support teachers in the Infants, Junior and Secondary sections of the school as well as assistants to support the teachers and students in these departments.

Students are supported in the classroom, and are also withdrawn on a one-to-one basis or small groups. Focus could be on reading comprehension and word construction, or basic spelling patterns are reinforced to ensure pupils are able to move from spelling to sentence construction more easily. Methods of improving pupils' ability to form sentences and then start developing sentences into whole texts are introduced in literacy support so pupils have a clear way in to improving their literacy skills. Some pupils will also be given support for their particular learning needs whether it be Math's or Literacy, helping them to focus, concentrate, organize, question, persevere and accept a raised level of challenge in the Secondary school.

SCHOOL COUNSELORS

The Secondary school is very fortunate in that two counselors are employed. The counselor's main role is to support the pastoral team in ensuring our students can have someone to talk to confidentially. Also this support is to have regular meetings with students who need help either with their self-esteem or anger management to name a few issues.

The counselors are also responsible for discussing career paths with all the year 12 and 13 students and in assisting them with their university applications. The students are made aware of the different requirements and the various deadlines well in advance. This year the counselors are introducing the Naviance computer software which will assist in this regard.

RETENTION

Retention at a particular year group is a recommendation made by teachers and Leadership Team working with the parents and student. Retention may be recommended for a variety of reasons, including academic and developmental readiness. Retention decisions are made in conjunction with the parents. Observations, review of school records, review of daily classroom work and behaviour and additional assessments will be made if necessary. All are factors considered during the decision process.

Assessment and Reporting

PARENT CONFERENCES

Parent conferences are held after each termly report. During these conferences, teachers report student progress in each subject highlighting areas of strength as well as areas in need of improvement. In the case of students of concern, prior communication needs to have taken place in the weeks ahead of the parents' conference. Lengthier conferences involving Learning Support, EAL and counselor involvement may be scheduled on alternative days before or after conference day.

THREE-WAY CONFERENCES

Our three-way conferences involve the active involvement of the student in sharing his/her learning with their parents and teacher. This conference is referred to as a "three-way" rather than "student led" as it involves participation by the teacher and the parents. It is expected that students share their individual goals and accomplishments as well as utilize their portfolios to share samples of their work highlighting growth and learning.

STAR TESTING

The **STAR** in English and in Mathematics are administered to students in Year 2 to Year 9, **each term**. The results of those tests are used to measure student growth, strengths and weaknesses.

The results are used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth
- Place new students into appropriate programme.

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REPORTING

Students receive their reports at the end of each term. Students who are working on a modified programme or receiving learning support will receive separate reports in addition to their termly progress report.

ACADEMIC PROBATION PROCEDURES

At the end of each term, the administration will review the academic performance of all secondary school students. Students who are not meeting their targets and achieving 2 sub levels below expected levels will be placed on academic probation. The objective of the academic probation is to ensure that the school works collaboratively with parents, teachers and students to provide the needed assistance for the student to improve his or her academic performance in order to achieve the minimum levels required for the year group.

When students are placed on Academic Probation, a parent conference will be held to discuss conditions of the Probation.

The following will be discussed with the parents:

- The probation contract will highlight the required minimum levels expected
- As a condition of the Academic Probation, parents may be required to provide additional tutoring for their child as well as educational or psychological testing.
- The full complete results of any testing conducted as a stipulation of the Academic Probation must be shared with the school.
- Parents who refuse to meet the requirements of the Academic Probation within a reasonable amount of time will be in violation of the Academic Probation and this may affect the child's continued enrollment at GES.

The student progress will be reviewed on regular basis to determine if there has been sufficient academic progress in order to be removed from the Academic Probation. Students

who are able to meet the minimum required National Curriculum levels for the year group will be removed from the Academic Probation.

The re-enrollment of those students who continue not to meet the minimum required levels and who made minimal growth despite the additional support may result in a decision to either extend the Academic Probation for a limited period, retain the student or not to offer the student a class placement at GES. This decision will be made on case by case basis and the final decision rests solely with the Leadership Team. These decisions will be based on the students' report, assessment, PTE and PTM testing results, educational psychological testing, classroom observation, parent input and teacher's feedback.

BEHAVIOUR PROBATION PROCEDURES

At GES we expect exceptionally good behaviour. If a student violates the codes of behaviour he/she will be put on behaviour probation for a term/full academic year. During this time behaviour modification programmes will be put in place and regular meetings will be held with the student and his/her parents to monitor progress and keep everyone involved in the process informed. If a student does not improve after every possible means has been exhausted he/she may be asked to leave the school.

Behaviour Management

Behaviour can have a positive and/or negative impact on a person's well-being and we strive to ensure that unacceptable or inappropriate behavior is dealt with consistently and fairly. Positive behaviour is praised, rewarded and celebrated both in school and with parents and the school community.

All members of staff are passionate about teaching our children the importance of positive behaviour and the consequences of their behaviour; not only in terms of their learning but also in terms becoming caring and supportive citizens.

Our positive behavior policy is underpinned by the School's core values:

- Supportive
- Caring
- Respectful
- Responsible

Child Protection and Safeguarding at GES

At The Gulf English School we believe in putting students first in all we do and therefore the issues of safeguarding and child protection are of paramount important to us. As an international school with accreditation, by both the CIS and IB organisations, we have rigorous systems, structures and procedures in place to ensure the safety of all stake holders.

We believe that students should be respected and their views heard and that it is our responsibility to ensure that each child forms stable, appropriate relationships with adults, built on trust and consistent support for each student's individual needs. This approach guides the behavior of all professionals in our school.

Our policy includes the systems, structures and procedures we have in place for safeguarding. This includes both child protection and the more proactive elements of safeguarding that ensure we create a safe, caring environment for all members of the GES community according to our Vision.

The GES Child Protection and Safeguarding policy is published by the Leadership team and is available to all parents on request.

Physical Contact Policy at GES

It is our School Vision to be a caring, supportive learning environment where all pupils are valued.

At GES we have a Physical contact policy which guides staff on appropriate contact with our pupils. In the Secondary School there should be no contact between staff and students except in the case of a danger to either students or staff. The policy includes ideas of appropriate ways to reassure and encourage learners.

We believe that we have a 'duty of care' to all pupils. This includes intervention in the rare occasion when a student becomes a danger to him/herself or others. Our Physical Contact policy covers appropriate ways to deal with a variety of situations, all the time ensuring that all GES students are safe.

The GES Physical contact Policy is published by the GES Leadership team and is available to any parent on request

Secondary School Behaviour Matrix (Acceptable)

	L1 Working Very Well	L2 Long Term	L3 Above and Beyond	L4 Life Long Learner
SUPPORTIVE	<ul style="list-style-type: none"> Following school rules A positive role model Helping others Working well in class Attending all school events Good Behaviour 	<ul style="list-style-type: none"> Persistent Level 1 Personal best in class Accumulating Merits Meeting school expectations Taking part in school events Supporting Peers 	<ul style="list-style-type: none"> Persistent Level 2 Helping teachers Help run/organize school event Helping in school assembly School Council Representative 	<ul style="list-style-type: none"> Persistent Level 3 Leading school assembly No Lates, No detentions No Behaviour reports Winning in school events
CARING	<ul style="list-style-type: none"> Shows caring behaviour Caring for school environment Picking up rubbish Positive attitude to learning Caring for school property Complete all activities/tasks 	<ul style="list-style-type: none"> Persistent Level 1 Shows good manners Helping Teachers in class Excellent piece of classwork Shows Personal best in class Lining up at breaks 	<ul style="list-style-type: none"> Persistent Level 2 Takes part in charity ECA – working with peers Takes part in school events 100% attendance Contributes to school displays 	<ul style="list-style-type: none"> Persistent Level 3 Leads /organize school events/assemblies Exceptional Behaviour Promoting school Student awareness campaigns
RESPECTFUL	<ul style="list-style-type: none"> Following instructions Meeting school expectations Shows good manners Participating in class discussions Politeness to staff/students 	<ul style="list-style-type: none"> Persistent Level 1 Respects all members of the school community Appropriate use of Language Behave in a safe and responsible manner 	<ul style="list-style-type: none"> Persistent Level 2 Follows all school expectations consistently Escorting visitors/parents Role model for others Concern for the learning of others 	<ul style="list-style-type: none"> Persistent Level 3 Consistent in modeling positive behavior Supports the school and their actions Exemplary behavior with no incidences
RESPONSIBLE	<ul style="list-style-type: none"> Punctual to school and lessons Correct equipment and uniform Correct use of lockers Meeting homework deadlines Completed all classwork Always tells the truth 	<ul style="list-style-type: none"> Persistent Level 1 Gives personal best in class Extra Homework and activities Helping peers learn Create a positive learning environment 	<ul style="list-style-type: none"> Persistent Level 2 Merit winners Representing school Leads school campaigns Actively promotes school values Helps resolve student conflicts 	<ul style="list-style-type: none"> Persistent Level 3 Exceptional progress Excellent exam results 100% attendance Represents School prefect/librarian Responsible for good learning
	Classroom Teacher 1. Positive Praises 2. MIS Comments 3. MERITS 4. Postcard home 5. Merits Cash in	Classroom Teacher/HoD 1. MIS Comments 2. Positive Praises 3. MERITS 4. Phone Call Home 5. Attainment Postcards 6. Worked displayed	Learning Coordinators/HoY 1. Comments on MIS 2. Special Mention 3. Merit Certificates 4. Participation Certificates 5. Invite Parents 6. Trips and Excursions (merits cashed in)	Senior Leadership Team 1. Letter of Commendation 2. Lunch with the SLT 3. Special mention 4. Attendance certificates 5. Trips and Excursions 6. Invite Parents

GES CORE VALUES Secondary School Behaviour Matrix (Acceptable)

Secondary School Behaviour Matrix (Unacceptable)

	L1 Disruption to Learning	L2 Disruption to Learning	L3 Unacceptable Behaviour	L4 Serious Behaviour
SUPPORTIVE	<ul style="list-style-type: none"> Calling out Excessive talking, Use of Arabic Not following school rules and class expectations 	<ul style="list-style-type: none"> Persistent Level 1 (3 warnings) Demotivating peers Consistent disruption to lesson 	<ul style="list-style-type: none"> Persistent Level 1 (Got to 4 warnings in class) Misuse of School passes Health and Safety for self and others Incitement 	<ul style="list-style-type: none"> Persistent Level 3 Violation of the school segregated rules Dangerous Behaviour threatening the safety of others
CARING	<ul style="list-style-type: none"> Verbal insults Eating in class, chewing gum Dropping litter Incomplete Task Unable to stay on task 	<ul style="list-style-type: none"> Persistent Level 1 (3 warnings) Misuse of break facilities Persistent lateness Bullying (verbal) 	<ul style="list-style-type: none"> Persistent Level 1 (Got to 4 warnings in class) Damage to school/student property (Vandalism) Bullying (Physical) Fighting 	<ul style="list-style-type: none"> Persistent Level 3 Theft Possession of Harmful substances (Tobacco products) Smoking
RESPECTFUL	<ul style="list-style-type: none"> Rudeness Inappropriate language Disrespecting others Using others belongings Respecting people's privacy 	<ul style="list-style-type: none"> Persistent Level 1 (3 warnings) Rude to school prefects Persistent calling out Use of Mobile Phones Rudeness to staff/students 	<ul style="list-style-type: none"> Persistent Level 1 (Got to 4 warnings in class) Foul/abusive language Verbal aggression Misuse of Social Media/ Online communication 	<ul style="list-style-type: none"> Persistent Level 3 Serious Verbal/Physical Aggression Threatening behaviour Serious assault Harassment
RESPONSIBLE	<ul style="list-style-type: none"> Late to class/School No equipment/School kit Incorrect uniform Inappropriate use of school lockers Missing homework 	<ul style="list-style-type: none"> Persistent Level 1 (3 warnings) Disruption in corridors Truancy (Lessons) Missing School detentions Failing to meet sanctions 	<ul style="list-style-type: none"> Persistent Level 1 (Got to 4 warnings in class) Inappropriate use of technology Misuse of school facilities Unethical Behaviour 	<ul style="list-style-type: none"> Persistent Level 3 Setting off Fire Alarm Cheating in Exams Possession or use of weapons Failed Yellow Report
	Classroom Teacher 1. Up to 2 warnings 2. Move seating 3. 5 min cooling period 4. Speak with teacher 5. Incident recorded on MIS 6. Demerits	Classroom teacher/HOD/LCO 1. SLT Detention 2. Demerits 3. Incident report on MIS 4. Confiscate Mobile Phone	Learning Coordinators/ Learning manager 1. Afterschool Detention 2. Incident report on MIS 3. Confiscate Mobile Phone 4. Isolation to reflect 5. Demerits 6. Phone Call Home 7. Yellow report	Senior Leadership Team 1. Weekend Detentions 2. Isolation time 3. External Suspensions 4. Probation/ Blocked 5. Disciplinary meeting 6. Permanent Expulsion 7. Incident Report on MIS 8. RED REPORT

GES CORE VALUES Secondary School Behaviour Matrix (Unacceptable)

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GES Merit System

Behaviour can have a positive and negative impact on a person's well-being, and we strive to ensure that unacceptable or inappropriate behaviour is dealt with consistently and fairly. Positive behaviour is praised, rewarded and celebrated both in school and with parents and the school community.

All members of staff are passionate about teaching our children the importance of positive behaviour and the consequences of their behaviour; not only regarding their learning but also in terms becoming caring and supportive citizens.

Our positive behaviour policy is underpinned by the School's core values:

- Supportive
- Caring
- Respectful
- Responsible

To promote positive behaviour, GES will operate a Merit system.

The merit system will be designed to encourage, reward and promote exemplary work and good behaviour. It will allow the students to demonstrate the Core Values, School Rules and principles as a reference point for expected behaviour; pupils will be positively praised and showcased as a good example to others. It will give recognition to pupils who make a positive contribution to the school that may go unnoticed. It will recognise student effort, hard work, and commitment, modelling good behaviour, attainment, and attendance.

The merit system extends to all year groups from Y7 to Y13.

It is essential that all staff use rewards as often and as extensively as possible in all Key Stages. Rewards need to be far more frequent than consequences.

The merit system will aim to promote and recognise positive behaviour and achievement.

Awarding Merits/Demerits

Merits and demerits are given to address the positive and negative behaviour displayed by students around the school. Demerits are awarded for any infringement of the school core values.

The merit/demerit system is a school-wide discipline plan.

AWARDING MERITS				
+1 MERIT	Supportive <ul style="list-style-type: none"> • Service to others • Helpfulness • Good Behaviour • Assisting Teachers 	Caring <ul style="list-style-type: none"> • Picking up litter • Caring for school property • Student monitors • Reporting Vandalism • Report Bullying • Create school Displays • Outstanding Homework 	Respectful <ul style="list-style-type: none"> • Consistently prepared for lessons • Correct use of lockers • Regularly presentable uniform • Completing all extension work • Consistent Punctuality 	Responsible <ul style="list-style-type: none"> • Following instructions • Show good manners • Participation in class discussions • Show politeness to staff and students
+3 MERIT	Supportive <ul style="list-style-type: none"> • Team Presentations • Helping form Tutor (2-week duty) • Taking part in Charity/Fundraising events • Volunteer for Primary School • Working with younger children 	Caring <ul style="list-style-type: none"> • Showing Personal best in class • Leading charity events • Mentoring younger students • Conducting students council research • Representing the school • Reaching out to the school community 	Respectful <ul style="list-style-type: none"> • Leading a school event/club • Actively promoting school values • Resolving student conflict • Captain of the school team • Exceptional progress • Winner of sport competitions • Winners of Academic competitions 	Responsible <ul style="list-style-type: none"> • Modelling positive behaviour • Exemplary behavior • Concern for the learning of others • Escorting visitors/parents
AWARDING DEMERITS				
-1 MERIT	Supportive <ul style="list-style-type: none"> • Calling out • Misuse of Arabic • Violating school rules • Demotivating others 	Caring <ul style="list-style-type: none"> • Verbal Insults • Dropping litter • Misuse of break facilities • Incomplete tasks in class • Eating gum 	Respectful <ul style="list-style-type: none"> • Inappropriate language • Refusal to leave class • Disrespecting others • Persistent calling out • Rude to school prefect 	Responsible <ul style="list-style-type: none"> • Not in school uniform • No equipment • Missing Homework • Disruption in Corridors • Misuse of lockers
-3 MERIT	Supportive <ul style="list-style-type: none"> • Disregard to Health and Safety • Not following instructions • Misuse of school passes • Incitement 	Caring <ul style="list-style-type: none"> • Showing Personal best in class • Fighting • Bullying • Damage to school property • Physical Aggression 	Respectful <ul style="list-style-type: none"> • Verbal aggression • Misuse of Technology • Use of Mobile Phones • Arguing with a teacher • Threatening Behaviour 	Responsible <ul style="list-style-type: none"> • Truancy • Unethical Behaviour • Misuse of school property • Malpractice in exams

Recording Merits

All merits will be recorded on the school MIS (School-base) system.

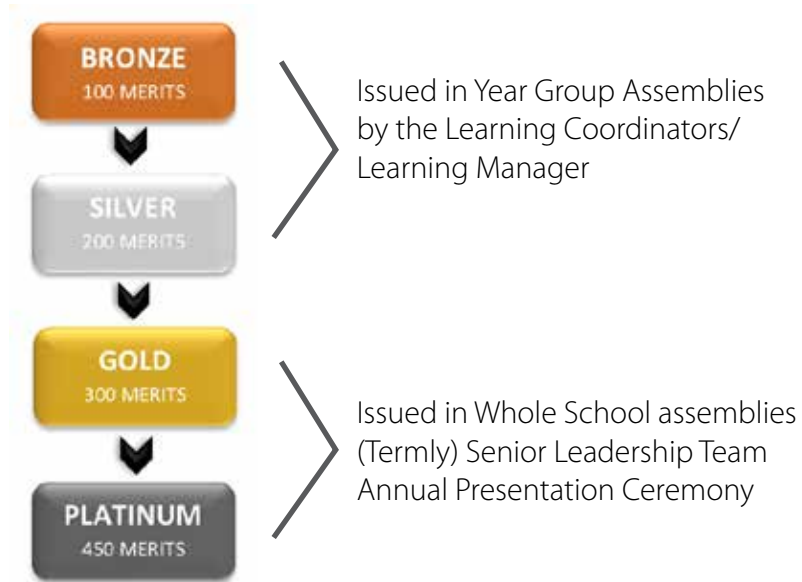
- Once a week form tutors will show total merits awarded to each student for that week. The learning coordinators will monitor this and once a month announce in assembly the class with the highest merits.
- The learning coordinator will track and award gold, silver, and bronze prizes for to performing students.
- Students will be able to cash in merits for rewards and prizes. (Please see Merit Vouchers)
- Merits can only be cashed in with the Learning Coordinator who will track and deduct from totals.
- Students can cash in merits for individual prizes at any time.
- Merits can be cashed in as groups (15 Students) for trips which will be hosted at the end of each term.

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The merit card system

Every (2/1 Term) there will be year group assemblies during which certificates will be presented to the pupils that have received most merits in their year group.

Certificates of Merits will be presented based on the criteria below:



Every month on average class merit score will be calculated as a benchmark for the class of the month. The class will receive a Cup and a certificate to celebrate their achievement. The Cup will rotate every month depending on which form has the highest merits per month.

Merit Award Cabinet

A glass cabinet will be placed at the front reception which will hold plaques for Merits.

On a termly basis students with the most merits, their names will be engraved on the plaque. Also, the cabinet will hold other plaques that will show attendance winners and other student contributions.

Merit Awards

Individual Rewards

Students can cash in their merits at any point in the term for individual prizes. Please refer to Merit vouchers for rewards.

- All merit cash-ins must be done with the Learning Coordinators.
- Certificates will be issued once students reach a certain amount of merits.
- Every term students with highest merits will be announced and presented with a certificate.

Their names will be engraved on the plaque in the display cabinet.

Termly Rewards

Group Rewards

Students can cash in their merits at any point in the term for group prizes. Please refer to Merit vouchers for rewards.

- No more than 15 students per group
- Trips may only be cashed in in the last week of the term.
- Learning Coordinators will be responsible for organising these trips for their year groups.

Awarding Demerits

Demerits are the record of a sanction given to a student for infringing the expectations we have of his behaviour. This infringement may be serious enough to be disruptive to learning, (to others or himself), or could include mildly threatening behaviour or language, but is not so serious to be deserving of an SLT detention or any form of exclusion.

Demerits are awarded for any infringement of the school core values.

Refer to the Inappropriate behaviour chart.

The extended list includes:

- Arriving late to lessons
- Talking or running in the corridor
- Disruptive in lessons
- Unprepared for lesson
- Uniform
- Uncompleted homework
- Missing deadlines
- Excessive talking in class

Demerits must be recorded on the school MIS (Schoolbase) system along with the positive merits.

Attendance Rewards

Student's attendance will be monitored and celebrated.

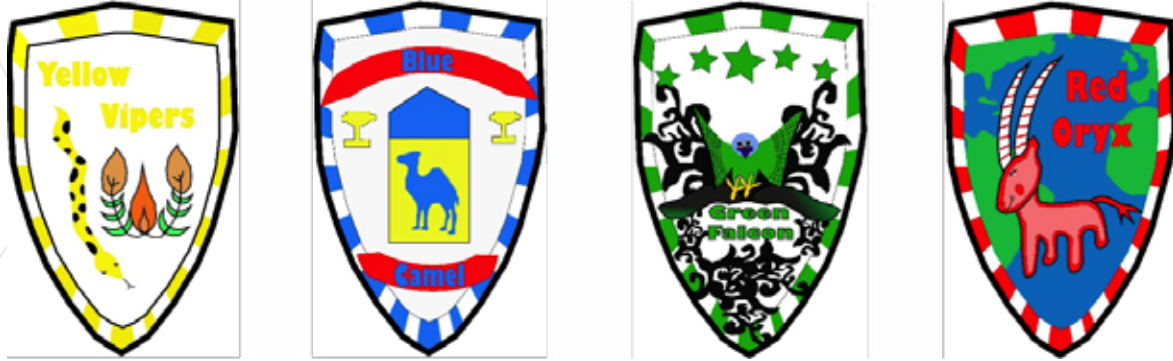
Student attendance %100 or most improved.

- Certificates for students with %100 attendance per term
- Student Acknowledgement per term in year group assemblies
- Most improved attendance certificate (termly)
- Student with the highest attendance will be acknowledged in awards ceremony, and their names will be put on the attendance plaque in display cabinet (Annually)
- Final assembly Awards giving for highest attending students (certificate/prize)
- Every month in year group assemblies announce monthly form winners for highest attendance.

Trophy and certificate are given to form class. The trophy will rotate depending on who wins the following month.

THE GULF ENGLISH SCHOOL

Inter-form competitions



All Secondary school competitions will be linked to their houses.

Merits points will be collected and accumulated to their houses. Once a term totals will be shared with the students, and a trophy dedicated to the house will be put into the display cabinet.

Inter-form competitions may include:

- Sport tournaments
- Subject competitions
- Other External competitions.

Uniform Policy

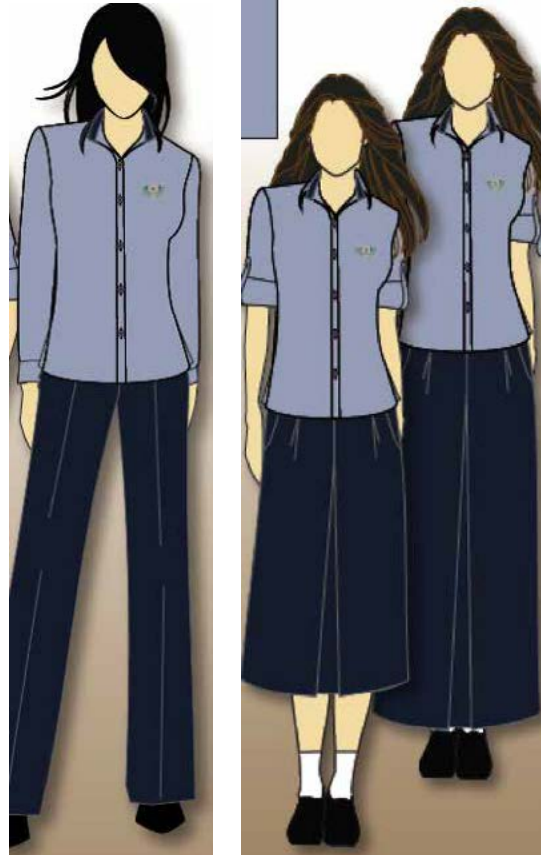
- The school's uniform policy is designed to encourage a purposeful and effective climate for learning.
- It is expected that all Y7-11 students wear full school uniform at all times, unless directed otherwise by staff.
- All students and staff should be smartly and modestly dressed. They should take pride in their appearance, dressed appropriately within the ethos of a formal academic working environment.
- All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform – both in and out of school.
- Students should arrive and leave the school wearing the uniform within the expectations outlined:

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The school uniform and dress code for Y7-11 students:

- The school uniform consists of a navy **blue** skirt or trousers with a light blue shirt advertising the school logo.
- Shirts, skirts and trousers may not be tight fitting.
- Girls are allowed to wear a **plain** black abaya - with no embroidery - over the uniform.
- Shaylas must be plain **black or white**.
- Small, discreet earrings of gold or silver are allowed. No dangling or coloured earrings.
- Discreet eyeliner and French manicure is allowed.
- **NO LIPSTICK/EXCESSIVE MAKEUP**
- Plain closed black shoes and white socks. No sandals, no open toe shoes.
- During the colder months, **black or white** shirts may be worn underneath the uniform as well as the official school jumper.
- Coats should be taken off when entering the building and remain in the lockers until the end of the day.

GIRLS



BOYS



- The school uniform consists of navy trousers with a light blue shirt advertising the school logo.
- Plain black shoes (not black trainers) and black socks.
- During the colder months, white T-shirts may be worn underneath the uniform. No other colours are allowed. T-shirts with advertising logos or football tops should not be worn under the school shirt. The T-shirt should be tucked in to the trousers while the school shirt can remain not tucked-in.
- During winter, only the official school jumper maybe worn over the school shirt.
- Coats should be taken off when entering the building and remain in the lockers until the end of the day.
- No earrings or other visible piercing or jewellery should be worn.
- Students should be clean shaven and of presentable appearance at all times.

The School has agreed a uniform which we regard as a practical, distinguishing feature that helps the pupils to feel a part of the school and gives a formal appearance. It is the expectation of the School that all pupils wear the uniform.

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IB and AS students:

Students in the **IB Diploma Program** and **AS** students are not required to wear school uniform but they must follow the school dress code.

They should wear:

- National dress or business dress.
- Smart clothing (collared shirts)

The following items of clothing are **inappropriate**:

- Jeans or tracksuit bottoms
- T-Shirts
- Trainers
- Baseball caps inside the building
- Tops, jumpers or sweat tops with large writing or designs, this would include any writing or logos considered being offensive.
- Absolutely **NO leggings and tight fitting tops/skirts/trousers**, skirts must cover over the knees

*For **science practical lessons**, students should dress with safety in mind.*

In addition to the above guidelines there are some rules which must be adhered to by all students:

- Hats must not be worn in and around the school buildings
- No denim should be worn in school
- Trainers should be only being brought into school for use in PE or for sport.

BREAKS

Students in secondary are segregated during breaks. All the girls are to leave from the girls entrance and make use of the football pitch and canteen facilities in that area. The break is then supervised by female members of staff and the area is enclosed by a high wall so that they cannot be overlooked. The boys area is more public but only secondary boys can use the football pitch and canteen between the secondary building and the multipurpose sports hall. The boys break time is supervised by our male members of staff.

All students are expected to treat their areas with respect and clear away litter after they have finished eating. We also insist that students respect each other and do not use the time to be overtly boisterous with each other. The pitch is sometimes used for inter form competitions and students should respect this and support their peers. Additionally the library is an area which students can access during break and there is a strict rota for when students can use this facility. Again segregation is enforced during this time and students are supervised by the librarian. No food is allowed in the library.

During the hot summer months we use a classroom in the boys end, for the boys, and one in the girls end, for the girls. Food can be eaten in the classroom provided all litter is disposed of responsibly and the classroom is not altered in anyway.

Extra-Curricular Activities (ECA's)

GES provides an extracurricular activity on a Wednesday afternoon during period 6. Students are given a number of choices of an activity that they can choose to take. Attendance is then compulsory but students can change to a new activity each term. This program only runs for those students in years 7, 8 and 9. All other senior students have classes as usual during this period. Additionally, after school activities (ECAs) are scheduled each term and run for 8 consecutive weeks. Some activities are limited to certain year groups and/or number of students. A student must pre-register for the activity. The school will send letters home and a timetable for the activities offered each term. Once assigned to an activity, the expectation is that the student remains in it until its completion. Students may not attend an activity that they have not been assigned to or change once the sessions have started.

Other additional support lessons will run on Sunday, Monday and Thursday from 1:50-2:30pm. These support lessons will focus on providing targeted support to those students who may be identified as struggling with a specific topic or area of the curriculum in a particular subject. Attendance of these support lessons may be compulsory for some students but others are welcome to attend if they wish too. Compulsory attendance will be determined by the Learning Manager and Departmental Head and parents will be notified by letter and through the portal.

Sports Programme

The Secondary school sports programme offers students the opportunity to participate in the following sports after school:

- Football
- Rugby
- Swimming
- Basketball
- Horse riding.

Support Groups

Students are offered after school support classes in the following subjects:

- Reading comprehension
- Writing
- Mathematics
- Several examination classes as required depending on the needs of the students.

The purpose of these is to provide extra support in specific curriculum areas.

Fee-based Activities

Every year the Secondary School runs several fee-based after school activities that are administrated by community members/institutions using the school facilities or external facilities. This information will be provided to parents by the school.

The school does not provide a bus service for students enrolled in the after – school activities. Parents are expected to collect their children promptly at 15.00. Three late pick-ups will result in the student’s suspension from after – school activity programmes for the rest of the term.

General Information

School Day

Our school day is from Sunday through to Thursday

The school day starts at 7.30am and pupils will be marked late if they arrive after 7.45am. Our school day ends at 2.00pm. If a student takes part in an Extra Curricular Activity (ECA), the finishing time will be 3.00pm. In both instances we ask that parents fetch the pupils on time please.

Arrival and Dismissal

When pupils arrive in the morning they will go straight to their form room for registration. Registration is from 7.30 - 7.45am Pupils are then dismissed and will go to the first lesson of the day which is given to them as part of their timetable. At the end of the day pupils will be dismissed from their last lesson and they are free to leave school via the East gate. Female students leave the school from the teachers' car park. They wait until their car is adjacent to the gates.

Tuesdays

On a Tuesday school finishes at 1.10pm for the students. All staff members are required to attend training sessions. These sessions start at 1.20pm. We request that parents please pick students up on time so that teachers can be on time for their training.

Absence and Attendance

At The Gulf English School we expect pupils to have a minimum of 90% attendance. This equates to 16 full days absence. Medical absences are included in these 16 days and there will be no authorized absences.

Early Student Check-out

Parents are requested to refrain from taking their children out before the school day is finished. If medical appointments are to be made, please try to do these after school hours. Early checkout will be counted towards absences.

Homework

Every student is given a set of homework tasks to complete each week in each subject as required by the subject teacher. This is timetable to ensure that students are not overloaded on one day and have nothing to do on the next. Pupils are expected to hand the completed work in by the deadline set by the subject teacher. This should be noted in the homework diary. Parents are requested to sign the Homework signing sheet in the diary each week as an additional form of communication with the school and to highlight any issues or concerns. They are also requested to Log into Firefly to check and track their child's homework.

Generally the homework will cover areas of learning which have been taught the previous week to ensure that students are grasping and remembering what they have been learning about. When homework has been marked it is kept in the file so that it can be used for revision purposes through the year.

Homework will also be put on the student and parent Firefly so that it can be accessed if a student is absent.

Students will bring home one or two reading books each week to read at home. Reading at home needs to be supported to ensure that the students are reading fluently and, even more importantly, that they understand what they read. It is essential that students read in English every day for 30 or more minutes. This can include newspapers, magazines, e-books and comics.

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Closure of School

If the school is closed for any reason, every effort will be made to contact families as soon as possible.

Visitors

Visitors to GES will be expected to sign a register at the main gate and hand over their ID cards which will be returned on exit.

Canteen

The Gulf English School has an on-site Canteen open throughout the school day to allow children and staff to purchase food and drink.

Students are able to purchase food and drink directly from the Canteen during both break times.

Please help us by ensuring that your child is sent to school with the correct change for purchasing their food and drink from the school canteen.

Lost and Found

There is a Lost Property box in the foyer where lunch boxes, shoes and items of clothing are kept for pupils to retrieve their possessions.

School Supplies

- Exercise books
- Textbooks
- Homework diaries
- Use of iPads

Each student will be supplied with the necessary stationery. However, if a student loses his/her Homework diary a new will have to be purchased from the main office at a cost of 80 Qatari Riyals.

Toys, Gadgets, and Mobile Phones

Toys and mobile phones are not permitted at school. In the event of these items being found on the person, they will be confiscated and handed back at the end of the day. However, for a second offence the phone/toy will be confiscated and only returned to the student at the end of the week.

Birthday & Celebrations

While we understand at GES that birthdays are a special day in child's life, we encourage parents to celebrate the birthday of their child out of school hours.

This policy applies to all students and is to keep fairness and excellence.

Rationale:

- Celebrations promote unnecessary competition between the parents or children
- Celebrations are time consuming, the time which can further be used productively for learning, which is what the school is meant for.
- In the name of celebration, parents often send unhealthy food items like cakes, chocolates, muffins or any junk food which is also not aligned with our school food policy.

Birthdays are not celebrated at the Gulf English School. Please make sure that junk food, cakes etc. are not brought in school either by yourself or your child.

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Classroom Parties

Classroom parties are not permitted at the Secondary section of the school except on the final day at the end of the year.

Field Trips

Educational field trips are encouraged for student in all grades. GES will inform parents of any field trips and cost associated if any.

School Yearbook

The Yearbook is published each year and is available for all students to purchase. The yearbook contains photos of students and various activities school-wide that have taken place during the course of the year. Order/information is sent home to all students. Yearbook is delivered by the end of the year. The youngest sibling in each family receives a free copy of the yearbook which is handed out along with the end of year report.

Student Health Information

Health and Immunisation

The main purpose of the school health programme is to maintain, improve and promote the wellbeing of the school age child. Parents have the primary responsibility for the health of their children.

The Gulf English School wants to have our students as healthy and active as possible. We encourage our students to take in a healthy diet full of fruits and vegetables as well as healthy lean proteins and wholesome grains. Water is also very important. All students are encouraged to have a water bottle with them during school hours.

Rest is a very important part of every child's health; young students between 11-18yrs. should be getting at least 8 - 10 hours of sleep per night.

Exercise is another important key to good health; children should be getting at least 1 hour of exercise per day. It may be a part of organised sports or just a walk/run around the yard, it all counts as exercise.

A well rounded lifestyle makes for a well-rounded student who is ready to take on the daily challenges of school life.

Please note that the school does not permit food items to be brought into the classrooms such as fast food, birthday cakes, or junk food. The leadership team will however grant special permission for selected calendar dates such as international day.

Also be aware that our school has a nut free policy, this means all nuts and foods containing nuts must not be brought to school, this includes Nutella which is a nut based product. Packets of seeds, such as sunflower seeds, are also not allowed.

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Communicable Diseases and Lice, Immunisations and Medication

The Gulf English School has three full-time nurses covering all three campuses to assist students and staff with their health needs. Our nurses evaluate students for illness (chronic/acute), educate on health and safety, and administer first aid and emergency care. Many of our staff members are also trained in CPR and first aid.

If your child becomes ill or injured while at school they will be assessed at the clinic and parents will be notified if necessary. In the event of a serious emergency, an ambulance maybe summoned at the discretion of the nursing staff. Every attempt will be made to contact parent/guardian prior to the ambulance arrival.

Please be advised that students will only be allowed to leave the school due to illness if they have been assessed by the nurse and it is deemed necessary. All medical appointments are to be arranged outside school hours, if this is not possible, appointment cards must be provided before your child will be allowed to leave the school.

Medical checks are done on all students on a yearly basis. This includes: vision test, height, weight, examination of feet and spine.

Medical records of your child are kept in the school with strict confidentiality, however teaching staff are made aware of any health issues your child may have, such as diabetes/allergies.

Medical forms are required to be completed yearly even if there are no changes in your child's health. Please be sure to fill in the form carefully ensuring all questions are answered. We also require a copy of your child's up to date vaccination record to be kept with their medical file. The more we know about your child's health, the better we can assist them with their health needs.

Medication

No medication shall be administered without expressed written parental permission.

Medication being brought into the school must be kept in the clinic and administered by the nurse. However, some older students may be able to self-administer their own medication such as Ventolin inhalers, but the nurse must be made aware of them taking medication themselves. If your child needs to be given medication, clear instructions must be provided including student's full name, classroom, dosage and time to be taken. Students who are diagnosed diabetic are given passes to leave lesson to check their blood sugar levels and administer their medication as required. The nurse must therefore be made of this condition and the required medication.

Safety and Emergency Contacts

Each year, in the event that families would have to be notified for emergency reasons, the school establishes and maintains updated Emergency contacts.

Change of contact details and address

Please make changes on the Parents portal. Each family is given a user name and password in order to log-on. If you are unable to make these changes on Parents Portal please notify the school Registrar.

Emergency Drills

Emergency drills are practiced on regular basis. Safe exit procedures are posted in each classroom and throughout the school. Teachers and students regularly practice the safe exiting procedures when the alarm is sounded.

Security

There is 24 hour security presence and coverage at the school. The premises are monitored electronically.

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Communication Resources

Parent Communication

Al-Sedra our school newsletter is published online and on the parents portal weekly on Sundays and provides information pertaining to special events, notices of calendar changes and general information important to our families.

If parents would like to discuss their child's progress they can make an appointment with the teacher directly through the Email.

Students' Portal

Teachers at The GES are required to post information about their classes on the Students Portal. This includes but not limited to announcements, homework, newsletter and timetables.

Parents' Portal

Parents are required to access the portal on a regular basis as the school and teachers will be posting information about homework, trips, parent conferences and other important information.

Student Council

At GES we have two fully qualified counselors and a deputy head in charge of Pastoral who work with our student council to improve our school by listening to their peers. Students are given the option of applying to join the council and the whole school then votes for 1 representative from each form in their year group.

Student School Prefects

Prefects play an important part in the life of the secondary school and is encouraged to develop leadership skills. Students apply towards the end of their time in Year 10, completing an application form before being interviewed. Successful students are announced at the Year 11 graduation ceremony and then take up their posts at the start of Year 11.

Prefects work closely with teachers to help encourage good behaviour, welcoming new students and visitors to the school and act as excellent role models for the other students, with their behaviour, dress and attendance.

There are 20 prefects, including a Head Boy and Head Girl, each linked to a class.

Arabic Translators

Arabic translators will be provided for parents meetings, if a parent requires assistance.

Acceptable use of Technology (Please read policy)

Mobile phones and tablets are not allowed at school. In the event of a pupil bringing these in, the phone or tablet will be confiscated and handed back at the end of the day. If this problem recurs confiscated items will be kept until the end of the week.

Parent Portal

Login to the Pupil Portal through link provided.

When you visit the website you will be asked for your username and password. Keep your username and password secure. A parent login gives you additional access that your child's login does not grant such as requesting parent reports and access to change of personal information on our school system. You will have one username for all children registered at GES.

If you forgot your username please contact GES at 44578777, Extension 716.

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The Parent Portal allows all GES parents to access:

- Contacts, family and medical alerts information and advise the school of any changes via a link
- Timetables
- Reports
- Marks
- Attendance
- Al-Sedra
- Links to handbook, emergency procedure manual
- School calendar and news
- Communicate with staff via notices section
- Staff communication through portal emails

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Student Portal

Login to the Pupil Portal by using the link provided by the school.

- After logging in, pupils will be able to access information through their timetable, and classes.
- To view your lessons with the lesson information attached to them, click on any of the timetable cells. NOTE: If lesson info is attached, there will be lesson information markers identifying the lesson as having lesson information attached.
- The “My Classes” widget will show every class that a pupil is assigned to. To view assigned lessons for a specific class, click on any subject in the “My Classes” widget. The current class for a pupil will be highlighted to indicate that that class is currently taking place.

Microsoft Teams

The Gulf English School has been **using** a virtual learning environment (VLE) for students, staff and parents to use to help them with every day school activities. The new VLE allows teachers to plan work so that parents and students can easily keep track of what is going on within the whole school.

The VLE we are using at the Gulf English School is called **Microsoft Teams**.

Firefly is a new online learning platform that will help students to organize their school work and make the most of their studies. It is designed to help teachers and students manage the learning process and also to keep parents informed with the good things that are going on within The Gulf English School.

All students studying within GES will be issued with a **Teams** username and password. **We** encourage parents to take an interest in Firefly because it allows them to see how the school interacts with their child and the learning.

To make it easy to log in to **Teams** we have created a website with instructions and links to the log in page.

Where you can find the full instructions of how to access **Teams**.

Further information leaflets about **Teams** will also be sent out to parents throughout the school year.



Plagiarism

All students must understand what plagiarism is and how to avoid it. Consequences can be severe so it is crucial that you develop a good understanding of what plagiarism is.

Plagiarism is presenting an idea or thought as new and original, when it came from an existing source.

Examples are:

- Using the ideas or words of another as your own.
- Copy and pasting from any computer file without citing a source and using quotation marks.
- Reproducing another's words without crediting the source.
- Presenting an idea or thought as new and original when it came from an existing source
- Having another person (including parents, siblings or peers) complete your work.
- Paying someone to do your work.
- Using photographs or diagrams copied from the internet without citing the source.

The Responsibilities of the student

You must ensure that all of your work is original. Work submitted must not have been produced by someone else or been copied from another source. You also need to avoid submitting the same work for more than one course of study. When you need information regarding plagiarism or how to cite a source is it available on firefly under the Library heading, or speak with your teacher. Any reference material that is used in any work must be referenced as outlined in the Harvard system.

In the Secondary School, Harvard Referencing is the system used an example is below;
When citing an author in a text:
(Holt 1997) or Holt (1997) wrote that....

When referencing an author:

Holt, DH 1997, Management principles and practices, Prentice-Hall, Sydney.

When referencing a web site in text:

(Australian Securities Exchange 2009)

ICT Acceptance Use Policy

As technology is now an integral part of our school life this Acceptable Use Policy (AUP) has been produced to inform students how they should behave with technology.

It is expected from all students that they respect all the technology that is available to them at school. Students must make the right choice and behave in an appropriate manner when using devices such as computers, laptops, phones, printers, scanners, cameras and all the other types of technology available to students. Appropriate use of technology also extends beyond the school and no student should use technology to abuse, humiliate and bully any individual from their own homes.

Types of Unacceptable Behaviour

Below is a list of unacceptable behaviour, however, it is the schools management which will decide if any individual has used technology inappropriately. This is due to the fact that every scenario cannot be documented and students should ask teachers if they are unsure how they should be using technology both in school and at home.

- Installing programs on the school computers
- Initiating and sending viruses, worms and Trojans through the network
- Going to inappropriate websites, especially sites which have adult material and racist content
- Downloading anything from the internet, including music or video program files
- Harassing and cyber bullying anyone using technology, especially the Internet
- Making use of email accounts, social networking sites (Facebook; Twitter) and online forums to cyber bully and harass anyone
- Giving out user names and password to others to access the network
- Wasting the schools resources such as printing paper and ink
- Carrying out commercial activities by using the school's technology

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- Making use of the internet for non-academic purpose during school hours
- Playing online music, videos or games without the permission of a teacher
- Hacking the schools system to carry out damage and theft of files from the network
- Breaking any laws that violate local and international law. E.g. copyright laws, software piracy.
- Students copying sections of information from the Internet and passing it off as their own, also known as Plagiarism.

Use of Mobile Phone

Students are not allowed to bring mobile phones to school. On no account must a student take pictures, or record, either a teacher or another student. If a mobile phone is seen, it will be confiscated until a parent collects it.

Cyber Bullying/Online Harassment

Bullying has always existed and had now moved to the Internet. All student must respect fellow students, teachers and the general public when using email, Internet and any electronic communication. If any student is found carrying out cyber bullying on websites such as Facebook, Twitter, YouTube and similar online systems they face severe consequences.

Consequences of Inappropriate use

Violations may result in a loss of privileges to use GES technology resources, as well as other disciplinary or legal action.

Cautions/Disclaimer

GES staff members have the right to monitor student use of all technology equipment on the GES campus, including personal electronic devices. This might include examining student files and e-mails stored on servers, computers (including personal laptops), and phones. Computer work on the school network may be remotely observed without a student's knowledge. The Gulf English School will take reasonable precautions to insure the security and appropriate use of the computer networks. Ultimately, it is the responsibility of each individual to be familiar with these guidelines and to monitor their own behavior. GES reserves the right to make adjustments to these guidelines throughout the school year if necessary.

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