



Newton International Academy, Barwa
*"An international community of learners striving for excellence
and celebrating success"*



Parent Handbook

**Key Stage 3,4 & 5
2024-25**





Dear Parents,

It is with pleasure that I welcome you to our Newton International Academy - Barwa.

Within this Parent Handbook you will find lots of information about the Policies and Procedures that we use to run our school. I would encourage you to take time to read through the Handbook and then to keep it somewhere safe so that you can refer back to it should you need to.

Should you have any questions or queries about anything you read in the Handbook, please feel free to contact the school and we would be happy to explain what we are doing and also why we do it that way.

We look forward to an exciting and productive year.

Kind regards

Dr. Tereza Woolgar
Head of Secondary



Our Vision, Mission Statement and Values

Our Vision

An international community of learners striving for excellence and celebrating success.

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Values

RESPECT	Self- respect, respect for students/ staff/ parents and respect of personal and community property
HONESTY	Honesty in all our actions
TRANSPARENT COMMUNICATION	Open and effective communication among students, staff and parents
EMPATHY	Understanding and appreciation of the feelings of others
SUPPORT	Support the development of each individual to his/her fullest potential
DIVERSITY	Appreciation of all languages, traditions, religions and cultures
SOCIAL RESPONSIBILITY	Development of responsible citizens through community service
PERSONAL ACCOUNTABILITY	Highest personal commitment to taking responsibility for our actions
ENVIRONMENTAL AWARENESS	Advance environmental literacy to create a more sustainable future.



The learning objectives of the school have been agreed collectively across all Newton schools, through the Office of Standardisation. They are derived from the Newton Group vision and mission statement. All the objectives have been communicated to stakeholders through the Parent Teacher Association and the Student Council. From our own self-review and assessments, the priorities have been identified for an ongoing school development.

Objective 1	Objective 2	Objective 3
To provide a modern, diverse and academically sound education in a safe, supportive environment which encourages self-discipline and confidence.	To ensure that teaching and learning is meaningful and provides a challenge for all learners.	To promote a sense of community in the school so that students, parents and staff develop a sense of belonging and work in partnership to achieve our vision and mission.
<p>Priorities linked to objective 1</p> <ul style="list-style-type: none"> • Ensure the impact of literacy and numeracy development across the curriculum. • Ensure that curriculum is meeting the needs of students and fulfilling school vision and mission. • Provide a wide range of teaching methods which cater for all learning styles and abilities of NIA students. • Ensure pastoral care and support is provided for all students and that staff maintain high standards when managing behaviour for learning. • Extra-curricular activities compliment the curriculum and school vision and mission and further develop student skills and abilities and support them as needed. 	<p>Priorities linked to objective 2</p> <ul style="list-style-type: none"> • Staff aim to provide outstanding teaching and learning in all classes. • Technology and alternative teaching methods are used effectively across all subjects. • Use frequent formative and summative assessment to impact on learning. • All lessons should include challenge for all students, however Gifted and Talented should be extended even further. • Ensure adequate support for SEN and EAL students. • Programs for G&T in place. • Analyse results and monitor quality of T&L and drive development based on these. 	<p>Priorities linked to objective 3</p> <ul style="list-style-type: none"> • Meet with parents and community members regularly to create partnership. • Promote the PTA as a credible stakeholder voice for parents. • Ensure parents benefit from RENWEB to be able to check attendance, homework, student behavioural status and announcements and other school important information and to communicate with parents successfully. • Promote extended students leadership program which includes student council, prefect body, class captains and house captains as a credible stakeholder voice for students.



Structure of the Day

The School day begins at 7:00. Students are expected to go directly to their tutor room. It is vitally important that students are present at 7:00 as this is when the attendance register will be taken and, perhaps even more importantly, where any important matters pertaining to their day and the school are discussed.

	7:00 - 7:10	7:10 - 8:00	8:00 - 8:50	8:50 - 9:40	9:40 - 10:00	10:00 - 10:50	10:50 - 11:40	11:40 - 12:00	12:00 - 12:50	12:50 - 13:40
Sun	Registration	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
Mon	Registration	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
Tues	Registration	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
Wed	Registration	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7
Thurs	Registration	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Lesson 7

Tutorial

The form tutor is very instrumental in developing a student's school life. As such, any issues a student has should be raised with their tutor and, likewise, the tutor should be the parent's primary link with the school. Day to day issues can be raised through written comments in the Planner; more detailed comments should be addressed in a letter or through an appointment after school. The tutor is the teacher with the overall view of the student and can thus serve the student best when all issues are first addressed through them.

Assembly

Whole School, Key Stage and House Assemblies are important opportunities for the school body to meet at different levels. Here students are provided with the opportunity to lead and share ideas and philosophies important to them all. Assemblies are an opportunity to develop the key values as presented in the school's Mission Statement. It is also expected that each student should have the opportunity to take part in an assembly.



Virtual learning environment at NIA

All teachers set up Google classrooms in order to support their student learning in school. All lesson plans/powerpoints and homework are posted there regularly, therefore all students must join Google classrooms of all of their teachers. In order to access Google classrooms, your child must set up a new email address on Gmail. SAMPLE EMAIL ADDRESS on GMAIL:

Firstname.familyname.class@gmail.com

Ali.Smith.9bg@gmail.com

Once the students have this new email address, they can find a Google App: **Google Classroom** of all their teachers. Codes are issued at the start of every academic year. We will email the CODES needed to enter these classroom to all parents. They will also be available on RENWEB.

You may also find additional resources such as planning, revision materials, useful links and much more on these specific departmental websites; please see the links below.

NIA Secondary departmental support website for E learning:

Science - <https://pharrenbekkernia.wixsite.com/mysite>

Maths - <https://claudiadepaula79.wixsite.com/maths-department-nia>

ICT- <http://www.haslab.co.uk/> & <https://sites.google.com/prod/view/niacs/home>

English - <https://peterpearcenia.wixsite.com/english>

PE - <https://claudiupitigoinia.wixsite.com/nia-pe-department/pe-at-nia>

Business, Economics, Travel & Tourism - <https://nia-bett.com/business>

Humanities - <https://mickclarke06.wixsite.com/humanities-nia>

ART - <https://harleyaagrace.wixsite.com/niaarts>

French - <https://niafrench.wixsite.com/french>



Key Procedures

Security and Visitors to the School (for safety and safeguarding reasons no parents, guardians or visitors are allowed into the school main sections where lessons take place)

All visitors to the school must obtain authorisation to enter the school from the security staff and wear a visitor's badge. Visitors should then report to the Secondary Reception area for further information. All meetings must take place only in the reception or meeting rooms and offices nearby.

Visitor's details will be entered into the Visitors' Control Book.

Dropping off and Collection of Children (all drop off and collection must be outside of the gates)

Parents and drivers are asked to be extremely vigilant and cautious when dropping off and fetching children. We encourage our students to practise Road Safety and would encourage you to ensure that your child wears their seat belt whether seated in the front or back of your vehicle. NIA are pro safety and have a seatbelt and road safety awareness campaign each year.

Parents are requested to use the allocated entrances for the dropping off and collection of children. Please do not ask your child to walk to a nearby pick-up-point as this could put your child at risk as the traffic is extremely busy.

Absence and Late Procedure

It is vital that students attend school every day in order that they are able to keep up with work. Students who regularly miss days through sickness or other reasons often have problems catching up with work and tend to become frustrated. This can often affect their behaviour. It is essential that all students attend the registration period as important information is given out at this time. The school calendar and Attendance Policy is available on our website.

Health and Safety

Good health will help your child's ability to learn and achieve at school and throughout his/her life. Therefore, we stress the importance of good nutrition, adequate sleep, good hygiene and regular exercise. We have a Healthy Eating Policy which is found on our website and we ask you to encourage your children to drink lots of water; especially in the warmer months. We also would like to highlight the fact that we endeavour to promote environmental awareness



amongst our students. We encourage you to send a water bottle to school with your child to discourage the use of plastic cups.

Parents are notified of any problems. Injured and ill children are assessed and treated accordingly. Many of our teaching and support staff are trained in basic First Aid and CPR. If a student is ill or injured during the day, the school nurse will assess the child and will contact parents if necessary. Students may not contact home directly if they are unwell; they must report to the nurse for assessment. Parents may not come into school to remove a student on the grounds of ill health without notification from the nurse.

Students are not allowed to use the elevator unless a documented medical condition warrants use. This will be documented and noted in the planner by the Head of Secondary. Unauthorised use of the elevator may result in disciplinary consequences.

School officials are required to conduct fire drills throughout the school year. The purpose of these drills is to ensure safe evacuation in the case of an emergency. Students should become familiar with the evacuation plan for each lesson which are on display in all classrooms. Students should exit the building in an orderly manner and remain with the subject teacher. Students should refrain from talking during emergency drills. Please ensure you read through the Health and Safety Policy with your child. Students who violate this policy will receive disciplinary consequences.

Access to the internet enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. To this end, we ask that you read and abide by the School's E-Safety policy which is found on the school website.

Textbooks

When textbooks are issued to students, the student becomes responsible for returning the assigned book in the same condition as when issued - except for normal wear. Charges will be assessed for lost and damaged books. Issuing of end of year reports will be held until all financial obligations are met.









Library and Resources

As a developing school we are constantly looking to provide an increasing range of resources for the school to utilise. This year we have added many Secondary level books to our library and to further develop our secondary library resources, we have increased the ICT provision throughout the school. All books are now logged electronically, by our school management system.





Uniform

Girls	Boys
<ul style="list-style-type: none"> McKenzie tartan straight cut long skirt, or loose fitting navy blue school trousers. White linen shirt with school logo on left side   <ul style="list-style-type: none"> School jumper/fleece jacket Plain colour coat, no logos. Plain black or navy head wear (optional). White ankle socks Plain, flat black leather shoes with no motif or White heel. No trainer styles.  <ul style="list-style-type: none"> Abaya – Abayas will not be allowed to be worn at NIA secondary from September 2021. Students can wear these to school but must be removed before lessons begin. 	<ul style="list-style-type: none"> Navy blue school trousers- no jeans or tracksuit bottoms White linen shirt with school logo on left side Plain white T shirt or vest to be worn under shirt (optional). School tartan tie (to be tied properly and worn up to the neck)   <ul style="list-style-type: none"> School sweatshirt/fleece jacket School jumper/fleece jacket Plain, flat black leather shoes with no motif  <p>Sports shoes will not be permitted. These include;</p> <ul style="list-style-type: none"> Yeezys Converse Vans Nike Adidas Sketchers <ul style="list-style-type: none"> Students who need to wear any alternative style of shoe other than plain black must provide a doctor's note explaining reasons so we can keep this for our record.



Students should be dressed in full uniform each day. Student may not come to school in their PE kit on PE days. A detailed outline of the required uniform is found at the reception. It is an expectation that both parents and students adhere strictly to the required dress code and ensure that students are neatly and appropriately presented at all times. Please refer to the **Uniform Policy** for further details.

Physical Education

- School shorts/ trousers
- School polo shirt, a plain white vest may be worn under shirt (optional)
- Trainers

Jewellery

Girls	Boys
<ul style="list-style-type: none"> ○ One pair of small stud or sleeper earrings ○ Watch ○ Necklaces, rings, pendants, bracelets or any other type of jewellery is not allowed. ○ No make-up or nail varnish is to be worn. 	<ul style="list-style-type: none"> ○ Watch ○ No earrings, necklaces or jewellery.

Hair styles

- Hair for both girls and boys should be conventional in style. Hair dye is not permitted.
- Hair accessories for girls should be in the school colours.
- Hijab/scarves should be navy or black

General Equipment

Students are required to have the following equipment at school every day. Specialist equipment, like the Art sketch book for example, must be at school on the required days.



- | | |
|--|--------------------------|
| • black/blue ballpoint pens | • Set square set |
| • hb pencils | • Protractor |
| • Pencil sharpener | • Pack of colour pencils |
| • Eraser | • Pack of felt tip pens |
| • Ruler | • Pencil case |
| • 2GB –Flash Drive | • Calculator |
| • Plastic Clear Bag Folder for <u>each</u> subject | • A3 Sketch Book for Art |

**** PLEASE NOTE THAT SPECIALIST SUBJECTS MAY HAVE FURTHER REQUIREMENTS****

STAMPS

All NIA students receive stamps for meeting 5 basic targets, standards and requirements in every lesson:

- ✓ **Attend the lesson on time**
- ✓ **Wear correct uniform, no make up**
- ✓ **Do not disrupt class (NO talking to other students, or moving around the classroom without permission)**
- ✓ **Study conduct**
- ✓ **Bring your homework and the correct equipment (books, planner, stationery)**

A stamp is a reward for consistency and readiness for learning. Please praise your child, if he/she receives **8 stamps in a day** (7 teaching periods and a tutor period). Teachers check stamps at the end of p3 and 5. If your child has all 6 stamps (for tutor period, p1,2,3 and 6 and 7 from the previous day before break 1) OR 2 stamps (for p4 and 5 before break 2) he/she will be allowed to go to break. If not, he/she must attend a **break time detention**. If your child accumulates 5 break time detentions in 5 days, he/she will be kept behind for an **after school detention**. To avoid this, please ensure your child submits homework and arrives to school on time and fully equipped. **Together we can support all students to achieve a stamp in every lesson every day!**



SUCCESS!

Communication

At NIA we encourage open communication between parents and staff at all levels. Our website (www.newtoninternationalschool.edu.qa) is the main link between parents and the school. Our Secondary website is: www.newtoniasecondary.com. Our school newsletter goes out each half term, keeping parents informed of the day to day occurrences at school and of all special events that take place.

NIA Secondary email address is: niasecondary@gmail.com

Parents are also encouraged to visit the school and meet with their child's teachers. Please follow the appropriate lines of communication. The first point of



contact is the form tutor or subject teacher. The next is the Head of Year or Head of Department, the Deputy Head of Secondary, Head of Secondary and then the Principal. **Please ensure you make an appointment with the teachers you wish to meet.**

Contact Information

Good communication is key to a child's development at school. Please assist by making sure that we have up to date contact and medical information on your child at all times. A page has been allocated in the planner for this; however, student records should be up to date with the registrar as well. We like to keep parents informed about the day to day occurrences at school. Please read and sign your child's planner on a weekly basis and feel free to comment or question. Parents are encouraged to contact form tutors and subject teachers to monitor the child's progress. Although staff are discouraged from giving their personal mobile numbers to parents, a list of staff email addresses is made available to parents at the beginning of each year. Staff, like parents, have a real interest in the student's development.

Information / Parent Meetings

At the beginning of the year, parents are invited to attend a Welcome Evening where they will be given the plan and vision for the academic year. Parents will be introduced to the curriculum and will have an opportunity to ask questions. All Secondary staff will be present at these meetings to answer any queries you may have.

Parent-Student-Teacher Interviews are held in Term 1 and Term 2. These are an important time to discuss your child's targets and progress. Please ensure that you attend these meetings.

There are times when other meetings are called, for instance Year 9 and Year 11 Option evenings. Your presence here is essential and we ask that you make sure you attend in order that you may assist your child to make an informed and significant decision in their higher education.

If a parent wishes to meet with any teacher during other times of the year, please telephone the school and **make an appointment**. All meetings can only be done online via ZOOM.

Reports



Reports are usually issued at the end of each term. The information in these reports should help parents understand their child's academic strengths and become aware of areas where there is room for improvement.

Targets

Constant reflection and target setting by both teachers and student is an essential part of preparing an independent learner. As such students are encouraged to set targets on a termly basis, and to reflect upon them as they progress. These should be recorded in the student planners. Teachers also set at least one target per subject in the report. Whenever possible in lessons, students will be asked to reflect on how they can achieve their target.

An Evaluative School

Newton International is an evaluative school. The SMT and staff ensure that pupils are supported and guided in all areas of their school life. To this end we constantly evaluate all events, activities and processes at our school to reflect on what was done and to look at ways of improving in the future. As of this year, students, through the student council, will also be involved in the evaluation process.

Parental Involvement and the PTA

We encourage all parents to become involved in their child's learning. Educational research shows that children, whose parents are involved in any form or manner at their school, are more motivated and committed to their studies. It is also important to note that older children are just as reliant on their parents' support as younger children.

We welcome any assistance you might be able to provide. As our school grows and improves so does the breadth of opportunities we can provide for your child and you can offer the school.

We have an active PTA who supports teaching and learning as well as special events at the school. If you feel you would like to support the school or if you want to be a part of the PTA group which helps focus parental participation in school life, please do not hesitate to contact the school.

How to Help Your Child Succeed at School

Parents have expectations of the school and the school also has expectations of parents; the goal being to develop the child into a successful member of society.



We ask parents to support their child and the school so that together we can achieve this goal.

- Discuss what has happened at school and what they have learned.
- Congratulate (give positives) when the child has been complimented or rewarded.
- Meet your child's teachers whenever you can. If you have concerns sit down with the form tutor, subject teacher, counsellor or members of the SMT. Find out what your child thinks. Find out if the school know something you don't or if you know something the school doesn't.
- Do not hesitate to contact the school to discuss issues. We are here to help in any way we can.
- Encourage your child to participate in extra curricular activities.
- Ensure your child arrives at school on time, and has all equipment ready for lessons.
- Ensure your child has the time and opportunity to do his homework and complete it daily.
- Ensure that your child has enough sleep.

Student Planners

Please note that the school planner is not just a record of homework but a crucial link with parents. Planners have been organised and arranged in such a way as to ensure that students regard it as an essential document. Changes have been made which guarantee that communication between home and school is documented and it also keeps a record of all required information. Please note that these should be signed by form tutors and parents at least once per week. Please take some time to look through your child's planner with them.

Homework

Homework is an integral part of the school experience. A copy of the Secondary Homework Policy can be found in the Policy section of this document and on the school's website. Homework in the Secondary School is organised to take account of the variety of requirements across subject areas. For example frequent short homework is ideal for reinforcing techniques in Mathematics, whereas longer project style work spread over two weeks is more appropriate in Geography. To accommodate this variation, the homework timetable sets total expectation of time spent on homework each week. It is important that students tackle



homework early to avoid accumulation of work on one night. This will be monitored by form tutors and Heads of Year and students are encouraged to take on the responsibility for the organisation of work as they progress through the school. All students are issued with a Planner into which they should note the day's homework and the date by which it is due. Parents, again, are asked to check the diary regularly and to sign it on a weekly basis. If a homework assignment is missed, teachers will note it in the Planner. Repeated failure to do homework may result in disciplinary action. Our aim as a school is to develop independent learners and a key aspect to this is building into lessons the need to develop self study skills.

What to Do When You Don't Know the Answer

There is a pretty good chance that sometime during Secondary school, your child will come to you with a problem that even you cannot solve. What can you do to help when you don't know the answer? Here is a list of constructive ways to assist your child.

- **Be positive.** While it's acceptable to briefly empathise with your frustrated child, try to respond optimistically so the child knows that there is a solution and you will help him or her find it. Don't demean your child's struggle; all students have problems at some point. There is nothing wrong with struggling to understand something.
- **Listen to your child.** Ask your child to explain exactly what it is that he or she doesn't understand. If it is a textbook-related question, have your child show you where it is found in the book.
- **Get the whole picture.** Ask your child if the teacher provided any extra materials such as handouts or Web resources, which might help. If it is an assignment that takes several days or weeks to complete, have your child check with the teacher to be sure he or she has everything.
- **Re-read the question or homework task.** Once you have all the material, re-read the question or problem together. Break down the problem into component parts, if possible. Take an analytical approach and work through the steps together. It is acceptable to guide your child through the steps, but beware of completing the work for him or her. Your child will not learn the material and will ultimately suffer.
- **Use the textbook as a resource.** Textbooks are usually filled with examples and supplementary materials that help relate concepts to the real world. Be certain to also check the textbook Web site, if there is one. There are many sites that offer a wide array of text-related materials, including illustrations, web links, and games that help students learn in a fun and interactive environment. e.g. http://www.bbc.co.uk/schools/websites/11_16/index.shtml



Learning Support

Our aim is to give our students a level of education that matches their ability and potential. In some cases a student's progress may be inhibited by a learning difficulty. Statistics suggest that about 10% of the population have some form of specific learning difficulty and about 4% are severely dyslexic. Please inform us of any previous learning support your child may have received so that we may, where possible, continue to provide proper support. If you feel that your child might be experiencing some unexpected difficulties with his/her school work, please bring it to the attention of his/her form/subject teacher. We can then take a closer look and decide upon a course of action, if necessary.

As part of regular assessment, we monitor for signs of learning difficulties and may ask the learning support teachers to take a closer look at individual students as a consequence. We will inform parents of any support that may be needed and make recommendations should further diagnosis be required.

Apart from learning difficulties, your child may have fallen behind in a previous school because of extended absence. Please let us know if this is the case and we will discuss with you what extra provision could be made to recover lost time.

If there is anything of this nature which you have not yet discussed with us, please advise us as quickly as possible.



Pastoral

Throughout their time at Secondary, every student has the right to develop as a person both in and out of the classroom. Teachers promote positive relationships within the school community, and these are reinforced in lessons, assemblies and at breaks. Bullying is not tolerated in any form and the school has an Anti-Bullying Policy which can be found on the website. The school also has an annual Anti-Bullying Campaign. The Form Tutor sees students at the beginning of each day and are the primary contact between the school and home. In tutor time, students are encouraged to build an important relationship with their tutor; one based on trust and confidence. The tutor is the first point of contact and as such it is he or she with whom students should speak if they have any concerns or worries. However, all Secondary teachers have a pastoral role, and students can speak to another teacher if they prefer.

Tutor Time

At the beginning of each day, students meet in form groups for 10 minutes with their Form Tutor. Attendance is taken and the tutors also distribute any school notices and deal with important matters relating to the form. The tutor plays a vital pastoral role and he/she will take the opportunity to help and guide students with their concerns. The tutor deals with behavioural issues in the form, which includes the issuing and follow up of any merits and demerits. Tutors will also make themselves available to listen to any individual concerns of students in their form.

The House System



All students are placed in one of four Houses in Secondary (Bell House, Curie House, Edison House and Wright House), and they remain in the same House throughout their career in the school. Year 11 and 12 students are elected as House Captains to encourage students and build team spirit.

There are a number of School events throughout the year like Sports Day, Mathematics Quiz, etc. where the students have an opportunity to participate and score points for their House. This fosters the spirit of competition and cooperation within the House group, and the staff who are assigned to each House encourage this positive ethos during these events.



Extra-Curricular Activities

A range of after school activities takes place from 1.45pm - until 2.30pm. These



activities are arranged by staff and senior pupils. These activities include sports, musical instruments, photography, craft and drama activities, and even pastimes like chess and other board games. These activities are advertised in advance and students are given the opportunity to select an activity of their choice in each term.

It is appreciated that students will have to be picked up from the school at 2.30pm as the buses leave at 1.50pm. However, extra-curricular activities are encouraged as they are enjoyable and promote cooperation and friendship. They may even stimulate a life-long interest.

Prefects

Staff and students participate in the selection of prefects from Year 11 and Year 12 who will play an important part in the day to day running of the Secondary School. The prefects have important leadership roles amongst the students, and they have a number of responsibilities. Prefects are expected to be good role models, motivate and work co-operatively with all students in the school. Some roles outlined include: assisting the Sports and Art Departments, assisting and speaking at assemblies, as well as assisting at parent meetings and other school events.

Student Council

Students in each class (Years 7 to Year 13) elect two representatives (one boy and one girl) to sit on the School Council. This elected body meets regularly with the Head of Student Council, the Head of Pastoral and occasionally with the Principal to discuss important Secondary School issues. At these meetings the representatives convey the views of the students to Management and this helps to shape policies within the Secondary School.

School Counsellor

Secondary students are able to speak with the School Counsellor if they have any personal or school related problems. These meetings are dealt with in confidence. Students are encouraged to use break times for visits, but if it is an emergency she is available to assist at any time. The Counsellor is also called upon by management and staff to look into student issues within the school.



Special Events



There are special events in the school calendar and in which Secondary students are encouraged to participate. Important events include the School Fair when funds are raised for a worthy cause, Sports Day for athletic competition and the School Concert for musical performances. In addition, there are events which follow a particular theme such as Healthy Eating Week, Science Week and English Week. These events promote

good principles amongst our students as well as providing opportunities for fun and enjoyment.

School Trips



Activities outside of the classroom are seen as a way of enriching learning, and in some cases, they are an essential part of the academic course. The PE department arranges sporting fixtures with other schools in



Qatar, and other departments including Art, Arabic and Science organise trips to locations within Doha.

In addition, it is envisaged that there will be at least one overseas trip each year. All trips are properly supervised, and risk assessments are made by the teacher in charge. However, it is essential that permission is given by a parent/carer before a student is allowed to go on the trip. As these trips are an important learning experience it is expected that students will attend if required.



The Secondary Curriculum

The curriculum followed throughout the Secondary School is based upon the National Curriculum of England and Wales; with each subject curriculum being drawn from the British QCA approved National Strategy (2014). Each individual curriculum is then evaluated as to its appropriateness and importance to the school community that we have and balanced with the needs of the Supreme Education Council. We constantly evaluate the school plans to assure that we offer the best possible curriculum that we can and are always seeking to improve upon this.

The KS4 and KS5 curriculum is essentially drawn from this same curriculum and the examination boards we use, Edexcel and CIE, are both respected British Examination boards. The IGCSE and AS share international renown as one of the best middle level examinations in the world. Subjects taught in each Key Stage are indicated on the table below:

SUBJECTS			
KS3 (Year 7-9) – national curriculum		KS4 (Year 10 -11) – iGCSE exams	
Arabic	PE	Arabic	Physics
Art and Design	Islamic	Art and Design	French
Citizenship		Biology	Geography
Design & Technology		Business Studies (BS)	History
English		Chemistry	I.C.T.
French		Computer Science	Physical Education (PE)
Science		Design & Technology (DT)	GCSE PE
Geography		Global Citizenship	Mathematics/Statistics
Mathematics		Economics	Single Science Award
History		English 1st Lang/ Literature/ English 2nd Lang/ Drama	Human Biology
History of Qatar		Environmental management (EM)	Islamic Studies or Citizenship
I.C.T.		Travel and tourism	Enterprise
KS5 (Year 12 and 13) – IAS and IAL exams			
Mathematics	Physics	Arabic 1 st Lang	IT / Geography
Biology	Business Studies	Chemistry/Computer Science	Travel and tourism
EM/Global perspectives	History	Art/General Paper	English / French



Assessments

There are a wide range of assessments throughout the academic year, both formative (ongoing assessments) and summative (end of unit and end of term assessments). These are graded according by grades which related to percentages (see below KS3 grading scale; KS4 and KS5 scales are prescribed by the examination boards Edexcel and CIE). Records are kept by each subject teacher and recorded on the school management system. The overall result of these assessments will be reflected as a level (KS3) or grade (KS4 and 5) in the end of term report.

Grades in Year 7 – 9

Grade	Percentage
9	96 – 100%
8	90 – 95%
7	80 – 89%
6	75 – 79%
5	67 – 74%
4	58– 66%
3	50 – 57%
2	40 – 49%
1	30 – 39%
U	0 – 29%

Grades in Year 10-11

NIA	Edexcel	CIE
E x p e c t e d	9	A*
	8	A
	7	B
	6	C
	5	
P a s s	4	
	3	D
	2	E
	1	F
F a i l	U	G
		U

Grades in Year 10-11

The grading system for **Edexcel** has changed – no longer the scale A*-U is followed, rather a numerical marks from **9 to 1** were introduced. **Cambridge (CIE)** however kept the old grades: **A* - U**. The numbers do not correspond exactly with the grades. In Edexcel, 9 is an equivalent to an A* in CIE; however the top of 8 is also equivalent to an A* whilst the lower end equals to an A in CIE. Please see the table below for your information. This means that our Year 10 students will have a report which will mix attainment grades and numbers. We **expect** our students to achieve **A* - B** or **9-5** in at least 5 subjects in Year 10 and 11. **C - D (4-3)** will still be considered as a **pass**, however many universities require A*-C and 9-4 grades in iGCSE. **D, E, F, G and U in CIE and 3, 2, 1 and U in Edexcel are fail grades.** **U** means ungraded where the students did not even achieve 10% in the exam.



Examinations

Examinations play an increasingly important role in student progress and as such are taken extremely seriously in Secondary. In house examinations are held with strict rules in order to prepare students for the public examinations they will sit in KS4 and KS5. Strict guidelines will be issued to each student and these should be followed to the letter. Anyone not following these guidelines will receive a null grade. This is in line with the strictness and values of public examination boards. Results of examinations are reviewed termly; parents of students who are a cause of concern are notified and the progress of their children is discussed with NIA management team. Students with an overall poor academic performance not meeting the standards at NIA Secondary who fail 6 and more subjects (exempting PE) in all 3 terms in the course of the year will fail and therefore repeat the academic year. Also, students in Year 11 and 12 who will not achieve E and above in their January mock examinations may not be allowed to sit iGCSE and/or AS/A2 exams at NIA (with the exception of Maths and English in Year 11) as stipulated in detail in Year 11, 12 and 13 contracts.

	Term One	Term Two	Term Three
KS3 Years 7,8 & 9	End of Term Examinations.	Summative Grade	End of Year Examinations.
KS4 Year 10	End of Term Exams	Summative Grade	End of Year Examinations.
KS4 and KS5 Year 11, 12 and 13	Mock Exams <i>Saturday monthly mocks throughout the year.</i>	Summative Grade – Mocks and predicted grades.	Public Examinations - iGCSE, AS, A2



Reporting: Formal Progress checks

Types of Reports

Secondary students will be issued 3 Academic Reports for the year. Two of these reports will be a 'snapshot' where parents are given an overall academic progress report and details are discussed at Parent Meetings. Attendance at these meetings is compulsory and these reports will not be issued to students, nannies or drivers. Subject teachers will discuss details of the students' academic progress and areas for improvement at these meetings.

Every student will also be issued a detailed report twice a year, written by subject and form tutors. Parents will be able to gauge how their child is working in each subject. A target for improvement will be set by subject teachers. These reports will include comments about academic progress, attitude, effort and behaviour from the form tutor and each subject teacher. All academic cause of concern students' parents will receive a warning letter at the end of each term and will be invited for an individual meeting with NIA management team.

More information about specific subjects and the curriculum can be found on our website:

www.newtoninternationalschool.edu.qa.

SCHOOL POLICIES

What follows are Secondary and whole school policies which can also be found on our website:

- 1. Parental Involvement**
- 2. Pupil Attendance**
- 3. Secondary Homework Policy**
- 4. Pupil Rights & Responsibilities**



- 5. Internet Access (e-Safety Agreement)***
- 6. Behaviour Management***
- 7. Anti Bullying Policy***
- 8. School Uniform Policy***
- 9. Secondary Teaching and Learning Policy***
- 10. Secondary Homework Policy***
- 11. School Trip Policy ***
- 12. Health and Safety Policy***

It is the responsibility of each student and his/her parent to become familiar with policies, rules and regulations of Newton International Academy.

After reading through these policies with your child, please sign the Home School Agreement and return this page to your child's form tutor.

****For details please see our website www.newtoninternationalschool.edu.qa***



Welcome to NIA

The Student, Parent, School relationship is very important at NIA. As soon as your child joins the NIA community, a series of links are forged between home and school.

You are asked to sign the Home-School Contract which can be found attached at the end of this handbook. This contract ensures that you are aware of both the School's responsibility and your own responsibility while your child is at Newton International School (NIA). Its purpose is also to ensure that you read through and discuss all school policies with your child. Please sign this contract and make sure you child returns it to his / her form tutor.

At Newton International School:

- Parents have the opportunity to meet with teachers on a regular basis throughout the academic year. Please ensure you make an appointment.
- Each class receives a registration period at the beginning of each day. During these sessions, everyday administrative matters are dealt with. It is also at this time that key class issues can be discussed.
- A regular dialogue is established between the home and the school through the homework diary.
- NIA operates a comprehensive reporting system featuring written reports each year. Parent interviews are set up and allocated times slots enable parents to meet with staff to discuss progress and identify targets.
- The school has a PTA (Parent Teacher Association) meeting once a month. At those meetings parents discuss and plan various events and occurrences at the school. Concerns are sometimes addressed at these meetings. Parents can also become involved in the school by helping on a voluntary basis by supporting staff in and out of classrooms. Please speak to a member of the PTA for further details.



Parental Involvement Policy

Rationale

Newton International School will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through regular communication and meetings.

Newton International School will implement a School Parental Involvement Policy as follows:

1. Newton International School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way.

Procedure for involving parents

- Communication to Key Stage Coordinator
- Numbers to be determined depending on activity – not to be exceeded
- Letters to go home, weeks in advance
- Teacher to send home letter of confirmation and explain purpose or role of parent for activity
- Procedure to notify teacher if parent is unable to attend.
- In case of a trip – parent receives risk assessment prior to trip.

Other ways to involve parents

- *Working with reading groups*
- *Assisting on trips*
- *Assisting with sports activities and ECA's*
- *Assisting fundraising/ whole school activity days*



2. Newton International School will take the following actions to distribute to parents of students and the local community the Parental Involvement Policy:
 - The School Parental Involvement Policy will be distributed to parents at the beginning of the year.
 - The policy will be posted on the school web site.
 - Parents of new participating students will receive the policy upon registration if eligible.
3. Newton International School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:
 - Weekly SMT meetings
 - PTA meetings
 - General School meetings
 - Meetings with the Chairperson
4. Newton International School will hold a flexible number of meetings at varying times, to discuss the curriculum and other matters arising in the school. Newton International School will provide information to parents of students in a timely manner through the phone system, text messages, emails, newsletters, and the web page.

Newton International Academy will provide parents of students with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through regular parent/teacher interviews

- (a) If requested by parents, Newton International Academy will provide parents of students opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - through prearranged meetings
 - through meetings with the student's teacher which may include, the Principal, and other staff as appropriate



Pupil Attendance Policy

Introduction

We at Newton International School believe that students make the greatest progress and achieve the best results when their attendance is regular and uninterrupted. Punctuality is a crucial personal characteristic valued by the school and employers alike. For a child to succeed in the school environment it is essential that a high level of attendance is maintained. It has been proven that there is a strong correlation between success and attendance.

Our target attendance rate of 94% is what the school will aim to attain each year. Newton International Academy works for approximately 180 days per academic year. We expect all children to not miss any more than 15 days over the school academic year, 5 days per term. **Please note that if your child is absent for more than 37 days (below 80%) in the school year, they may not be offered a place in the following academic year at the school.** At Newton we want to put in place a clear, workable policy to monitor, improve and maintain good attendance. This policy will involve a partnership with the school, parents and the school's Pastoral committee.

Purpose of the Policy

- To ensure all parties are aware of their responsibilities.
- To ensure high levels of attendance, in order for students to achieve outstanding levels of achievement, progress and personal growth.

Rights & Responsibilities

- Improving attendance at Newton International School is the responsibility of everyone in the school community – pupils, parents and all staff.

Students

- All students are expected to attend school and all their lessons regularly and punctually.



- At the end of each term students who have 100% attendance will be presented with certificates. Full attendance on a yearly basis will also be acknowledged in the form of an award at the annual Prize Giving.

Parents

Parents are responsible for ensuring that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn. If a child is prevented for any reason from attending, or is late, parents are requested to notify the school as soon as possible in writing. A student's absence from school must be considered unauthorised until a satisfactory explanation is forthcoming from the parent (in writing in the school diary). Parents will be informed promptly of any concerns which may arise over a child's attendance. Parents whose child's attendance is a cause for congratulation or concern will be written to by the Key Stage Leader/ Deputy Head of Pastoral/Principal at the end of each term. Parents should avoid, if at all possible, making medical/dental appointments for their child during school hours.

School

Staff will endeavour to encourage good attendance and punctuality through personal example. Attendance is the responsibility of all school staff (not just teaching and pastoral staff). Newton International will employ a range of strategies to encourage good attendance and punctuality and will investigate promptly all absenteeism, liaising closely with parents. Staff will respond to all absenteeism firmly and consistently.

Registration

Registration will be called at 7.00am. Registers will close at 7.10am. If a pupil fails to arrive until 7.05, they will be marked as 'late'. Pupils who arrive after the registers have closed should report to the Secondary reception desk and sign the School Late Book, giving time of arrival and reason for being late. When the child enters the class with a late slip, the class teacher will amend the register entry to read 'late' when recording attendance on class register.

Late coming



- Late coming shall be noted in the late book and monitored by the tutor/Head of Year and the Pastoral Leader. **Students coming late to school must register at the reception and receive a late slip.**
- If a pupil is **late 3 times it will equate to 1 day of unauthorised absence.** These 'late' days are included in the 10 days of unauthorised absence.

Leaving early

- Leaving early shall be noted in the leaving early book and monitored by the tutor/Head of Year and the Pastoral Leader.
- If a pupil **leaves early** (for any reason including medical appointment) **3 times it will equate to 1 day of unauthorised absence.** These 'leaving early' days are included in the 10 days of unauthorised absence.

Procedures for following up absences

STEP 1: Parents will be contacted by the receptionists when the child is absent and the parents did not notify the school about this absence (students must sign in as late if they come to school late to prevent miscommunication).

STEP 2: Parents will be informed in writing by the form tutor when the child has been absent for 4 days without any or approved notification*.

***APPROVED NOTIFICATION** consists of medical or serious personal reason only; e.g. medical certificates, parental notes in the planner (not on a separate sheet of paper) which explain the reasons of the absence (holiday, travelling without a serious reason, studying at home, personal day without giving a specific reason and no notes do not meet the requirements of approved notification). Approved notification, N, will not be followed up by pastoral staff. No notification or not approved notification, X, will be however strictly followed up according to the MOE's guidelines.

STEP 3: Parents will be informed in writing and personally (in the form of a meeting with the Head of Year) when a child has been absent for 5-9 days without approved notification - 1st warning. HOY will prepare a case study about the student for the MOE.



STEP 4: A final telephone call will be made by the Pastoral deputy to parents when the child has reached 10 days of absence without approved notification in 1 term, or a total of 15 days over 2 terms, informing them that their child will not be allowed to sit the end of term examination at NIA and that a case study will be filed with the MOE.

Year 11, 12 and 13 students **must achieve 80% or above attendance. They will not be registered for iGCSE and A level examinations at NIA Secondary unless they meet the attendance requirements outlined in their contracts.**

FINAL STEP:

If the student continues to miss more than 10 days per term without a valid reason (without approved notification) in term 1, 2 and term 3, the parents will meet with SMT and receive notification in writing that their son/daughter will not be offered a place in the school in the following year.

NOTE:

If a student does not bring a note to his/her tutor after they were absent for 2 weeks, his/her absence will be automatically marked as X – not approved, therefore please ensure that you provide the notification in the planners promptly after the absence.

SUMMARY

This policy extends teaching and revision time therefore should lead towards better results achieved by your children.

First week of Term 1, 2 and 3 will count as a normal teaching time – please ensure your child starts on the first day of school; if students are absent during the first week, they will start the Term with 5 X (absence which is not approved).

Cut-off date for attendance in Term 1 and 2 will be 3 days before the end of term. The end of term examinations and Mock exams in Term 1 and 2 are very likely to take place in the final weeks of the term and reports will be distributed after the holidays.



Year 11, 12 and 13 will have to follow this policy strictly (including the attendance for the monthly Saturday Mock exams) in order to be entered for their iGCSE exams at NIA.

In Term 1 and Term 2 no Exam reports will be given to the students who were not allowed to sit their exams due to poor attendance; however their end of term progress grades will be considered for their academic progress analysis (this means that students can still fail the year based on their progress).

Truancy

- If any pupil absents himself/herself from the school without permission then the parents/guardians shall be contacted by telephone or letter and the pupil will be detained after appropriate notification.
- **If a student does not register at the reception when coming in late this will also be recorded and followed up as truancy.**
- If the truancy happens more than once, then the parents/guardians shall be invited to attend a meeting with the Head of Year/Pastoral Head to discuss the problem.
- If the truancy becomes chronic then a referral will be made to the Social counsellor.

Holidays

Holidays, other than school related will be registered as absence and count towards 10 days unauthorized absence.

Illnesses

A parent may sign their child off school for the first 2 days of absence. This should be in the form of a note being given to the child's class teacher on the child's return. If the child is absent for 3 days or more, a medical note should be provided.

Religious absenteeism

If a child needs to have time off during the school year for religious reasons, then this should be requested in writing by the parents at least 1 week before the absence is due to start. However, as much as possible, trips should be confined to weekends.



Traffic in Doha

If you are held up in traffic, please write a note in your child's homework diary or home/school book explaining this to be the case. Bad traffic or road works are not legitimate excuses for continued tardiness. However on a one off situation, this will be taken into consideration.

Appointments in the day

Children may only leave during the school day if they have a note from their parents in the planner and if the parent gives permission over the phone.

Collecting children

All parents/guardians are to report to the reception first before going to the classroom to collect their child during the day.

Secondary Homework Policy

Our Vision

An international community of learners striving for excellence and celebrating success.

Rationale

It is generally recognised that homework can make an important contribution to the learning process and contributes to the development of sound study habits. This is clearly understood and requested by the vast majority of our parents. At NIA, we believe that homework is critical to learning. It extends pupil's independence and self-discipline.

Purpose

- To encourage students to develop the skills, confidence and motivation needed to study effectively on their own. This is vital given the importance for students in the future of lifelong learning and adaptability.
- To raise academic standards



- To consolidate and reinforce skills and understanding developed at school
- To sustain the involvement of parents and carers in the management of students' learning and keep them informed about the work students are doing.
- To manage particular demands, such as IGCSE coursework.

Homework and Assessment

If homework is to benefit pupils' learning, they must be given prompt and appropriate feedback on what they have done. Parents/carers have a role in encouraging and praising children for the effort which they have devoted to homework but students look mainly to teachers for a response on the quality of their work. Departmental assessment policies should give detailed guidance on the various ways in which homework can be assessed. Discussion, questioning, self and peer assessment, modelling students' work as well as written comments and/or marks and grades are all appropriate. Through this process, it is possible to design homework assignments which do not make heavy demands on teachers and students and is hence a support to the learning process.

Homework activities with assessment criteria should be incorporated into the planning for each subject. Homework in the Senior School always contains a written element, but research particularly using the internet, reading and gathering information are also important. However, pupils should not just download large amounts of information from the internet when researching a topic. They should be required to synthesise the information and present it in a way that is relevant to the work set.

Homework expectations at the weekend may be a little different, but should not be used to burden pupils with anything that wasn't finished during the week.

There is a consistency of expectation from all staff in such areas as the standard of presentation, which does not differ from the standards expected in class, and the punctuality of handing in completed work.

Homework set is recorded in the individual pupils' homework planner, which is checked regularly by form tutors and Subject Heads and on occasion by members of the Senior Management Team who check pupils' planners as part of the monitoring of pupil exercise books/work.



All communications received from parents regarding homework should be passed to the relevant teacher(s), Head of Key Stage and head of department.

The Process

Though precision is not possible, the duration of homework is expected to be approximately:

Year Group	Time Per Subject	Details
Year 7	30 minutes	3 subjects per night
Year 8	30 minutes	3 subjects per night
Year 9	30 minutes	3 - 4 subjects per night
Year 10 – 11	30 – 40 minutes	3 - 4 subjects per night
Year 12	Continuous tasks and homework set for all option subjects	

- It is understood that these times are a guide and that, on occasions, it will be inappropriate to set homework.
- Pupils in Year 7 should be given manageable pieces of homework during their first few weeks at the school. This will require shorter/simpler pieces of work to be set at first that will become increasingly long and more difficult.
- Pupils should be offered guidance to help them to manage their homework.
- At Key Stages 4 and 5, the demands of the external syllabus govern the type, complexity and frequency of the homework.
- Planners should be used to record homework. Subject teachers should ensure that all pupils note their homework in their planners before leaving the room. Best practice is to write the task and deadline on the board for pupils to copy. If homework diaries are lost or poorly treated the pupil will be expected to pay for a new one. Parents and the Form Tutor should sign the diary on a fortnightly basis. Comments from parents or teachers may be recorded in the appropriate actions involving the Year Tutor if necessary.
- Subject teachers should set and mark homework in accordance with departmental policy.
- Each Head of Department has the responsibility for ensuring that subject teachers set and mark homework regularly. Suggested homework activities will



be incorporated into each subject's scheme of work and assessment criteria and should form part of the continuous assessment of pupil's performance and progress.

- Written homework should be marked promptly and returned to the pupil within a reasonable time. Positive feedback to pupils should be the objective with comments assuming as much importance as the mark or grade given. A learning homework should be tested, in appropriate ways, soon after it has been set.
- Teachers may set homework tasks which require access to specific online educational websites e.g. Doodle.
- Homework tasks must show differentiation in both content and length and ought to be appropriate to the age and ability of the child.
- The Head Teacher and Senior Management will make random checks of homework diaries and books for pupils during Tutor Periods.

Role of Parents

Parents will be informed at key meetings of the nature and importance of their role:

- Check that homework details are filled in clearly and regularly in the Planner. There is space for their regular signature.
- Use their child's planner as a means of communication.
- Help their child organise his or her time to best advantage so that things are not all left to the last minute or even forgotten.
- Try to make sure that there are suitable working conditions at home.
- Take a positive and active interest in their child's work at home rather than just insisting that it is done.
- Let the school / subject teacher know if there are problems with homework that cannot be resolved. Perhaps their child seems to be doing too much, or not enough, or is finding it too easy or too difficult. Help can be gained by contacting the Form Tutor in the first instance.

Failure to submit homework or submitting unsatisfactory homework

Pupils are expected to hand in work on time. If homework is not given in appropriate action is taken:



- a) the class teacher will have a discussion with the pupil to find out if there are good reasons for the failure to hand in the work and impose sanctions as necessary, e.g. class detention.
- b) in the event of persistency, the class teacher will contact the Head of Department, who may impose a detention and/ or contact the parents.

Should a pupil hand in homework deemed to be of a standard which is less than satisfactory he/she will be asked to repeat it and hand it in the following day.

If a pupils is absent on the day homework is due in, that pupil should hand in the homework on his/her return to school. Where it has not been possible for a pupil to complete the homework, due to illness for instance, this should be communicated in writing to the teacher setting the homework.



NIA STUDENT RIGHTS AND RESPONSIBILITIES

I have a RIGHT to learn in my school.

It is my responsibility to listen to instructions, work quietly when appropriate, and to raise my hand if I have a question, concern, or need to leave the classroom.

I have a RIGHT to be heard.

It is my responsibility to listen and not talk, shout or make loud noises, when others are speaking.

I have a RIGHT to be respected in my school.

It is my responsibility to be respectful of others by not teasing or bothering other people, by hurting their feelings.

I have a RIGHT to be safe in my school.

It is my responsibility not to verbally or physically abuse anyone else, and not to cause harm to anyone else by my carelessness.

I have a RIGHT to privacy and to my own personal space.

It is my responsibility to respect the personal property of others, and to accept their right to privacy.



NIA Home-School Agreement

This agreement should be signed by both parents and student.

The terms of this agreement are that the school will:

- Contact parents if there is a problem with attendance, punctuality, uniform or equipment.
- Let parents know about any concerns or problems that affect their child's work or behaviour
- Communicate regularly on student progress and send home written reports
- Set, mark and monitor homework in accordance with the School's Homework Policy
- Arrange parent evenings during which progress will be discussed and keep parents informed about school activities through regular letters home.
- Provide the parent with a general overview about what is being taught each term
- Not accept responsibility for the loss or damage of any item brought onto the school premises
- Have the right to confiscate equipment that is not allowed in school.
- Make the final decision as to whether a child progresses into the next year group.
- Discipline the child in accordance to the NIA Behaviour Policy

As a Parent /Carer I will:

- Notify the school of any absences in writing
- Ensure that my child is properly equipped
- Let the school know about any concerns or problems that might affect my child's work or behaviour
- Support my child with his/her homework and any other opportunities for home learning and sign the homework diary or home/school book weekly.
- Be involved in discussions regarding my child's progress through the homework school planner, Parents Evenings and workshops



- Take an interest in my child's life at school.
- Collect my child from school on time.
- Encourage and support my child to participate in extra-curricular activities
- Ensure my child is dressed in the correct uniform
- Ensure that my child attends school regularly and on time
- Enforce and abide by all school policies
- Read information sent home and respond to it
- Attend a meeting once a term with the class teacher
- Abide by school health and safety directives initiated by the school