



TAMOS
education

STUDENT'S *Handbook*



Hello TAMOS family

My name is Mr. Baurzhan Serikov the General Director of TAMOS Education Physics and Math's school. I was appointed to this position in August of 2022. I was delighted to join the TAMOS family and coordinate all the schools (Kazakh, Russian and Cambridge) and guide our organization towards the promising future of international and local excellence.

I am experienced in educational administration and leadership and I have experience as a director at Nazarbayev Intellectual School, the International Baccalaureate and a team evaluator for the Council of International Schools.

Our handbooks which detail our parental and health and safety policies are an important part of information sharing and our policies are here to ensure a safe, warm and educational environment where the students and staff can strive to be all they can be in a fair, equal and diverse learning community with the best opportunities for everyone.

It is important that we all follow these policies to help in the smooth running of the school and to help deal with all enquiries and questions in an efficient and timely manner. All the policies contained in our handbook are also downloadable from our website and if you have any questions, please don't hesitate to ask your homeroom teachers for advice.

I am looking forward to journeying together into our educational future and thankful for the privilege of being able to work with all the members of the TAMOS family as we create the best future, we can for all

Warmest Regards,

Serikov Baurzhan

General director of TAMOS Education

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TAMOS Education Physics and Mathematics school was founded in 1997. In 2007 a Kazakh branch was opened after that in 2016 opened a physics and mathematics school and a linguistic gymnasium. In the middle of 2018 a Kindergarten was opened, and following that a Pre-school in the beginning of 2019.

TAMOS Education is spread over two campuses. One in the centre of Almaty and one at the outskirts of town. The campus in the centre of Almaty, on Kekilbayeva is the oldest of the two and was opened in 1998. It caters for grades 1 to 4. As well as general education Kekilbayeva also has special classes that cater for parents who want to focus more on math's and physics. There are 16 classrooms, 4 pre-school classrooms, 2 Arts classrooms, 2 computer science labs, 2 large sports zones, a dance studio, 2 music classrooms, 2 halls with drama facilities, 1 natural science room, 1 chess room, 15 language classrooms, a medical centre, administrative offices and a security centre. All the classrooms are fitted with smartboards, projector and computers. The other campus, Baganashyl, is on the outskirts of town and consists of five buildings and a sports centre. The first building was completed in, 2016 the second in 2017 and the third in 2018. These three buildings are connected together by overhead corridors and contain, as well as the medical centre, administration offices, library and the main management offices the three buildings contain Kazakh language and literature classes, Russian and Literature classes, Math classes, English, history and math classes as well as dedicated biology, physics and chemistry labs and rooms for art, pottery, military training, ICT classes, self-knowledge, music and piano, choreography, TV studio, 2 halls and drama facilities The fourth building was finished in 2018 and is a dedicated Kindergarten classrooms, play areas, medical facilities and sleeping areas. The fifth building is a Kindergarten and pre-school which is due to be finished in the first week of February 2019. The finishing of this building will allow the school to move some of its lower grades into new classrooms allowing for the creation of amongst other things the rooms necessary to teach and administer Cambridge. This building contains more classrooms, playrooms and sleeping areas. The sports centre, the fifth building is used by the school but is also used by the local community. It's a sports centre called TAMOS Family Club and a nominal fee is charged for the stakeholders and surrounding community to use outside of school hours. The centre is on three floors and contains a swimming pool, dressing rooms and rooms for martial arts, choreography gaming, music, chess, weight training and functional training. It also contains a sauna, a beauty salon and a medical centre. Of course, all the buildings have the appropriate number of toilets and wash facilities, kitchens, canteens and serving areas.

Due to an increase in students, especially in the Kazakh department, we decided to construct a specific new building for the Kazakh department. This building should be ready for the next school year 2020-2021.

TAMOS Education prime mission is to produce students who are lifelong active students. We coach our students to be self-motivated, open-minded and cooperative citizens with an intellectual and behavioural foundation which will enable them to become exemplary members of the world community. Our students are lifelong learners who celebrate education, community, diversity and understanding through compassion and cooperation, using innovation to contribute further to Kazakh and global societies.

We provide for our student's opportunities to achieve academic excellence and attain global citizenship, providing a dynamic internationally based academic curriculum strengthened by guidance, encouragement and a nurturing environment. A very friendly school where we encourage respect for all, independence, reflective thinking, critical thinking, confidence and learning in all situations.

Our Russian and Kazakh departments follow the department of education and science's curriculum standards. Our English lessons, which follow the Kazakh Education departments English Curriculum on both the Kazakh and Russian primary course are given extra English tuition by dividing the time into four lessons taught by a Native English Speaker and two lesson taught by a local Kazakh teacher. The students are given extra lessons in math, science, geography and English by Pilipino teachers with Native English level speaking skills.

The school applied for and achieved Cambridge International Status in May of 2019 and introduced the Cambridge English department at the beginning of the 2019 to 2020 academic year. Using Cambridge International Curriculums for the main subjects of Math, English Language, ICT, Science, Physics, Chemistry and Biology.

The school is involved in other projects outside of the school curriculum such as recycling, tree planting and celebrates its Kazakh history and origins by celebrating Kazakh holidays and celebrations with concerts, plays and other events to mark the occasions.

TAMOS Education is a growing school, providing educational services to the local community for a number of years. Initially, teaching only the Kazakhstan National Curriculum, TAMOS Education introduced Math, English, Science and Humanities courses in English using highly trained Filipino teachers so as to introduce their students to international courses, teachers and teaching methods.

TAMOS education has a language school, using Native English level speakers giving extra instruction to their students in English.

Now it is time for TAMOS Education to take the next step in their development and not only offer international level courses but also make the transition to become a truly “international school”. The objective is to create an international learning environment that gives local and international students a direct path from early years, through primary and secondary, to grade 11 and our new grade 12 and beyond into international universities in the UK, Europe and the US.

Mission Statement

TAMOS Education’s prime mission, is to produce students who will be lifelong active learners. We coach our students to be self-motivated, open-minded and cooperative citizens with an intellectual and behavioral foundation which will enable them to become exemplary members of the world community. Our students are dedicated learners who celebrate education, community, equality, diversity and understanding through compassion and cooperation, using innovation to contribute further to Kazakh and global societies.

We provide for our students opportunities to achieve academic excellence and attain global citizenship by offering a dynamic internationally based academic curriculum strengthened by guidance, encouragement and a nurturing environment.

The School Philosophy

Every student has the inalienable human right to learn in a safe and productive environment. Every child has unique talents and skills, learns in their own unique way and at their own unique speed. Every child has unlimited potential and we encourage each child to explore their individual talents as we help to bring out the best in them.

Learning is acquired through a cognitive, constructive process. Our international curriculums focus on an integrated learning experience at all levels. At TAMOS Education we are student-centered and we focus on individual learning styles and a partnership among students, teachers, parents and the broader community.

Acknowledging the dignity and self-worth of each of the members of our unique community we recognize the importance of our mutual responsibilities to each other, our society, our country and to all others in the Global World Community. TAMOS Education provides and promotes, tolerance, understanding and dialogue between all creeds, beliefs, ethnicities and cultures. We treat everyone with humanity, goodness and generosity, Tolerance and honesty cannot be forced or ordered, but they can be modeled, studied, and taught. Everyone in the TAMOS community strives to demonstrate these characteristics at all times.

We endeavor to manage our educational community in an open minded, ethical and transparent manner and to deliver value-added services to all our students, parents, staff, teachers and stakeholders building long-term, mutually beneficial partnerships with internal and external stakeholders. In networking with other domestic, regional and international institutions celebrating individual and organizational accomplishments. Inherent in all our objectives is the idea to have fun, create a continuous learning environment, foster innovation and creativity and most of all enjoy the learning process.

Educational Values

TAMOS Education believes in the following six main values:

- **Leadership:** Our Management’s leadership promotes the continual development of our students, clients and staff in all areas of world education.
- **Service Excellence:** TAMOS Education is committed to providing the highest possible level of educational services and academic excellence.
- **Integrity:** TAMOS Education is committed to honesty, fairness, equality, diversity, equity and ethical practices.
- **Cooperation:** We believe partnerships with parents, the educational community, industry and society are the best way to achieve excellence in personal and professional growth.

- **Recognition:** We provide an atmosphere and environment which encourages innovation and recognizes the accomplishments of our staff, students and stakeholders.
- **Tradition:** We believe students can bring their traditions and culture with them into the international world.

Our Objectives:

TAMOS Education strives to provide high quality education in the forms of modern international curriculums, modern teaching strategies, highly trained faculties, modern learning facilities and environments where students can reach their highest possible potential. For this reason, we endeavor.

- To provide comprehensive local and international curriculums which emphasize strong academic and creative expressions and which facilitate entry to national and international higher-level schools and universities.
- To recruit, retain and train qualified, experienced, adaptable and highly capable teachers and to keep those teachers at a high standard by promoting excellence through achievement and continual professional development.
- To promote high standards of behavior and to foster caring, understanding, respectful and supportive relationships between all members of our international community.
- To develop understanding, appreciation and respect towards the diverse cultures and ethnic backgrounds within and without our local community.
- To prepare our students for life-long learning and equip them with the skills and adaptability to compete confidently in a rapidly changing world.
- To help our students develop the self-confidence, self-discipline and the high ethical standards to enable them to communicate and operate within today's global community.
- To create a safe and secure environment where are students can study without fear of maltreatment, bullying, discrimination or negative influences.

TAMOS Education forward Strategy

The core of our future strategy is the formation of a holistic educational environment, providing a high quality and affordable international education in accordance with the requirements of the conceptual framework of the state educational standard of primary and secondary education of the Republic of Kazakhstan.

As well as providing a solid education in the Russian, Cambridge and Kazakh school, our aim is providing a path for Kazakh students from kindergarten through primary and secondary and into international universities.

The TAMOS Education 3-5-year strategic plan details the steps required to achieve our future goals and is available on request.

Our main objective is to advance the school and obtain international status. Our other strategic goals are as follows:

- Improving our resources including our library, resource center and IT provision.
- Teacher training and evaluation.
- The introduction of students centered teaching techniques.
- Outreaching to other international schools and the community at large.
- Joining international guiding organizations such as COBIS and CIS.
- More transparency in our management.
- Introducing more accurate ways to track the progress and progression of our students.
- More parent and student involvement in decision making.

Reviewed yearly, our strategic goals highlight the TAMOS education organization's forward steps into the future as a successful international school.

Academic Policy is based on honesty and Integrity and is part of TAMOS Education's educational attitudes and is a behaviour expected of all students who attend TAMOS Education Physics and Math School. The concept of academic honesty extends from the belief that all students must be responsible for their own learning as the learning process demands our own, unique efforts. TAMOS Education academic policy expects that students will not cheat, lie, plagiarize, or commit other acts of academic malpractice.

The student who is academically honest produces their own original work through their own efforts and abilities. Though a student may receive help on an assignment from a teacher, family member or peer, integrity demands that the work presented as the final product be the student's own creation.

At TAMOS Education, promoting academic honesty is the responsibility of the whole school community. Only when there is a commitment on the part of all concerned can a school's academic environment facilitate a healthy respect among students for the value of academic honesty.

In such an environment, students will know that teachers will not ignore or condone cheating, plagiarism, or other acts of academic dishonesty. Students will also know that teachers, administrators, and parents will hold them accountable for any such act of academic dishonesty.

Plagiarism, simply put, is when a student represents someone else's writing; work, or ideas as their own. Even someone else's ideas paraphrased into one's own words without proper citation is a violation of the academic honesty policy. This definition includes writing obtained from a commercial source (such as the internet), passages copied word for word from books without acknowledging the original source, phrases taken from another source without proper citation, or simply copying the work of another student. Plagiarism is also utilizing an expert's ideas or research without proper citation and credit, even if it has been rewritten in a new language. Cheating is both an extension of plagiarism and its own offense. It is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit or increasing an assignment or test mark. While "cheating" typically occurs during tests, quizzes and examinations, this definition is not limited to testing situations but also extends to include the following:

- Using a "cheat sheet";
- Claiming participation in a group project when no contribution was made;
- Getting test questions in advance of the test;
- Turning in another person's work for credit/grade/marks;
- Text messaging in a testing situation;
- Using cell phones as a calculator when no aides are allowed;
- Submitting work done previously for a different class but claiming it as original for the assignment in question;
- Copying the work of another student (see plagiarism);
- Having someone so heavily revise or edit a piece of writing that it no longer represents the work of student in question;
- Stealing or, in some fashion, obtaining the "answer key" for grading a test or assignment.
- For class assignments, copying from another student's paper will result in a failure for all students involved in the specific assignment.
- Using any electronic device to give the student an unfair advantage over the other students.

If a student copies the work of another student with their permission, both students will be subject to discipline as per the TAMOS Education discipline policy.

Assessment Policy

General Expectations of Assessment

TAMOS Education assessments are defined as any activity that allows a teacher to determine a student's current subject understanding and anticipate the next steps for instruction. Assessments can be both formal, such as exams, essays and projects, or informal such as classroom discussion, response to direct questions, class polls, etc.

Assessment at TAMOS Education is utilized to ensure students master their curriculum content and skills, are able to apply their learning in new contexts, develop connections between subject areas, orient their knowledge to authentic real-world experiences and become accurate judges of their own strengths and areas of growth.

We assess students not to grade or sort them into groups, but to create indicators of instructional need. Through assessments, further instruction is designed based on student needs defined by the assessment results. Additionally, students will use assessments to refine their skills, hone their understanding and extend their own learning in the subject areas.

In order to achieve these aims, formative and summative assessments, criterion-referenced rubrics and the student's best consistent effort will be used to determine success in a course. Students' own reflections are a meaningful part of this process. Teachers and students will work together to create an accurate picture of a student's continuing progress.

Assessment will also reflect our core belief that learning is an application of higher-level thinking skills, not rote memorization or a series of disconnected tasks. Through the use of rubrics, both internal and external, teachers will balance the content area knowledge necessary for mastery of the subject and the skills necessary for the demonstration of this knowledge. As such, we recognize that all teachers are teachers of literacy.

To ensure students are successful in all courses, classroom assessment will reflect the practice and principles of the formal assessment or model performance-based tasks. These practices will be supported by the use of criterion, aims, and objectives agreed upon through collaboration by subject area and curriculum indicators.

Recording and Reporting of Grades

The process of grading a student and recording the grade as part of their permanent record will be done with great contemplation and care. Final marks will reflect our school-wide belief that all students have the ability to learn and achieve at a high level. A student's final mark in a course will be based on multiple measures of their learning and reflect their overall attainment in the subject. For the Russian and Kazakh schools these grades are recorded in the government system of Kundelik.

The Cambridge school teachers will convert rubric scores into points and percentages which will then be used to create the transcript which will show the letter grade of Cambridge (A* to E), the American based grade point average (GPA 0 to 4) and the Kazakh grade (5 to 1) and the overall percentage.

Transcript Schedule

Students at TAMOS Education will receive transcripts Transcript reports will be issued at the end of each term. End transcript will be maintained as part of the student's final, permanent record.

Cambridge Grade Scale, Kazakh Grade, Percentage and Grade Point Average

Generally speaking, students can expect a standard grading scale in their classes with those scores linked to criterion-based rubrics.

Scale of conversion of points into grades for grades 2-11

Percentage of points	Evaluation indicator	Grade
0-39%	unsatisfactory	2
40-64%	satisfactory	3
65-84%	good	4
84-100%	excellent	5

Cambridge				GPA				Kazakh	
A*	90%	to	100%	93%	to	100%	4.0	Grade 1	
A	80%	to	89.99%	90%	to	92.99%	3.7	5 (81% - 100%)	P
B	70%	to	79.99%	87%	to	89.99%	3.3	4 (51% - 80.99%)	P
C	60%	to	69.99%	83%	to	86.99%	3.0	3 (21% - 50.99%)	P
D	50%	to	59.99%	80%	to	82.99%	2.7	1 - 2 (0 to 20.99%)	F
E	40%	to	49.99%	77%	to	79.99%	2.3	Grade 2 to 11	
F (IGCSE)	30%	to	39.99%	73%	to	76.99%	2.0	5 (85% - 100%)	P
G (IGCSE)	20%	to	29.99%	70%	to	72.99%	1.7	4 (65% - 84%)	P
				67%	to	69.99%	1.3	3 (40% - 64%)	P
				65%	to	66.99%	1.0	2 (0 to 39%)	F
				0%	to	64.99%	0.0		

Excused Absences and Make-up Exams

Any student unable to take an examination or fulfil any academic assignment, or who will be absent from classes for an extended period of time for good and sufficient reason such as religious beliefs, family emergency, or illness, shall report the absence as soon as possible to their homeroom teacher, and if possible, make a request to be excused. In case of illness, a doctor's or health care professional's note will be required to support the Absence. The student shall be provided with an opportunity to make up the examination or other missed academic assignments under conditions and at such times as are available. A student who misses an examination without good reason to receive permission to take the examination at a later date will fail the exam.

Transfer of grades

The enrolment process requires that teachers sign for students to be enrolled in a particular grade. If a teacher or parents feels that a student has been misplaced once classes begin, a conference should be held with the student, teacher, parent(s), and counsellor to determine the best course of action. Students will only be transferred if there is a logical, academic or reasonable social reason for doing so. Students will not be taken out of a class and put in a different level without input from all parties concerned. The Director has final say on confirmation of a student transfer.

New Students Enrolling in Term

TAMOS Educations admission policy outlines the admission conditions for all students enrolling in the Russian, Kazakh and Cambridge schools. Students are initially enrolled and assigned to grade levels based on their date of birth. Students entering TAMOS Education school for the first time after having attended school outside of TAMOS Education or outside of Kazakhstan are placed in a grade level based on their date of birth and available education records from the student's previous school at the time of

enrolment. If the school directors deems that another grade level placement would be more instructionally appropriate, then the school directors have the final say concerning the appropriate grade level.

The Cambridge school sticks strictly to the British “age” based enrolment system which determines grade based on date of birth. Students cannot be transferred to grades above the grade determined by their date of birth.

Expectations

TAMOS Education embraces the exciting opportunities to expand teaching and learning with the opportunities that ICT, computer networks, electronic devices, pads and the developing technologies hold including the appropriate secure provision for internet access for all staff and students.

Our goal in providing these services to our students and staff is to promote educational excellence, resource sharing, greater communication, scientific innovation, research opportunities and potential communications with educational institutions around the world.

However, these opportunities come hand in hand with the responsibility for ensuring safe and appropriate use of the technology, information and resources. In order for students and staff at TAMOS Education to use these systems, they must first agree and conform to our approved guidelines. Failure to follow the guidelines or improper use of the technology could incur disciplinary procedures for both staff and students.

Our policy is as follows:

Respect the Technology

- All users should keep in mind that when they use the internet, they are entering a global community and any actions taken by them will reflect upon the user, the school, parents and TAMOS education's reputation;
- All users are responsible for appropriate behaviour while using the network whether on a school computer, pad or a communications device of their own;
- All users must behave in an ethical, moral and legal manner;
- Appropriate network etiquette must be sustained at all times;
- The acceptable use policy is an extension of TAMOS Education's code of conduct, contract, teachers' book, student book and school rules;
- Any infraction of the acceptable use policy may lead to discipline procedure, as outlined in the discipline policy as well as immediate suspension from the network until the completion of an appropriate investigation;
- The administration office and director of each school will deem what actions are inappropriate and what behaviour is to be deemed a breakage of the rules which may deny, revoke or suspend user privileges immediately with no notice.

Unacceptable Use

Unacceptable use includes but is not limited to the following:

- Plagiarism or violating copyright laws;
- Destroying or vandalizing school equipment or the work, equipment, device or files of other users;
- Intentionally depleting or inappropriate use of school resources such as paper, computers, pads or disk space;
- Violating the privacy of others, this includes revealing passwords, posting inappropriate text or images, cyberbullying;
- Using someone else's account without permission, using deleting, copying, modifying files or data belonging to others;
- Using abusive language or profanity or inappropriate material;
- **v**Deliberately spreading computer viruses;

- Sending, retrieving or posting inappropriate material;
- Posting information that would jeopardize personal safety;
- Illegal use of software, freeware or shareware or use of any non-school software without the approval of the administration, teacher or technical department;
- Loading software on any computer without authorization or permission from the administration, teacher or technical department;
- Visiting web sites banned by the school;
- Visiting age-inappropriate websites;
- Hacking;
- The use of chat rooms without authorization;
- Use storage media without permission and supervision of the teacher, administration or technical department;
- Using resources for any reason other than educational purposes (e.g., private businesses, promotion, personal projects etc.).

Accessing the Internet

TAMOS Education will provide the following precautions to protect students from illegal, obscene, offensive and inaccurate material:

- Educate the students in the appropriate use of the Internet;
- Appropriate supervision and monitoring of student use;
- Filtering software designed to restrict access to unsuitable Internet sites;
- Educate students on the effect of cyberbullying;
- Educate students to recognize potential dangers of abusive outside users such as grooming and other child protection issues.

Personal Safety and Security

Students and staff should never give out personal information, which includes but is not limited to, their address, telephone number; parents work address or telephone number or the name and location of the school.

It is prohibited to use the Internet outside of classroom lessons without a clearly defined educational objective, understood by both students and teachers.

Students should not visit, seek out or view sites containing objectionable material that is inconsistent with the educational goals of TAMOS Education. We realize it is possible to stumble upon said material; however, students are expected to behave in a responsible manner and leave these sites immediately and notify the administration, teacher or the technical department of the problem.

Internet activities that use excessive network resources in ways that prevent others from accessing the network is prohibited.

Web publishing of any materials with abusive, harassing, threatening or objectionable language is prohibited.

Students or staff who violates the computer and internet acceptable use policy will, subject to an investigation, and disciplinary action according to the results of said investigation and the severity of the violation.

Aims and objectives

TAMOS Education's educational community is based upon respect for others, good manners and a sense of decency. We are committed to our duty of care in providing a safe and supportive environment that is free from disruption, violence and any form of harassment so that every one of our staff and pupils can develop to their full potential. We expect our pupils, parents, teachers and staff to treat each other with courtesy and co-operation so that our students can learn in a relaxed, safe, comfortable, nurturing but orderly atmosphere. All members and stakeholders of the school community should care for and support each other.

Parents and guardians have an important role in supporting TAMOS Education in maintaining high standards of behaviour according to TAMOS Education's behaviour expectations policy. It is essential that the school and the home have consistent expectations of behaviour and that they co-operate closely together in a mutually beneficial partnership. TAMOS Education believes that cooperation with parents is one of the cornerstones of our educational philosophy. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to download for parents of pupils and prospective pupils on our website. It is printed in the parent handbook and teacher's handbook which are available on request for parents and is given to teachers during orientation.

At TAMOS Education, we always treat bullying, including allegations of bullying very seriously, regardless of whether it is physical, emotional or cyber. It conflicts sharply with the school's policy on equality and diversity, as well as with our social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. It is also noted that in the case of peer-on-peer abuse, bullying can also have safeguarding implications.

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school that involve our parents, staff or pupils.

TAMOS Education anti-bullying statement

- Bullying and unkindness whether physical, emotional or cyber are entirely unacceptable at TAMOS Education. It conflicts sharply with the school's principles and we will always treat it seriously.
- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by, but not limited to, prejudice against particular groups, for example on grounds of race, religion, gender, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences;
- Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; the school has to make its own judgements about each specific case;
- In particular, it is noted that peer-on-peer abuse can be a form of bullying and, in line with the school's Safeguarding Policy, any peer-on-peer abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the TAMOS Education child protection and safeguarding Policy for further information on peer-on-peer abuse.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate someone. It

can result in the intimidation of a person or persons through the threat of violence, ostracization or by isolating them either physically, emotionally or online.

- Bullying can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. However, it is also considered to be bullying when careless or reckless behaviour unintentionally causes the same effects as intentional actions;
- Bullying is often hidden and subtle. It can also be overt and intimidating;
- Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

All members of TAMOS Educations community have the right to enjoy their lives free of bullying and harassment. Anyone who feels bullied or intimidated has the right to expect the school to listen and to act promptly and sensitively to deal with the problem. The school will investigate any incidents, including those which occur outside normal school hours or off the premises.

- If you feel that you are being bullied, talk to someone: the school directors, your head of department, councillor, homeroom teacher, subject teacher, vice-directors or TA. It is also right for you to talk to your parents about it, and for them to discuss it with the school;
- You should treat others as you would hope to be treated yourself in an atmosphere of mutual respect. If an incident occurs, you should do what you can to show your disapproval of bullying;
- Bullying will never stop if it is kept secret and no one faces up to it. If you think someone else is being bullied, talk to a member of staff or a monitor about it. We guarantee that whistle-blowers (see TAMOS Education whistle-blower policy) who act in good faith will not be penalized and will be supported;
- It is important to recognize that there is culpability if you see or are aware of bullying but do nothing about it. Neglecting to act makes the bystander complicit in the bullying. If you are aware of bullying happening in the school, it should immediately be reported to a member of staff or a person you can trust.

Guidance for staff

All new members of staff will be given guidance on the school's anti-bullying policy and in how to react to allegations of bullying at Induction, this forms part of our approach to safeguarding and child protection. They will be required to read the school's policy as part of their induction. Further training will occur on staff INSET days. Further reading and information is available in the teacher handbook.

Flagrant cases of bullying are fortunately not normal features of life at TAMOS Education, but we should be aware that it can happen at any time, and that patterns of bullying, once established, can easily repeat themselves, even to the extent that those who have suffered themselves may in their turn cause others to suffer.

Discreet but constant vigilance is therefore essential and is an important part of our duty of care in the school. Teachers should always be aware of signs of behaviour more sinister than horseplay. E.g., the pupil who waits alone outside the schoolroom (or who hangs about after the lesson). This may well be a victim. Similar considerations apply to games, and other activities. The less structured times of the day, meal times and break are moments when bullying and unkindness can occur. There may also be places where pupils are more at risk, such as changing rooms, sports facilities, corridors, play grounds and the school bus. We should be alert to any inappropriate language or behaviour or other dubious practices and never acquiesce to them. We should always be aware of and reflect on our own behaviour in case it might unintentionally trigger bullying.

Peer-group bullying is most likely to occur among the younger pupils - as the social pecking order of the grade, club or social group develops. We should also be aware that some pupils could be more vulnerable than others; those who are shy, come from an over-protective background, are different in some way, behave inappropriately with others or even show off expensive possessions. They may well need our guidance about how to adapt their behaviour to avoid or deal with bullying and unkindness.

It is important that as a school we act with consistency about bullying. Discussions between the councillors, homeroom teachers, TA's and safeguarding lead should ensure that reaction is immediate before matters have a chance to escalate, and that minor incidents are dealt with immediately; this should reduce the occurrence of more serious bullying.

Actions to prevent bullying

Pupils need to be aware that everyone at TAMOS Education disapproves of bullying behaviour and will act decisively and immediately if bullying is brought to their notice. An anti-bullying ethos should be in place, reinforced by all stakeholders in the school; something that takes time and a drip feed approach - repeated plugging of the theme with pupils. The majority of children who are not involved are the most effective preventative and protective force in countering the problem. A clear understanding is therefore essential.

The TAMOS Education "Anti-Bullying Statement" is issued to all new pupils and their parents in the parent's handbook and is published on noticeboards around the school. All new pupils should be briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying.

School directors should organise periodic seminars on bullying, the effects of bullying and how to deal with bullying for students, staff and parents.

Pupils should be listened to carefully and opportunities be provided for them to express views and opinions whether it be in lessons, informally or per the TAMOS Education child protection policy.

Our School Counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer themselves to them when they have social, emotional or behavioural concerns. On occasion with consultation with the school directors, a member of the school staff may refer a pupil to them.

Peer-on-peer abuse

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. TAMOS Education believes that all bullying and peer-on-peer abuse is unacceptable and must be dealt with in this context. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh”, “boys being boys”, “we were only joking” and “we didn’t know it was wrong”.

Please refer to the TAMOS Education child protection and Safeguarding Policy for further details

Detecting bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g., giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Sanatorium with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Racism

Examples of racism that we need to be alert to include:

- Verbal abuse by name-calling, racist jokes and offensive mimicry;
- Physical threats or attacks;
- Wearing of provocative badges or insignia;
- Bringing racist leaflets, comics or magazines into school;
- Inciting others to behave in a racist way;
- Racist graffiti or other written insults, even against food, music, dress or customs;
- Refusing to cooperate in work or in play.

Sexual bullying

Sexual bullying can have the following characteristics:

- Sexual innuendoes and propositions;
- Abusive name-calling;
- Looks and comments about appearance, attractiveness (e.g., emerging puberty);
- Pornographic material, graffiti with inappropriate content;

- In its most extreme form, sexual assault or rape.

Special educational needs and disability

We should be alert to the fact that pupils with special educational needs or disabilities are often at greater risk of being bullied than other pupils on the basis of their educational difficulties or disability.

Banter

It should be noted that abusive comments and interactions may not be passed off as mere 'banter'. Such comments referring to a person's race, religion, ethnicity, culture, special educational needs or because a child is a carer are not acceptable and should be quietly confronted and treated as bullying matters.

Sharing any concerns

Pupils should be encouraged to "tell" when bullying occurs, if not to the homeroom teacher or safeguarding lead or another adult. Friends of victims should be encouraged to do the telling, if necessary: this is difficult and pupils often balk at it, but the more it occurs the more acceptable it becomes. We should guarantee that whistle-blowers who act in good faith will not be penalised and will be supported (see TAMOS Education Whistleblowing policy). Others in a year group should be reminded how important it is to let someone know if a problem recurs.

Any staff or senior pupils who witness any form of bullying, however minor or who are at all concerned about any behaviour should report it to the pupils' homeroom teacher or the safeguarding lead. These incidents may be part of a bigger picture of which the homeroom teacher or safeguarding lead may be aware.

Members of the school community (pupils, staff and parents) need to be mindful that the school expects any knowledge of bullying to be reported. A bystander who does not report bullying is complicit in the act.

Parents should be made aware on their child's arrival in the school of the importance of keeping lines of communication with the homeroom teacher or Safeguarding lead open so that any unhappiness of which they hear can be investigated and where necessary dealt with quickly.

Procedures for dealing with reported bullying

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved as per the child protection recommendations;
- They will inform the safeguarding lead as soon as possible;
- The Safeguarding lead or member of staff responsible for investigating the incident should inform the homeroom teacher of any other pupils involved in the incident as soon as possible so that they may be involved in the interview process;
- The school Directors should also be informed;
- The victim will be interviewed on their own and asked to write an account of events;
- The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events;
- The incident should be recorded on the school's Incident form and signed and dated before forwarding to the school Directors;
- The victim will be interviewed at a later stage by safeguarding lead, separately from the alleged perpetrator. It will be made clear to them why revenge is inappropriate. They will be offered support to develop a strategy to help them;
- The alleged bully will be interviewed at a later stage by the safeguarding lead, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour. If appropriate disciplinary action will be taken as set out in TAMOS Education's discipline procedure;
- The parents / guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought;
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others. A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode;
- A monitoring and review strategy will be put in place.

It is the policy of TAMOS Education to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. If this is the case, then the School's Safeguarding Policy should be referred to for guidance but the final decision is with the school Directors. The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

Recording and monitoring incidents of bullying

All bullying incidents and our response to them should be recorded by the safeguarding lead on an Incident form which should be forwarded to the school Directors. The safeguarding lead will keep a central record of all incidents so that patterns of behaviour can be identified and monitored.

The incident record will record the name of the pupil who was bullied and also the perpetrators. All staff are permitted access to these files and so if they have any concerns, they can check the file, but they are reminded that if they witness any form of bullying however minor or are at all concerned about any behaviour, they should report it to the safeguarding lead and homeroom teacher as soon as possible. These incidents may be part of a bigger picture of which the safeguarding lead and homeroom will need to be aware.

Measures to prevent bullying

Discussion or seminars to show students they need to:

- Realise that they need to help themselves;
- Be positive and assertive;
- Be less selfish;
- Be less aggressive;
- Maintain friendships;
- Understand non-victim body language.

Remind the pupils that if they find that they are bullied again then they should:

- Try to remain calm and look as positive as they can;
- Be firm and clear – look the bully in the eye and tell them to stop;
- Get away from the situation as quickly as possible
- Tell an adult or teacher what has happened straight away.
- Don't keep the experience secret
- Have a right to be themselves

The best thing that can be explained to all stakeholders is that TAMOS Education is an environment where there is a general understanding clearly exemplified by the community that bullying is unacceptable.

Policy statement

TAMOS Education's Child Protection and Safeguarding Policy Procedures has regard to the Kazakhstan government Law on the Rights of the Child, August 8, 2002.

This child protection policy has been authorized by the owners and Directors of the School; and is published on the School website, in the student handbook, the teachers handbook and available in hard copy to parents on request.

The child protection procedures apply wherever staff, directors, teachers or volunteers are working with pupils even where this is away from the School, for example an educational visit; and also applies to the Kindergarten.

Every pupil should feel safe and protected from any form of abuse. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, teachers and volunteers to share this commitment. The School will take all reasonable measures to:

- Ensure that we practice safer recruitment in checking the suitability of staff, directors, teachers and volunteers (including staff working in the school but employed by another organization) to work with children and young people (covered in TAMOS Education safer recruitment policy);
- Ensure that where staff from other organizations are working with our pupils in school, on another campus or off site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;
- Be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with an agreed child protection plan;
- Design and operate procedures which, so far as possible, ensure that teachers, directors, staff and others who are innocent are not prejudiced by false allegations;
- Be alert to the needs of children with medical conditions;
- Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- Teach pupils about safeguarding, through use of online resources, seminars, through the curriculum, together with guidance on adjusting behavior to reduce risks including the safe use of electronic devices and the internet (covered in the School's acceptable use policy);
- Take all practicable steps to ensure that School premises are as secure as circumstances permit;
- Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area;
- Have regard to guidance issued by the Kazakhstan government Law on the Rights of the Child, August 8, 2002.

Keeping children safe in education defines safeguarding and promoting the welfare of children as “protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”.

Safeguarding Lead (Designated Safeguarding Lead)

The directors of each school will appoint a member of staff of the School’s senior leadership team with the necessary status and authority (safeguarding lead) to be responsible for matters relating to child protection and welfare.

The safeguarding lead shall be given the time, funding, training, resources and support to enable them to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

Parents are welcome to approach the safeguarding lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child’s homeroom teacher who will notify the safeguarding lead in accordance with these procedures.

If the safeguarding lead is unavailable their duties will be carried out by a member of staff authorized to deputise in the safeguarding leads absence.

Duty of staff and volunteers

All staff, directors, teachers and volunteers of the School are under a general legal duty:

- To protect children from abuse;
- To be aware of the terms and procedures in this policy and to follow them;
- To know how to access and implement the procedures in this policy, independently if necessary;
- To keep a sufficient record of any significant complaint, conversation or event in accordance with this policy;
- To report any matters of concern to the safe guarding lead;
- To follow the Kazakhstan government Law on the Rights of the Child.

The School's child protection procedures are not intended to prevent any person from making an immediate referral to the Kazakh social services if there is a risk of immediate serious harm to a child.

Training

Induction

All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- this Policy;
- the Staff Handbook;
- the identity and contact details of the safeguarding lead;
- training as required or designated by the directors;
- the Kazakhstan government Law on the Rights of the Child.

Child protection training

All staff will receive a copy of this policy will be required to confirm that they have read it.

All staff members will undertake appropriate child protection training which will be updated every year and following consultation with the directors and safeguarding lead.

Procedures

Complaints of abuse

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

The child protection training provided to staff considers the types and signs of abuse staff should be aware of. If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the safeguarding lead as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out. If at any point there is a risk of immediate serious harm a referral should be made to Kazakh social services immediately.

Action by the Safeguarding Lead

On being notified of a complaint or suspicion of abuse, the action to be taken by safeguarding lead will take into account:

- The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to Kazakh social services and, if appropriate, the police;
- The child's wishes or feelings;
- Duties of confidentiality, so far as applicable.

If there is room for doubt as to whether a referral should be made, the Safeguarding lead will consult with Kazakh social services on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to Kazakh social services will be made without delay.

If the initial referral is made by telephone, the Safeguarding lead will confirm the referral in writing to the Kazakh social services within 24 hours. If no response or acknowledgment is received within three working days, they will contact the Kazakh social services again.

In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Safeguarding lead will liaise with Kazakh social services and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary. Decisions to seek such support for a pupil will be taken in consultation with parents unless there are, reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm.

Dealing with allegations against staff, directors, teachers and volunteers

The School has procedures for dealing with allegations against staff, directors, teachers and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in the Parents Complaints Policy.

The directors and administration will be informed immediately and in any event within one working day of all allegations against staff, directors, teachers and volunteers that come to the School's attention.

Detailed guidance is given to staff and volunteers to ensure that their behavior and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook and includes detail of additional safeguarding arrangements where staff engages in one-to-one teaching and meetings with pupils.

Allegations against pupils

Allegations against pupils should be reported in accordance with the procedures set out in this Policy. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply (TAMOS Education discipline policy).

The School will take advice from Kazakh social services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Kazakh social services, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate them if it is necessary to suspend them during the investigation.

Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.

Missing child procedures

All staff will be informed of the separate procedure to be used for searching for, and if necessary, reporting, and any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

Please see TAMOS Education Lost Child Policy for further details.

Secure School Premises

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

The School keeps a Visitors Book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

The use of mobile phones and cameras in the School

The School's Acceptable Use Policy sets out the expectations on pupils in all departments. Pupils are not permitted to use mobile phones or any mobile device with a camera facility during school hours.

Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

Confidentiality and information sharing

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and Kazakh social services to ensure that all relevant information is shared for the purposes of child protection in accordance with Kazakhstan law.

Monitoring and review

The Safeguarding lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the directors as necessary. Any child protection incidents at the School will be followed by a review of these procedures by the Safeguarding lead and a report will be made. Where an incident involves a member of staff, the administration and shareholders will assist in the review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

In addition, the directors will ensure that the Safeguarding lead will undertake a review of this Policy every three years or due to situational need. The outcome of the review by the Safeguarding lead will be reported to the directors who will review this Policy and the implementation of its procedures, including good cooperation with Kazakh social services, police and local agencies.

General policy

At TAMOS Education our curriculums fall into two categories, National and International.

National Policies – These curriculums are taught in two schools, Kazakh and Russian. Both schools follow the Kazakh Curriculum standards and are focused on preparing the students for the national tests at grade 5, 9 and 11 in either language.

Kazakh School

All subjects are taught from the Kazakh education departments national curriculums. Russian language is taught as a second language.

Russian School

All subjects are taught from the Kazakh education departments national curriculums. Kazakh language is taught as a second language.

International – The international curriculums taught in our Cambridge school are combined curriculums consisting of the Cambridge International Curriculum for that grade combined with the national Kazakh curriculum standards. The curriculums are designed this way to give the student an internationally recognised standard of education and at the same time prepare the children for the state exams at grade 5, 9 and 11.

The Cambridge school also teaches the curriculums from the Kazakh curriculums for the compulsory subject's Kazakh language, Kazakh literature, Kazakh Geography, Kazakh History.

TAMOS Education Cambridge School

Cambridge Pre School

For the Cambridge pre-school, we use a curriculum, written by the school, based on cognitive development levels and the British principle of PILES (These are the physical, Language, Intellectual, Emotional and Social milestones of development). We place a heavy emphasis on Learning through play, Role Play and simple project work. Our learning medium is English, Kazakh and Russian. Subjects which are taught from specially written Curriculums based on the Kazakh Curriculum Standards and international Cognitive Development.

Cambridge Kindergarten

For Kindergarten we use the Cambridge Primary Level 1 Curriculums for Math, English and Science combined with the Kazakh indicators for these subjects, for other subjects (art, ICT, music, PE etc.) we use specially written curriculums based on cognitive development levels, international curriculums, and the standards of the National Curriculums for England and Wales. Students may also participate in the Cambridge English exam award Starters. Kazakh and Russian subjects are taught in those languages using the Kazakh national Curriculums.

Cambridge Primary (Grade 1 to Grade 5)

In the primary classes (Grade 1 to Grade 5) the school uses Cambridge Curriculums for English, Math, ICT and Science and modified versions of the National Curriculums for England and Wales updated and altered developmentally to an international standard inclusive of differentials from the Kazakh National Curriculum at a competitive level equal to any international school around the world for geography, P.E., music and history. Able students will be participating in Cambridge exams certificates and awards including Flyers, Movers, Starters, KET and PET. Kazakh and Russian subjects are taught from Kazakh national curriculums.

Cambridge Secondary 1 (Grades 6, 7 and 8)

Secondary 1 (Grade 6 to Grade 8) uses Cambridge Curriculums plus the Kazakh Curriculum differentials for English, Math, ICT and Science supported with Cambridge progression tests and ending with Cambridge Checkpoint and modified versions of the National Curriculums for England and Wales updated and altered developmentally to an international standard at a competitive level equally to any school around the world for geography, P.E., music, and history. Able students will participate in Cambridge English exams awards including, KET, PET and FCE. Kazakh and Russian subjects are taught from the Kazakh Curriculum Standards.

Cambridge Secondary 2 (Grades 9 and 10)

For Grade 9 to 10 we use the internationally recognized Cambridge IGCSE level curriculums plus any differences in the Kazakh National Curriculums. These curriculums give the students certificates that are recognized as basic entry level qualifications to colleges and universities in countries around the world especially the native English-speaking countries. Able students will participate in Cambridge English exams awards including, FCE, CAE, CPE. Kazakh and Russian subjects are taught from the national Kazakh Curriculum Standards.

6th Form (Grade 11 and 12)

For Grade 11 and Grade 12 we offer the Cambridge “A” and “AS” level curriculums for subjects to prepare the students for entry into international universities. Kazakh and Russian subjects in grade 11 are taught from the national Kazakh Curriculum Standards. There are no Kazakh and Russian subjects taught in grade 12.

We also offer IELTS lessons and specific Cambridge English exams such as the CPE, BEC (P, V, and H), ILEC and the ICFE. The students in 6th form will also have the option to take the local Kazakh CTA exam which will enable entry to Kazakh universities.

All parents, teachers, staff and pupils agree to adhere to the Pupils’ Acceptable User Policy and breaches of this agreement may result in pupils being temporarily banned from using the internet.

Definition

“Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.”

Cyberbullying can have a serious impact because of a number of factors including:

- Invasion of personal space;
- The anonymity (at least initially) of the bully;

- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time.

Forms of cyberbullying

Cyberbullying may take different forms:

Threats and intimidation via electronic include but are not limited to:

- Harassment or 'cyberstalking';
- Sexting;
- Vilification or defamation;
 - Setting up website pages to invite others to post derogatory comment about a pupil;
 - The sending of insulting and vicious text messages;
 - Exclusion or peer rejection;
 - Impersonation;
 - Unauthorized publication of private information or images (including 'happy slapping');
 - The posting of fake and/or obscene photographs of the victim on a social networking site;
 - Hacking into social networking sites and removing and circulating material which may embarrassing or personal;
 - Manipulation;
 - "Chatting" on line e.g., through Social Network/Gaming Sites etc.
 - Sending, disguising or sending messages through social media disguised as someone else.

Whilst some cyberbullying is clearly deliberate and aggressive, it must be recognised that some incidents of cyberbullying may be unintentional and the result of simply not thinking about the consequences.

Preventing cyberbullying

Members of the TAMOS Education community will understand and discuss cyberbullying through:

- The sharing of the definition of cyberbullying;
- The discussion of cyberbullying and its forms;
- The learning of our responsibilities in the use of ICT, and the sanctions for its misuse;
- Acceptable Use of ICT Policy;
- Seminars.
- Teacher training

Policies and Practice

- Annual reviews will be made of our strategies to tackle Cyberbully and the Acceptable Use of ICT Policy;
- Records will be made of cyberbullying incidents by the safeguarding lead;
- Pupils will be encouraged to report incidents of cyberbullying;
- The promotion of the positive use of technology will be encouraged;
- The exploration of safer ways of using technology will be carried out.

The prevention of cyberbullying will be promoted through discussion, training, seminars and student activities around the concept cyberbullying and how it differs from other forms of bullying.

In order to prevent cyberbullying TAMOS Education reserves the right to monitor pupils' use of the internet on a routine basis and to examine mobile phones where there is reason to suspect abuse.

The misuse of technology will be subject to the school's disciplinary policy and will be considered a serious offence.

Pupils will be held personally responsible for all material that they have placed on a web site and for all material that appears on a web site of which they are an account holder. Misconduct of this kind outside of school will be liable to school discipline if the welfare of other pupils or the culture or reputation of the school is placed at risk and sanctions may include confiscation or banning of mobile phones or restrictions on the use of the internet.

Education

Education and discussion around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. The school will publicise progress and cyberbullying prevention activities to the whole-school community.

Members of the school community will be encouraged to follow the following advice which is displayed throughout the school.

- Always respect others - be careful what you say on line and what images you send;
- Think before you send - whatever you send can be made public very quickly and could stay online forever;
- Think before you post;
- Treat your password like your toothbrush - keep it to yourself;
- Only give your mobile number or personal website address to trusted friends;
- Block the bully - learn how to block or report someone who is behaving badly;
- Don't retaliate or reply!
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations.
- Make sure you tell an adult you trust;
- If you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Responding to cyberbullying

The person being bullied should keep examples of texts or emails received to aid an investigation. To contain the spread of cyberbullying consideration must be given to -

- Contact the service provider or host (e.g. the social networking site);
- Confiscate phones/laptops/pads.

Members of the school community will be advised on steps they can take to avoid recurrence. This will include:

- Not to retaliate, engage or reply to a cyberbully;
- Provide with appropriate contact details of service providers;
- An awareness of changing contact details, blocking contacts, or leaving a chatroom.

All allegations of bullying will be taken seriously.

Working with the bully and TAMOS Education punishment policy

Steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. The following factors should be considered when determining the appropriate sanctions:

- The impact on the victim: was the bully acting anonymously?
- Was the material widely circulated and humiliating?
- How difficult was controlling the spread of the material?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?
- Is the bully responsible for repeated incidents?
- Did the bully cause offence incidentally without premeditation and was unaware of the effect?
- Does the bully understand the incident and show regret for their actions?

Technology-specific sanctions for students engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile phone into school. Professional judgment will be used in choosing from a range of strategies to remind individuals and groups of their responsibility to prevent bullying and help deal with it if it happens. Parents of both the aggrieved and the perpetrator (where known) will be informed so that the process of restorative justice can be implemented at an early stage. External agencies will be involved when this is deemed appropriate especially where there has been a breach of criminal law.

Recording incidents

All incidents of cyberbullying will be recorded by the pupils safeguarding lead. The same process for recording any other form of bullying will be followed as per the Anti-Bullying Policy.

TAMOS Education collects and uses personal information (referred to in the Kazakh Data Protection Act as "personal data") about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the provision of education and other associated functions. In addition, the school may be required by law to collect, use and share certain information to ensure that the school complies with its statutory obligations.

The school is a "data controller" organization. The school issues a fair processing notice to all pupils and parents that summarizes the information held on pupils, why it is held and any other organizations it may be passed on to.

Purpose

This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with Kazakh government guidelines, and other related legislation. It will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically.

All staff involved with the collection, processing and disclosure of personal data are aware of their duties and responsibilities and will adhere to this policy.

What is Personal Information / data?

Personal information or data is information, which relates to a living individual who can be identified from that data, or from that data in addition to other information available to them. Personal data includes (but is not limited to) an individual's, name, address, date of birth, photograph, bank details and other information that identifies them.

What is Sensitive Personal Data?

Sensitive personal data includes: information as to an individual's racial or ethnic origin, their political opinions, religious beliefs or beliefs of a similar nature, whether they are a member of a trade union, their physical or mental health or condition, sexual life, the commission or alleged commission of an offence and any proceedings for an offence committed or alleged to have been committed by them, the disposal of those proceedings or the sentence of any court in such proceeding.

Data Protection Principles

There are eight data protection principles that must be adhered to at all times:

1. Personal data shall be processed fairly and lawfully;
2. Personal data shall be obtained only for one or more specified and lawful purpose;
3. Personal data shall be adequate, relevant and not excessive;
4. Personal data shall be accurate and where necessary, kept up to date;
5. Personal data processed for any purpose shall not be kept for longer than necessary for that purpose or those purposes;
6. Personal data shall be processed in accordance with the rights of the data subject under Kazakh government legislation;
7. Personal data shall be kept secure i.e., protected by an appropriate degree of security;
8. Personal data shall not be transferred to a country or territory outside the Kazakhstan, unless that country or territory ensures an adequate level of data protection.

General statement

The school is committed to maintaining the above principles at all times. Therefore, the school will:

- Inform individuals why personal information is being collected;
- Inform individuals when their information is shared, and why and with whom unless there are legal reasons not to do this;
- Obtain consent before processing Sensitive Personal Data, even if consent is implied within a relevant privacy notice, unless one of the other conditions for processing Data applies;
- Check the accuracy of the information it holds and review it at regular intervals;
- Ensure that only authorized personnel have access to the personal information whatever medium (paper or electronic) it is stored in;
- Ensure that clear and robust safeguards are in place to ensure personal information is kept securely and to protect personal information from loss, theft and unauthorized disclosure, irrespective of the format in which it is recorded;
- Ensure that personal information is not retained longer than it is needed;
- Ensure that when information is destroyed that it is done so appropriately and securely;
- Share personal information with others only when it is legally appropriate to do so;
- Set out a procedure to comply with the duty to respond to requests for access to personal information, known as the "data protection access policy". The data protection access policy is available for download on the school website and available as hard copy on request;

- Ensure that personal information is not transferred outside Kazakhstan without the appropriate safeguards;
- Ensure all staff and employees are aware of and understand these policies and procedures;
- Provide a clear procedure for considering complaints.

Key measures (Content of Policy)

A. Details of all personal data which will be held, the format in which it will be held and the purpose(s) for collecting the data in each case.

The staff personal data records held by the school include:

- Name, address and contact details;
- Original records of application and appointment;
- Record of appointments to promotion posts;
- Details of approved absences (career breaks, parental leave, study leave etc.);
- Details of work record (qualifications, classes taught, subjects etc.);
- Details of complaints and/or grievances including consultations or competency discussions, action/improvement/evaluation plans and record of progress;
- Records of disciplinary procedures;
- Memo and requests;
- Records of training.

Purpose for keeping staff records include:

- to facilitate the payment of staff;
- to facilitate pension payments in the future;
- a record of promotions made;
- references;
- discipline issues;
- leave taken;
- sick leave;
- observation and assessment;
- training.

Student records include:

- Information which is given and recorded at enrolment, including:
 - name, address and contact details, PPS number;
 - names and addresses of parents/guardians and their contact details;
 - religious belief;
 - racial, ethnic or national origin;
 - any relevant special conditions (e.g. special educational needs, health issues etc.) which may apply.
 - Any medical details or special circumstances;
- Information on previous academic record;
- Psychological assessments;
- Attendance Records;
- Academic record – subjects studied, class assignments, examination results as recorded on official school reports;
- Records of significant achievements;
- Records of disciplinary issues and/or sanctions imposed;
- Other records e.g., records of any serious injuries/accidents etc.

Format: The format in which these records exist:

- a manual record (personal file within filing system);
- computer records.

Purpose for keeping student records include: to enable each student to develop to their full potential, to comply with legislative or administrative requirements, to ensure that eligible students can benefit from the relevant

additional teaching or financial supports, to support the provision of religious instruction, to enable parent/guardians to be contacted in the case of emergency etc.

Complaints

Complaints will be dealt with in accordance with the school's complaints policy. Complaints relating to information handling may be referred to the General director or the directors of TAMOS Education Schools.

Review

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 3 years. The policy review will be undertaken by the General Director, school directors, or nominated representatives.

Contacts

If you have any enquires in relation to this policy, please contact the school directors who are the point of contact for any data access requests.

Procedures for responding to subject access requests made under the Kazakh Data Protection Act 26th November 2013

Rights of access to information

There are two distinct rights of access to information held by schools about pupils.

1. Under the Kazakh Data Protection Act, 26th November 2013 any individual has the right to make a request to access the personal information held about them.
2. The right of those entitled to have access to curricular and educational records as defined within the Education Pupil Information Regulations 2004.

These procedures relate to subject access requests made under the Kazakh Data Protection Act 26th November 2013.

Action a subject access request

1. All requests for personal information must be made, in writing, addressed to the Directors of each school. If the initial request does not clearly identify the information required, then further clarification enquiries will be carried out to establish the information required. All enquiries must a return address, telephone number and email address.

2. The identity of the requestor must be established before the disclosure of any information. If the identity cannot be established through school records, further checks should be carried out regarding proof of relationship to the child in question. Evidence of identity can be established by requesting production of the following:

- Passport;
- Driving licence;
- Utility bills with the current address;
- Birth / marriage certificate;
- Identity card;
- Credit card or mortgage statement.

3. Any individual has the right of access to information held about them. However, with children, this is dependent upon their capacity to understand (normally age 12 or above) and the nature of the request. The Directors of each school should discuss the request with the child and take their views into account when making a decision. A child with no competency to understand can be refused access to their records and an individual with parental responsibility or guardian shall be contacted to make the decision on behalf of the child.

4. The maximum response time for subject access requests, once officially received, is 14 days **(not working or school days but calendar days, irrespective of school holiday periods)**. However, the 14 days will not commence until after clarification of information sought.

5. The Kazakh Data Protection Act, 26th November 2013 allows exemptions as to the provision of some information; **therefore, a review of all information will be reviewed prior to disclosure.**

6. Third party information is that which another party, such as the Police, Local Authority, Health Care professionals, Kazakh social services or another school, has provided. Before disclosing third party information consent should normally be obtained from the third party, though there is still a need to adhere to the 14-day statutory timescale.

7. Any information, which may cause serious harm to the physical or mental health or, emotional condition of the pupil or another, should not be disclosed, nor should information that would reveal or cause the child or another child to be at risk of abuse, or information relating to legal, Kazakh social service or police proceedings.

8. If there are concerns over the disclosure of information then additional legal advice should be sought from the school lawyer.

9. Where redaction (information blacked out/removed) has taken place then a full copy of the information provided should be retained in order to establish, if a complaint is made, what was redacted and why.

10. Information disclosed should be clear, thus any codes or technical terms will need to be clarified and explained. If information contained within the disclosure is difficult to read or illegible, then it should be retyped.

11. Information can be provided at the school with a member of staff on hand to help and explain matters if requested, or provided at a face-to-face handover of the information.

The views of the applicant should be taken into account when considering the method of delivery. If postal systems have to be used, then registered or recorded mail must be used.

Complaints

Complaints about the above procedures should be made to the General Director who will decide whether it is appropriate for the complaint to be dealt with in accordance with the school's complaints procedure.

Contacts

If you have any queries or concerns regarding these policies / procedures, then please contact the General Director or the directors of the schools.

TAMOS Education is committed to promoting equality and diversity and a culture that actively values and encourages difference. A culture that recognizes that people from different backgrounds and experiences can bring valuable, insights and potential to the workplace, educational process and enhance the way we work and teach.

TAMOS Education aims to be an inclusive educational organization, where diversity is valued, respected and built upon continuously. We aim to recruit and retain a diverse workforce and student body that reflects the communities it serves and the global community in general.

TAMOS Education pro-actively tackles discrimination and disadvantage and aims to ensure that no individual or group is directly or indirectly discriminated against for any reason with regard to education, employment or the accessing of any of its services.

Equality can be described as breaking down barriers, eliminating discrimination and ensuring equal opportunity and access for all groups both in employment, education and access.

Diversity can be described as celebrating differences and valuing everyone. Each person is an individual with visible and non-visible differences and by respecting this everyone can feel valued for their contributions which is beneficial not only for the individual but for the school, local and global community.

Equality and Diversity are not inter-changeable but inter-dependent. There can be no equality of opportunity if difference is not valued and harnessed and taken account of.

TAMOS Education is committed to ensuring that existing and future members of staff, students, parents, job applicants, or workers will be treated fairly in an environment which is free from any form of discrimination or prejudice such as:

- Age;
- Disability;
- Race (includes colour, nationality and ethnic origins);
- Religion and or belief;
- Sex.

TAMOS Education will not tolerate any processes, attitudes and behaviours that amounts to direct discrimination, associative discrimination, discrimination by perception, indirect discrimination including harassment (harassment by a third party), victimization, cyberbullying and bullying through prejudice, ignorance, thoughtlessness and stereotyping.

TAMOS Education is committed to ensuring that all its staff including managers, teachers and non-teachers are trained in equality and diversity so that managers are able to operate this policy. Examples include specific training on child protection, race, gender, disability, age and religion or belief, in accordance with the requirements Kazakh law and good practice.

TAMOS Education takes all claims of discrimination very seriously and will take appropriate action against those concerned. Discrimination occurs when someone directly or indirectly treats a person or a group of people unfavourably because of a protected characteristic such as age, disability, race, religion or belief and sex.

This covers all behaviour including remarks and insinuation, both verbal and non-verbal, which cause offence. Any member of staff, student or parent who is subject to harassment, bullying or discrimination is encouraged to inform the general director or school directors immediately. Any such reports will be held in the strictest confidence as per the TAMOS education Whistle-blower policy. All staff have a responsibility to guard against any form of discrimination and avoid any action which goes against the spirit of this policy. Implementing the policy as part of their day-to-day management of staff and in applying employment policies and practices in a fair and equitable way

The TAMOS Education language development policy focuses on the development of the Kazakh, Russian and English languages. Kazakh is the official state language, the learning of which is the duty of every member of the school community; Russian is a language of interethnic communication; and English is developed within the school as it is necessary for integration into the global community.

TAMOS Education implements and follows the presidential decree of 2011, stipulating that Kazakh educational sphere should implement a trilingual policy (Ministry of Justice of the Republic of Kazakhstan, 2011). TAMOS Education works with the national policy and the teaching medium of the three schools are Kazakh, Russian and English. Our language policy establishes a vital part of the academic process in the school.

TAMOS Education believes that all three of these languages; Kazakh, Russian and English, are vital to the future of Kazakhstan. Fluency in these languages is a central aim and objective of the school. High-level language abilities are needed if the Kazakh people are to succeed in higher education, on the world stage and as members of the global community.

Aims and objectives

This policy shows how we are implementing and developing our trilingual model and how other languages that are offered to the students in our school contribute towards high-quality learning which corresponds to international standards.

General provisions

The TAMOS Education's language policies are the mutual properties of the school and are part of the collaborative development of the whole school including the shareholders, directors, senior management teams, teachers, students and stakeholders. This policy is subject to a 3 yearly policy review by the general director, school directors and senior management team.

Standards

The guiding standards of TAMOS Education Language policy includes:

- The sharing of the best international and Kazakh teaching practice in the area of learning languages;
- The ideas of additive-multilingualism (the positive influence of studying more than one language on the student's general level of literacy);
- Full support for all student's native languages.

Language policy integration

- Incorporation of non-native languages outside the classroom, particularly in extracurricular activities, such as drama club, choir, sports lessons, and the book club;
- International Native Language teachers will provide help to students with different language skills;
- Delivery of appropriate information resources in all three languages with stress on the use of authentic texts instead of ESL materials in language learning and resourcing of the school resource centre;
- Provision school policy and documentation into the three languages;
- Encouragement of school overseas travel trips and study opportunities for all students and teachers to participate in debates, conferences, contests, seminars to listen to, absorb, learn and practice English;
- Native Language speaking teachers and those teachers who hold language proficiency certificates with high results will provide professional development for teachers in Russian, Kazakh or English. Non-Native teachers will have provision for studying Russian or Kazakh in the school;
- Extra support for Kazakh native languages will be organized for students of non-Kazakh nationalities. We will provide for individual student needs by having the students participate in Native Kazakh courses;
- Students with differing language needs will be identified in the beginning of the year and the language coordinator will work with them to create a plan to support their individual needs.

The roles of teachers, parents, staff and stakeholders

It is the school's obligation to support staff in their language learning and to make allowances for staff who are at an early stage in their language learning development. All staff in the school community including the senior management team, teachers, students, admin, support staff and parents are expected to support the implementation and development of the Language Policy throughout every level of school life. All situations in the school are an opportunity for language learning, all teachers have the opportunity to be language teachers, and in our school environment, all teachers are language learners as well. Therefore:

- All students and teachers should make measurable progress and be aware of using the official school languages throughout the school year;
- The school supports staff in language learning and will make allowances for members of the school community in the early stages of their language learning process;
- All teachers should be aware that they have the opportunity to be language teachers in all situations in the school. Local teachers are encouraging to obtain Cambridge English Assessment exams, IELTS and KazTEST certificates;
- TAMOS Education will support professional development in regard to language learning for all staff;
- All teachers should pay attention to language within their subjects through notices, signs, glossaries, trilingual term lists, etc.;
- Parents should fully support the implementation of the language policy our school, as well as support the desire of our students to master the three languages;
- School documents whenever possible should be available in any of the three languages on request.

Students who enter the school after kindergarten and later in the term than the rest of the school and have low English abilities will be; based on the language evaluation of the student, offered extra English classes and be given one-on-one instruction. Also, remedial English can be offered to anyone whom the teacher may believe will benefit from extra instruction.

It is important that the home language of multi-lingual learners is valued and seen as an asset to learning. Staff are aware and sensitive to the needs of children for whom English is an additional language; working with parents we use home language where appropriate. Teachers should also use labels, posters, photographs and books that are already in the cultural setting.

Introduction

The safe recruitment of all staff in a school is the first step to safeguarding and promoting the welfare of children enrolled in the school. TAMOS Education is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff and volunteers to share this commitment.

Aims and objectives

The aims of TAMOS Education's Safer Recruitment policy are to help deter, reject or identify people who are unsuitable to work with or may abuse students, by having appropriate procedures for appointing staff.

The aims of the TAMOS Education's recruitment policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equally and consistently;

- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex, disability or age;
- to ensure compliance with all relevant Kazakh legislation, recommendations and guidance;
- to ensure that the TAMOS Education meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

Employees involved in the recruitment of staff are responsible for being familiar and complying with the provisions of this policy.

TAMOS Education has a principle of open competition in its approach to recruitment and will seek to recruit the best applicant for the job. The recruitment process should ensure the person best suited to the position available based on the applicant's abilities, qualification, experience and merit as measured against the job description and person specification.

If a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant, they must declare it as soon as they are aware of the individual's application and avoid any involvement in the recruitment and selection decision-making process.

TAMOS Education has an equality and diversity policy which ensures the candidates are not discriminated due to:

- Age;
- Disability;
- Race (includes colour, nationality and ethnic origins);
- Religion and or belief;
- Sex.

Roles and responsibilities

It is the responsibility of the General Director and directors of the schools to:

- ensure TAMOS Education has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with Kazakh and legal requirements;
- monitor TAMOS Education compliance with those policies.

It is the responsibility of the school directors, human resource staff and all others to be involved in recruitment to:

- ensure that TAMOS Education operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers;
- monitor other agencies' compliance with this policy;
- promote welfare of children and young people at every stage of the procedure.

Definition of Regulated Activity and Frequency

Any position undertaken at, or on behalf of TAMOS Education will amount to "regulated activity" if it is carried out:

- frequently, meaning once a week or more; or
- overnight, meaning between 2.00 am and 6.00 am; or
- satisfies the "period condition", meaning four times or more in a 30-day period; and
- provides the opportunity for contact with children.

Duties which are carried out on an unpaid or voluntary basis will only amount to regulated activity if they are unsupervised.

TAMOS Education or its agencies will carry out background checks for all staff engaging in regulated activity.

Recruitment and selection procedure

Advertising:

To ensure equality of opportunity, TAMOS Education advertises all vacant posts in the appropriate locations to encourage as wide a field of applicants as possible. All advertisements make clear TAMOS Education's commitment to safeguarding and promoting the welfare of children. All documentation relating to applicants will

be treated confidentially in accordance with the Kazakh Data Protection Act and TAMOS education data protection policy.

Application Forms:

TAMOS Education uses an application form and all applicants are required to complete this form containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history). Incomplete application forms will not be considered. The application form includes the applicant's declaration regarding convictions and working with children. CVs only will not be accepted.

Job Descriptions and Person Specifications:

Job descriptions are finalized as the first step in the recruitment process. It will clearly and accurately set out the duties and responsibilities of the job role. The person specification details the skills, experience, abilities and expertise that are required to do the job. The person specification includes reference to the suitability of working with children.

References:

Applicants' references are sent for immediately after shortlisting. The only exception is where an applicant has indicated on their application form that they do not wish their current employer to be contacted at that stage. In such cases, this reference will be taken up immediately after interview.

All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory TAMOS Education. One of the references must be from the applicant's current or most recent employer. If the most recent position does not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. The referee should not be a relative. References will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions.

All referees will be asked whether they believe the applicant is suitable for position and whether there are reasons to believe that the applicant is unsuitable to work with children. Referees will also be asked to confirm that the applicant has not been radicalized so that they do not support terrorism or any form of "extremism".

Note that no questions will be asked about health or medical fitness prior to any offer of employment being made. Direct contact, whenever possible, by phone will be undertaken with each referee to verify the reference. TAMOS Education does not accept open references, testimonials or references from relatives.

Interviews:

There will be a face-to-face interview wherever possible, and a minimum of two interviewers will see the applicants for the vacant position. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will explore any anomalies or gaps have been identified in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria (in line with Safer Recruitment Training).

Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process, if it has not been disclosed on the application form. At least one member of any interviewing panel will have undertaken Safer Recruitment Training or refresher training as applicable.

All applicants who are invited to an interview will be required to bring evidence of their identity, address and qualifications and other paperwork as required by the school and Kazakh government specifications. Original documents only be accepted and photocopies will be taken for employee files.

Offer of appointment and new employee process

An offer of employment following the interview is conditional on the following:

- the agreement of a mutually acceptable start date and the signing of a contract incorporating the school's standard terms and conditions of employment;
- verification of the applicant's identity;
- the receipt of two references which the human resources department consider satisfactory;

- where the position amounts to "regulated activity";
- where the position amounts to "regulated activity" that the applicant is not prohibited from working with children;
- verification of the applicant's medical fitness for the role;
- verification of the applicant's right to work in Kazakhstan;
- verification of professional qualifications required for the post.

A personal file checklist will be used to track and audit paperwork obtained in accordance with Safer Recruitment Training. The checklist will be retained in the personal files.

Proof of identity, Right to Work in Kazakhstan & Verification of Qualifications and / or professional status:

All applicants invited to attend an interview for TAMOS Education will be required to bring identification such as passport, birth certificate, driving license etc. as proof of identity/eligibility to work in Kazakhstan in accordance with the rules set out in the Kazakh Immigration Policy. In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification legally required for the position and claimed in their application form. In addition, applicants will need to obtain criminal records check from the relevant country.

Medical Fitness:

TAMOS Education is legally required to verify the medical fitness of all employees, after an offer of employment has been made but before the appointment can be confirmed. All applicants are requested to complete a medical check.

Orientation Program:

All new employees should attend an orientation session which clearly identifies TAMOS Education policies and procedures, including the Child Protection Policy, the Code of Conduct and will make clear the expectations TAMOS Education has for how staff carry out their roles and responsibilities.

Single Centralized Register of Members of Staff:

In addition to the various staff records kept by TAMOS Education human resources department and in individual personnel files, a single centralized record of recruitment and vetting checks is kept in accordance with TAMOS Education employment policy. These files are kept up-to-date and retained by the director of academic development. These files contain details of the following:

- all employees who are employed to work at TAMOS Education;
- all others who have been chosen by TAMOS Education to work in regular contact with children (volunteers, area managers, admin staff, coordinators etc.)

Record Retention / Data Protection:

When an applicant is successful in their application, TAMOS Education retains in their personnel file any relevant information provided as part of the application process. This will include copies of documents used to verify identity, right to work in Kazakhstan, medical fitness and qualifications. Medical information may be used to help the school to discharge its obligations as an employer e.g., so that the school may consider reasonable adjustments if an employee suffers from a disability or to assist with any other workplace issue. These documents will be kept by TAMOS Education for the duration of employment with the school. The same policy applies to any suitability information obtained about volunteers involved with TAMOS Education activities.

Ongoing Employment:

TAMOS Education recognizes that "safer recruitment and selection" is not just about the start of employment, but should be part of a larger policy framework for all staff. TAMOS Education will therefore provide ongoing training and support for all staff, as identified through the appraisal procedures.

Leaving Employment at TAMOS Education:

Despite the best efforts to recruit safely there will be occasions when allegations of misconduct or abuse against children and young people are raised. This policy is primarily concerned with the promotion of safer recruitment and details the pre-employment checks that will be undertaken prior to employment. Details of the policy to

handle these accusations are detailed in TAMOS Education child protection policy, parental complaints policy and Teacher discipline policy.

Monitoring and Evaluation:

The Director and Owner are responsible for monitoring and evaluating TAMOS Education policies and there will be a yearly Safer Recruitment Evaluation audit which will be presented to the General Director.

Abuse are forms of maltreating a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. The principles of keeping children safe in education defines the following types of abuse.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Keeping children safe in education also acknowledges the following as specific safeguarding issues:

Signs of abuse

Possible signs of abuse include, but are not limited to:

- the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;
- the pupil appears neglected, e.g., dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and
- inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

Guidance for staff and volunteers on suspecting or hearing a complaint of abuse

A member of staff or volunteer suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, i.e., a question which suggests its own answer;
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken; and
- must keep a sufficient written record of the conversation. The record should include:
 - the date and time;
 - the place of the conversation; and
 - the essence of what was said and done by whom and in whose presence.

The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the designated safe guarding lead as soon as possible.

All evidence, for example, scribbled notes, mobile phones containing text messages, emails, letter memos or files on computers, must be designated safeguarded and preserved and passed to the designated safe guarding lead.

All suspicions or complaints of abuse must be reported to the designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix should be followed. If there is a risk of immediate serious harm to a child and it is not possible

to report to the designated safe guarding lead then a report should be made to the directors of the school immediately.

Dealing with allegations against members of staff, principals, vice principals, directors or volunteers

The school's procedures

The school's procedures for dealing with allegations made against staff will be used where the member of staff, the Principal, Director or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

Any allegations not meeting these criteria will be dealt with in accordance with the TAMOS Education child protection policy, teacher discipline policy and the Kazakhstan government Law on the Rights of the Child on August 8, 2002.

Reporting an allegation against a member of staff, principals, directors or volunteers

Where an allegation or complaint is made against any member of staff, director or volunteer, the matter should be reported immediately to the designated safe guarding lead, or in his / her absence to one of the other child protection professionals. Where a counsellor receives an allegation, she / he will consult with the school directors and the issue will be discussed with the general director and administration before further action is taken.

Where an allegation or complaint is made against the designated safe guarding lead, the matter should be reported immediately to the school directors and the issue will be discussed with the general director and administration before further action is taken.

Ceasing to use staff

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the appropriate authorities will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the general director and the directors of the school without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the school in accordance with this policy and a referral will be made to the appropriate authorities soon as possible if the criteria are met.

Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the to the appropriate authorities should be made.

Unsubstantiated, false or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the school directors will consider whether to take disciplinary action in accordance with the school's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the school directors will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

Record keeping

Details of allegations found to be malicious will be removed from personnel records.

For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

Introduction

A “Whistle blower” is a person who raises a genuine concern, in good faith, any issue concerning health and safety, illegality, child protection, bad practice or any other issues of a detrimental nature to TAMOS Education international’s working practices, reputation, pupils or staff. TAMOS Education encourages the school to have a culture of transparency and openness where discussion and feedback is encouraged and leads to positive affects to pupils, parents and staff alike.

As an educational community, TAMOS Education is committed to the highest standards of individual and professional conduct and the school management openly encourages approachability, open discussion and reflective practice but we also respect the concept of confidentiality and the circumstance in which confidentiality may be necessary.

TAMOS Education has introduced this whistle blowing policy to enable every person and stakeholder engaged in TAMOS Education to raise concerns internally with the management and administration in a completely confidential manner. This includes parents, students, staff, contractors’ volunteers and visitors. These concerns could include but are not limited to acts committed by fellow members of staff, students, administration, unethical conduct, faults in school procedure, oversights or dangerous issues with health & safety that need to be addressed. TAMOS Education encourages and values all members of staff, students and any stakeholders of the school that bring up such issues.

If any person has a concern in relation to a child protection issue, then they should refer to the child protection policy which sets out the best procedure for following up such concerns.

Qualifying disclosures

A “Qualifying Disclosure” is a disclosure made in the public interest by an employee raising legitimate concerns about specific matters that is being or likely to be committed Examples of these act are as follows:

- Committing an act against Kazakh law;
- An act creating a risk to health and safety;
- Causing damage to school property or the environment;
- A breach of any legal obligation of the school by an individual;
- A breach of the Kazakh data protection act;
- An act against a student that is unreasonable and likely to cause emotional or physical danger;
- Acts of sexual or abusive inappropriateness;
- Any action that may put other people at risk;
- Concealment of any of the above.

It is not needed for the member of staff to have absolute proof that such acts are being, has been or is likely to be enacted, a reasonable belief or suspicion is sufficient as the event may be an oversight rather than a deliberate act. The member of staff has only the responsibility to report such an act, the responsibility of investigating the

issue is with the school directors and the General Director. On no account should the discloser directly approach or accuse an individual about whom they have concerns.

A member of staff that makes such a disclosure will be protected from dismissal, and not subject to any detrimental treatment, victimization, bullying, or negative treatment after making a disclosure. No member of staff should suffer any detrimental effects for reporting a wrong doing as long as the whistle blowing policy is used correctly. Failure to follow the policy may make the disclosure unreasonable and protection given to the member of staff through this procedure may be lost.

People, parents or students who make malicious, vexatious, or frivolous false allegations will be dealt with under TAMOS Education's disciplinary procedure.

If a person is not sure whether to make a disclosure, they may raise the issue with any of the administration, general director or school directors they should discuss the issue informally before deciding whether to make an official disclosure.

A record of all such allegations should be kept by the general director or school directors and should be reviewed end of the year.

Principles

The key principles under which the "Whistle blowing Policy" operates under are:

- TAMOS Education does not tolerate malpractice.
- All staff share the responsibility of eradicating malpractice.
- Staff should be watchful at all times for illegal and unethical conduct and report it accordingly
- Respect the confidentiality of all staff.
- Investigation of any conduct under this policy will be conducted under TAMOS Education disciplinary rules.
- Any involvement of external organization will be at the discretion of the general Director.
- There should be no agreement to for managers to keep silent about such issues as this act in itself is an offence.

Policy distribution

All staff will be given a copy of the whistle-blower policy in the teacher's handbook at their induction. Copies will also be found on the school web site the parent's handbook, and a copy will be given by the administration on request.

Malpractice

Malpractice is not always easily defined. However, malpractice can include but is not limited to:

- Safeguarding concerns;
- Allegations of fraud;
- Financial irregularities;
- Mismanagement;
- Bribery and corruption;
- Dishonesty;
- Negligence;
- Abuse or bullying of staff or students;
- Acting contrary, the staff and school code of ethics;
- Criminal activities;
- Failing to comply with legal obligations;
- Creating or ignoring a serious risk to health;
- Unauthorized disclosure of private information;
- A miscarriage of justice;
- Safeguarding issues;
- Conduct that could damage the school's reputation.

Making a Disclosure

The whistle blowing policy is independent from the staff grievance policy. Members of staff should use this policy when they have a personnel grievance not the whistle blowing policy.

Casual or informal concerns can be raised verbally; though staff are encouraged to document their concerns in writing. The report should include:

- Background and history of the concern;
- Relevant names and places;
- Relevant dates;
- Reason for the concern.

People make a disclosure will be kept informed of progress and whenever possible subject to issues of confidentiality, the data protection act and the rights of third parties informed of the resolution. The reporter has the right to escalate their concerns to another stage or contact the relevant external body if:

- They are not satisfied their complaint is being dealt with;
- They do not receive a response within seven days;
- Extreme circumstance dictate.

Complainants are not expected to prove the truth of the allegations; however, they are required to demonstrate that there are sufficient grounds for concern. Any genuine concern raised will be investigated according to this policy and in a timely manner.

Procedure

Stage 1

Initial formal concerns should be made to one of the following:

- Principals;
- Counsellors;
- Vice Directors;
- Directors;
- General Director.

The complainant should receive a response within seven days. If the complaint refers to any of the above position the complainant may go directly to the General Director or the school directors.

Stage 2

If no response is received after seven days and the complainant is not confident the complaint is being dealt with, they should notify the next manager up the chain of command. Again, they should receive a response in seven days.

Stage 3

If still no response they should go directly to the general director or the school directors.

Stage 4

If after exhausting all internal procedures set out in this policy and the complaint is still not dealt with satisfactorily, the situation can be considered an "extreme circumstance" and the complainant may contact the relevant outside agency for help.

Extreme circumstances

Extreme Circumstances can be defined as a situation where, after careful thought, with all internal recourses have been exhausted and when either:

- an illegality has been committed or is about to be committed;
- it is felt the school is covering an illegality;
- There is immediate danger to students, staff or anyone involved in the college;

- Somebody may destroy any relevant evidence;
- Where somebody may be victimized or will suffer unnecessarily.

Media or commercial Bodies

The principles of confidentiality should be observed at all times. The complainant, should under no account approach the media or a commercial body with details of the suspected wrongdoing. If the complainant approaches such a body to disclose their concerns it will be considered to be a gross act of misconduct and immediate disciplinary action may be taken against the member of staff

This policy is designed to promote best practice and to establish a consistent and reliable guide to teaching and learning across the whole school. Its aims and objectives are to ensure that all TAMOS Education children are provided with high quality learning experiences that will lead to a consistent high level of pupil achievement and attitude.

Our main aim with this policy is to guide our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. Our objective is to promote a learning environment and culture so that pupils will engender a love of learning as well as a desire to continue to learn long after they have left school and into their adult and professional life. We want to enable our pupils to take every opportunity to succeed.

The Supportive Learning Environment

The main responsibility of teachers is to provide a caring, supportive, warm, safe and stimulating learning environment whereby all students are guided and helped to reach their emotional and academic potential. Children learn the best when they are in an environment where they feel safe to take on challenges, are engaged, interested and motivated and feel valued. We recognize the importance of building positive self-esteem in children

The essentials of positive self-esteem:

- **Belonging:** recognizing each student has a contribution to make to make and we value and encourage all contributions
- **Aspirations:** Teachers express high aspirations and expectations for themselves and their students. Children are encouraged to work towards a realistically achievable goal
- **Safety:** Consistent standards and expectations for all pupils feel safe to learn within their environment. Behavioral expectations are set and good behavior is recognized and rewarded
- **Identity:** We respect and encourage equality and diversity, guiding children to learn from and thrive within our globally diverse community, a sense of identity and self-knowledge is upheld by the belief that individuality is not to be threatened by undue pressure to conform
- **Challenge:** gaining strategies to cope with life are an important part of development and learning. Children are taught that it is OK to take risks and we learn the most when we make mistakes

The Physical Environment

The physical learning environment can have positive effects on student standards and motivation. Some factors that can affect students include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are engaging, exciting, warm, stimulating and welcome places to learn by:

- Creating a safe space to create, arranging furniture to make a flexible learning environment including a carpet attention area
- Creating environment where topics can be focused and stimulate interest in the themes of study e.g. wall/door display, themed book corner or role play area
- Creating a personal space for each pupil; lockers labelling trays, where applicable, and pegs so students can experience their own personal identity.
- Showing children how to respect and care for their environment
- Keeping classrooms inviting and all areas are clear and clean
- Providing an inviting book corner
- Providing role play areas (where and when relevant)

Display

Display areas are used to support, reinforce and reveal in learning. Displays should aid recall, stimulate further thinking, provide extra information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each in the schools should have:

- A writing display which is noted with relevant information to support the current learning
- Modelled and scaffolded examples of current teaching and learning
- A Math room or display which should promote conceptual understanding around number including concrete, pictorial and abstract examples.
- Science room or displays showing the topics being taught;
- Visual timetables on display at all times during the day
- Well-presented displays of children's work to raise students' esteem reflecting their achievements
- Posters or displays that reflect the make-up of the school population

The Curriculum

All teachers are responsible for continuing professional development outside of training and seminars provided by the school and maintaining a very good subject and pedagogical knowledge, to ensure the best possible learning opportunities are planned and delivered. The expectations of all staff are to be learning leaders, disseminating knowledge and sharing best practice with all their colleagues.

Literacy is at the center of our approach to our curriculums. Students have a reading program throughout each term which is informed by pupil questions and book reports and presentations.

The state and Cambridge curriculums are covered in more detail in our Curriculum Policy.

Focus/Week days

Throughout the four terms we hold a series of special days or weeks; these range from specific academic areas such as history week or science/math week to health or community based events e.g. recycling and men's day and women's day. The purpose of this approach is to include real world activities and raise the profile, engagement and enthusiasm for an academic area and to provide pupils the opportunity to practice their skills in a variety of ways.

Pupil Outcomes

At the center of everything we do at TAMOS education is to try to ensure that students grow up to lead safe, happy, healthy and successful lives. Through direct teaching and extra-curricular schools provision our intention is to integrate and promote these concepts throughout the entire curriculum so that all pupils can.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

The Learning Path

All teachers at TAMOS Education are responsible for the planning, preparation and delivery of opportunity to enable learners, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior achievement, learning targets, learning needs, language stage,

cultural backgrounds and personal interests). The requirement of very good subject knowledge with effective lesson planning, an engaging and stimulating use of strategies, resources and personnel to encourage and enable all pupils to learn to their fullest potential.

Teachers are expected to create a secure and friendly environment in which high standards of positive behavior can be maintained. Our purpose as teachers is to help learners to succeed, enjoy developing the skills and capacities to work independently and collaboratively to make good progress in all areas of their learning. As a staff, we constantly considering teaching styles, the learning environment, school and class rules, and expectations of behavior to ensure that every child is feeling confident, happy and secure.

The recognition and celebration of success through assemblies, displays and performances is a very important practice at TAMOS Education. We try to ensure that there is a broad range of opportunities so that everyone has the opportunity to shine.

Questioning the Students

The usage of open and closed questioning is extremely important to teaching and learning. Questions are used in many ways such as to assess children's starting points, to deepen understanding and to check children's progress.

A varying range of question types should be used from the literal types to higher order. Students should be given thinking time and a range of strategies are employed in TAMOS Education to encourage a 'no hands down' approach: talk partners, think-pair-share, word wave, countdown timer. We encourage our pupils to ask and answer their own questions and use a range of techniques to find the answers to questions that other students have posed.

Learning Styles

Children learn in different ways and at different speeds and therefore we try to plan and deliver a multi-sensory, differentiated approach to engage all learners using the auditory, kinesthetic and visual learning styles and stimuli. We employ a wide range of resources, including, interactive whiteboards, computer pads, buzzers and online resources. We also recognize the idea of multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These opportunities to communicate ideas include speaking, listening, writing, story mapping, music, drama, ICT, art, investigation, problem solving, research, questions, creative activities, debates, role-plays, oral presentations and design. Throughout the day, pupils engage in whole-class work, group work, paired work and independent work, peer work and project work. We aim for each lesson to include a range of visual, auditory and kinesthetic activities so that pupils see, hear and do.

The Assessment of Learning

Assessment lies at the foundation of promoting student learning. It provides the structure where educational objectives can be set and children's progress tracked and monitored. .Assessment should be included into teaching strategies in order to spot problems and chart progress. It helps the school to promote learning across the curriculum and helps teachers enhance their skills and judgements.

Using the principles and processes of assessment, we aim to:

- monitor the progress of students and support their learning
- recognize the achievements of pupils in all areas
- help with future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide data and continuity when the pupil changes their school or year group

- comply with statutory requirements

Learning aims and objectives are shared at the beginning of each teaching session so children understand the purpose and direction of the lesson, at the end of the session learning outcomes are evaluated.

Teachers should be constantly assessing; observing, questioning and working with student groups and individuals through the day. Work where possible should be marked alongside or with the child. Marking should be a dialogue and teachers should ask a question or give a challenge when marking written work to check the understanding. We also use summative assessments of learning for continual assessment for each lesson. We use a variety of resources and use the results intelligently to record progress on our tracking system to detect weaknesses in subject knowledge and predict future levels of achievement.

Assessments of children throughout each lesson is integral to our good practice, recording continual assessment for each child, for each lesson is collected along with homework and testing marks. Results of this assessment is used to inform planning, set learning objectives and aid early identification of special needs.

Homeroom teachers discuss with subject teachers assessment results in a weekly grade meeting. Children that have made limited or no progress are the initial focus, with discussions around reducing, or removing, the barriers to learning that these children face. Further discussions around those children that are at ARE, focus on how these children may be challenged to exceed.

Our Kazakh state and Cambridge assessment systems are covered in more detail in our Academic Policy

Parents Days

Teachers meet with parents individually to discuss progress, at the end of each of the four terms where teachers write detailed transcripts and reports for each child.

Differentiation

The delivery and content of all lessons should be differentiated to ensure all pupils can access and achieve within the learning objectives and indications of the curriculum. Teachers must take account, gifted and talented, and the language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

TAMOS Education is within easy reach of many interesting and educational places which we can use to enhance education and stimulate learning. Event organizers plan a minimum of one outside visit per term with a range of destinations being provided across the year. Teachers must obtain written permission from parents/guardians before a child can participate in an excursion

Working with others

Parents

We actively encourage a partnership with our parents as our partners in learning and aim to create a welcoming atmosphere for all our stakeholders. Parents are informed of their children's monthly learning targets and advice is given by homeroom and subject teachers on how to support the learning in the home.

Four official parents' day meetings are held across the year but parents are entitled to make an appointment to see the homeroom teacher at other times. Homeroom teachers are expected to raise

any concerns about a child's learning or behavior with parents as soon as possible so that work can be done in partnership to resolve issues.

Teaching assistants

Grades that have assigned teaching assistants are used for the effective direction and deployment of TAs to support learning and language. TAs and are responsible for ensuring learning intentions and activities are clear, students are supported, there is a direct communication channel to the parent and supervise the students as the enter and leave the school.

Pupil voice

We have a School Council which meets with a member of the senior administration every two weeks. Each member of the council is elected, as a class president, by their group mates at the beginning of each term. They make recommendations and undertake work to improve our school. All classes have homeroom periods to make sure children have opportunities to raise concerns and voice opinions with their class president. Children's opinions are regularly sought through questionnaires and discussions.

Specialist support

Additional support is provided to identify pupils, through our student support polices, so all pupils can access our learning opportunities and fulfil their best potential. Support may be given to assist pupils with special educational needs or to extend those with a specific gift or talent.

Homework

It is important to the TAMOS Education philosophy that a strong partnership is built with parents, homework can give the chance for parents to become involved in their child's learning. Homework gives the opportunity to reinforce what has been covered in lessons, practice a skill or to introduce a new topic. Teachers are responsible for setting and marking this work in line with the school homework policy.

Extracurricular Activities and clubs

We provide a varied menu of activities to support and enrich learning; these include Olympiads, after-school clubs, summer school clubs, academic clubs, sports tournaments and competitions.

School Routines

School Routines

The school day official begins for staff at 8:15am. The offices, telephones and homeroom hotlines are serviced from 8:30am until 5:00pm each day except Saturday and Sunday.

Children may begin arriving at school from 7:30am. It is expected that the children use the time before school to organize themselves for the day's lessons.

Security and Access

At TAMOS Education we take the responsibility and security of our charges extremely seriously. Due to our accountability and duty of care for our students, parents are asked to drop and pick up their children from the security station in front of the school.

No-visitors are allowed on campus at any time unless they have been invited to a school event or they have an appointment. If any early year's students have problems with starting school, in the morning, then their TA's or teachers will meet them at security and escort them to the classroom.

At TAMOS Education we try to create a warm, safe and comfortable atmosphere where the students feel safe to learn. Strangers wandering around the school while the children are learning is not supportive of that atmosphere.

Appointments can be made to see teachers or member of the administration through the usual telephone channels as detailed in our contacts. Visitors will be met at the security station, sign in, wear visitor badges, be escorted back to the security and then be asked to sign out.

School Schedule

Time	Cambridge	Time	Kazakh Department	Time	Rus Dep Grades 1-4	Time	Rus Dep Grades 5-11
8:00 – 8:15	Arrival	8:00 – 8:30	Arrival	8:00 – 8:30	Arrival	8:00 – 8:30	Arrival
8:15 – 8:30	Breakfast	8:30 – 9:10	Period 1	8:30 – 8:45	Breakfast	8:30 – 9:10	Period 1
8:30 – 9:10	Period 1	9:10 – 9:30	Breakfast	8:45 – 9:25	Period 1	9:10 – 9:30	Breakfast
9:10 – 9:30	Assembly	9:30 – 10:10	Period 2	9:30 – 10:10	Period 2	9:30 – 10:10	Period 2
9:30 – 10:10	Period 2	10:15 – 10:55	Period 3	10:15 – 10:55	Period 3	10:15 – 10:55	Period 3
10:15 – 10:55	Period 3	11:05 – 11:45	Period 4	11:05 – 11:45	Period 4	11:05 – 11:45	Period 4
11:05 – 11:45	Period 4	11:50 – 12:30	Period 5	11:50 – 12:30	Period 5	11:50 – 12:30	Period 5
11:45 – 12:20	Lunch	12:35 – 13:15	Period 6	12:30 – 12:55	Lunch	12:35 – 13:15	Period 6
12:20 – 13:00	Period 5	13:15 – 13:40	Lunch	13:05 – 13:45	Period 6	13:15 – 13:40	Lunch
13:05 – 13:45	Period 6	13:50 – 14:30	Period 7	13:50 – 14:30	Period 7	13:50 – 14:30	Period 7
13:50 – 14:30	Period 7	14:35 – 15:15	Period 8	14:35 – 15:15	Period 8	14:35 – 15:15	Period 8
14:35 – 15:15	Period 8	15:20 – 16:00	Period 9	15:30 – 16:25	Self-study	15:30 – 16:40	Self-study
15:20 – 16:00	Period 9	16:00 – 16:30	Break	16:25 – 16:35	Snack	16:40 – 16:50	Snack
16:00 – 16:10	Snack	16:30 – 16:45	Self-Study	16:35 – 17:00	Break		
16:10 – 16:50	Homeroom	16:45 – 17:00	Snack				

Lunch is normally eaten in class groups and supervised by class teachers or their TA's. This encourages all students to have a nourishing meal during the day. On wet day or extreme heat days, students will spend lunchtime in either the halls, classrooms or the library.

By 5:00pm all children should have vacated the school unless sports, clubs, extra-curricular activities or prior arrangements have been made.

This schedule is subject to change. If changes are made the parents and students will be informed in advance.

Absenteeism / Leaving School During School Hours

If a student arrives late to school, they need to report to their home room teachers or TAs to sign in prior to going to class.

If a child is going to be absent for a day or part of a day due to illness, the school should be notified in the following way:

- a phone call to the homeroom teacher or TA in the morning before 8:30am;
- If the school has not been notified of an absence or lateness by 8:30am, the TA's will contact families to ensure that the child is safe at home. A doctor's notification is required on return to school.

If you know in advance that your child will be absent for an extended period of time, then written prior notification to the school (i.e., explanation of event or appointment with times) confirmed with a letter from the directors.

Due to the school's accountability for all students' attendance to the Education department, high absenteeism will be addressed with parents by the Directors of the schools and could be reason for exclusion.

These conditions are described in detail in the TAMOS Education attendance policy.

Appointments

Please note that when collecting your child for an appointment (doctor, dentist etc.), they will sign out with the TA's or homeroom teachers. This ensures we can account for all students' whereabouts in case of emergencies such as fire or earthquake drills.

It is also important that the pickup takes place at the security office. The administration staff will arrange for the child to be prepared to go if they are aware of the appointment time and brought to security.

Assembly

In the Cambridge school a brief assembly is held on Monday morning at 8:30 am where the National Anthem is sung, Awards are presented and the events for the upcoming week are communicated to the children.

Bus Travel

The school provides a bus service between our School and stops around Almaty. This service is controlled and detailed in the school's bus policy.

TAMOS Education Attendance Policy

Attendance

TAMOS Education operates a full daily schedule so it is essential that pupils attend school every day and arrive on time. We ask that pupils should not be removed from school for extended periods unless absolutely necessary.

Absences

If a student is going to be unexpectedly absent (e.g., sudden sickness), please telephone the school to let us know the reason, preferably by 8.30am on the morning of the first day of absence. When a student returns from being absent and the parent has not already contacted us, a note explaining the absence must be sent with the child and if necessary, an appropriate medical certificate specifying the days and the reason for the absence.

It is a legal responsibility for the school to report the attendance and absences of students to the Kazakhstan Ministry of Education and Science so accurate records are essential.

Lateness

Lateness is disruptive to your child's day, to the class and to the continuity of your child's education. Occasionally lateness is unavoidable, especially with Almaty traffic, however persistent lateness is not acceptable and will lead the child to be subject to the disciplinary procedure.

Three times late and the student will receive detention, six times late and the student will receive detention and a letter will be sent to the parents, 9 times late and the student and parents will be called in front of the disciplinary committee.

Leaving the School Early

For security reasons, no child is allowed to leave the school early without a request from the parent or guardian authorized by the school directors, vice directors or principals. If a child below needs to leave early, they must be picked up by a parent.

Parents should make the best effort not to request permission for the students to leave early during academic lessons. The administration understands that sometime this is unavoidable especially with doctor, hospital and dentist appointments.

If the student is involved with regular extra-curricular activities outside of school, then written permission from the school directors, vice directors or principals must be obtained. Unless under exceptional circumstance these activities should be arranged during club time. TAMOS education supports involvement with activities outside of the school as long as these activities do not impact on the academic education of the students.

Permission will not be given for absence during the exam periods unless under special circumstances.

End of The Day

We ask parents, weather permitting, to wait for their children in the carpark. Children are supervised by the staff in their classrooms until signed for and collected by their parents or designated guardian.

If your primary child is to be picked up by someone other than yourself, or your usual contact, you must inform the school in advance, providing details of the person who will pick them up and sign for them. Anyone arriving to pick-up a student will be required to sign in the visitor's book, Secondary students (Grade 6 to Grade 12) may leave the school independently.

After 16:30 uncollected primary students will be supervised in a designated area. If children are repeatedly left after 16:30 parents may be charged for the extra supervision time.

Behaviour Expectations Policy

Behaviour Expectations

The manner in which staff and students behave should be a reflection of our mission statement. It is very important to the philosophy of TAMOS Education to support and encourage good behaviour thus we have certain behaviour expectations of our students along with providing support systems, guidelines, rules & regulations, and systems to communicate and encourage what is and isn't "TAMOS Education" behaviour.

Behaviour

The staff and students at TAMOS Education are committed to maintaining an inviting, safe, equal, supporting environment that reflects courtesy and respect amongst students, teachers, administrators, support staff, parents and all of the many visitors to the school.

Every person in TAMOS Education is responsible and accountable for their actions and conduct, they are made aware that there are consequences to their actions that they must take, and accept those consequences whether those consequences were immediately apparent or not.

Staff and students are meant to maintain an atmosphere of high respect at all times. It is expected students, as a norm, follow the guidelines outlined in the rules and regulations. Everyone should be proud of their school and respect it by behaving appropriately, both on and off the school campus.

On campus every member of the school is responsible for the care of school property including classrooms facilities and all other areas. Vandalism and damage to school property or facilities should be reported immediately. Repair or replacement of damaged or lost school property, resulting from actions other than regular use, wear and tear, will be the responsibility of the individuals and their parents or guardians involved subject to the disciplinary procedure. The cost of replacing extensive destruction of school property resulting from misbehaviour or deliberate vandalism may be charged to the perpetrator or their parent or guardian.

Off campus students are expected to behave properly and with responsibility for themselves, the public and the environment. This includes being courteous, orderly, well behaved and polite in transit to or from school regardless of the kind of transport. All members of the school are ambassadors for TAMOS Education and the carry the reputation of the school with them at all times.

The students are also expected to keep a polite and respectful online presence in all aspect's social media. This includes but is not limited to; disrespectful behaviour, insulting behaviour or cyberbullying. Any incidents of this kind of behaviour could be subject to disciplinary procedures.

Respect Yourself and Others

Students should at all times:

- Speak kindly to others (including lower/higher grades, teachers, visitors, secretaries and all staff).
- Respect the property of others (do not steal, break, mark, damage, pollute or take without permission).
- Respect the emotions and personal space of others (do not bully, harass, abuse, touch, harm or injure others).
- Respect the right to learn (do not be disruptive or distract other from learning)
- Respect and assert your right to learn (be on time in all ways, keep focus, do not skip classes, do your best).
- Respect the rights to a clean and safe learning environment (do not act in a way that will harm yourself, the environment or others).

Strive for Excellence

- Strive and encourage others to strive for excellent behaviour and achievement.
- Use your time constructively, do your best work.

- Listen to and help others, support others, offer positive communications and encouragement.
- Take care of the environment, equipment, personal property, don't litter, care for the school.
- Be healthy and safe, take care of your body, exercise, eat and sleep well, help anyone hurt or upset.
- Follow the rules, use common sense, listen to teachers' instructions and be safe at all times.

Follow the experienced

Not all rules for behaviour can be specifically listed, so we require students to follow teacher, parent or supervising adults' instructions at all times. Teachers will do their best to look out for the safety and wellbeing of all the students in the school and will make requests or give instructions accordingly. All staff members of TAMOS Education have the very best interests of your students at heart.

Students from grade 3 upwards will take care of any bathroom breaks, calls to parents, or business with the office during break times, not during class times. This, while it may seem uncomfortable for the students, is in the best interests of the class in terms of minimizing disruption and to the students in maximizing learning time and continuity of their education and valuable classroom time.

If a student feels that a teacher request or instruction is unfair or unreasonable then it is best to follow that request and then follow the procedures used to address a grievance as outlined in the handbook. Of course, in a case where a student feel threatened, unsafe, if there is a medical emergency or the request is unethical and makes the student feel uncomfortable then follow the dictates of good sense and reason. Those in the administration will understand.

Being a Good Global Citizen

Every student should work towards being a student who:

- Contributes to the improvement of others, the school, the wider community and society in general;
- Shares a sense of responsibility for the school the environment, the planet and all those who inhabit it;
- Demonstrate their ability to communicate, use technology appropriately and express themselves in visual and performing arts;
- Solve problems, think critically and make informed decisions applying themselves to real-life situations;
- Access and manage information responsibly and effectively;
- Assume responsibility for the choices and actions they take working independently and collaboratively;
- Lead an active, well balanced and healthy lifestyle.

Parental Expectations

We kindly ask the parents to:

- Treat all members of TAMOS Education staff with respect;
- Talk to the appropriate person when you have a concern or complaint;
- If you have an issue with a parent, student or teacher raise it with the appropriate person as defined in the complaint's procedure;
- Support your child in doing their homework and other school responsibilities;
- Make efforts to have your children at school on time;
- Ensure you and your child follow the school rules with good spirit and respect;
- To remain calm at all times and not resort to aggression or violence;
- Not to wander round the school during lesson times;
- Not to interrupt lessons;
- To respect TAMOS Education staff, students, parents and visitors at all times;
- To not criticise or confront other parents' children under any circumstances.

Enrollment and Admissions Policy

General Provisions

This policy details the organization and procedures for TAMOS Education's admission policy. It details the conditions of admission, transfer and expulsion of children wishing to enrol for TAMOS Education's educational services. These provisions were developed in accordance with paragraph 2, Article 26 of the law of the Republic of Kazakhstan "Educational Law" and models the rules for admission to educational institutions, implementing educational curricula for primary and secondary education (approved by order of the Ministry of Education and Science of the Republic of Kazakhstan the 12th October 2018 y. No. 564).

TAMOS Education accepts as candidates all students and children no matter their nationality, ethnic groups, background, creed or colour. We are committed to a policy of equality and diversity for all.

TAMOS Education policies are designed to make sure that the rights of the child to an education in a safe, nurturing and supportive environment. We take our duty of care to all our children irrespective of differences.

When assessing suitability for admission into the school the student and parent's nationality, ethnic group, religious faith, social group or area of residence will not have any influence on their acceptance into the school.

TAMOS Education's Admission's Policy aims to:

- Set consistent selection and procedures that are fair to all applicants;
- Select candidates whose beliefs and ethos match those of TAMOS Education;
- Select candidates whose personal qualities have the potential to contribute to the school;
- Select candidates who will benefit from the many opportunities offered by the school.

TAMOS Education independently formulates the conditions of enrolment according to TAMOS Education's policies, terms & conditions, admission procedure and obligations as per the TAMOS Education and Parents contract.

Points of Entry

There are four main points of Entry to TAMOS Education classes. Kindergarten (grade 0), Primary (grade 1), lower secondary (grade 5) and upper secondary (grade 9). In addition to this we can admit pupils in the rest of our classes (grade 2 to 4, grades 6 to 8, grades 10 to 12) if there is space in those classes for more students and the students can provide the proper documentation and pass the entry conditions including the entry tests.

These points of entry are for the Russian school, the Kazakh school and the Cambridge school.

Registration

Families and their prospective children are always warmly welcome to visit our school to get an Impression of the daily life of a TAMOS Education student. Parents are invited to register their children at any age and are requested to provide the appropriate paperwork. TAMOS Education will continue to accept applications for as long as there are places available. The registration of a prospective student does not necessarily guarantee a place but does ensure the child will be considered for the selection process to enter the school.

General Admission Requirements:

Admission to the school is carried out under the following conditions:

- The agreement to follow all policies, contractual obligations and rules and regulations as laid in in TAMOS Education policies, the parent hand book and the TAMOS Education terms and conditions as contained in the TAMOS Education parent contract;
- The acceptance of the TAMOS Education's teaching methods, study loads and independent work requirements;
- The understanding and acceptance of the content of TAMOS Education's teaching programs;
- Students are accepted for enrolment throughout the year under the following conditions;
 - The child's age falls into the correct age range for the grade between the months of September to September;
 - The student is able to pass the appropriate exam for the appropriate course and educational level;

- The student has consistent good reports from the previous school both in the areas of academia and behaviour;
- There are available places within the class (TAMOS Education will not except the enrolment of a child if it pushes the number of students in the grade above the acceptable class limit).

Selection Process

The selection and enrolment process begins from April the 1st.

The conditions for entry onto the Kazakh, Russian or Cambridge schools are as follows:

1) The submission of the following paperwork:

- Letter or statement of intent from the parents;
- The child's medical records and medical passport;
- Parents certificate of residence and proof of address;
- In the case of grade 2 and up the child's permanent file and records from previous school;
- Appropriate paperwork from the previous school indicating they have left;
- Birth Certificate;
- Any certificate or accommodations for excellent or outstanding work in previous schools;
- 2 x 3"x" photos.

2) An interview with the student in the learning medium of the selected school (Kazakh, Russian or English).

3) Passing a competitive entry test designed by TAMOS Education in English, Kazakh, Russian, Math and science depending on the course and grade chosen.

4) The number of available spaces in each grade.

In the case where attendance to the class is withheld due to the number of students already enrolled the name and surname of the parents and student are added to the waiting list. When a place arises the student and parents will be invited for interview and testing.

Special Classes

Admittance in to the special classes with extra in-depth study of physics and math will take into account the interests, aptitudes and abilities of the student as well as special entrance tests in math and physics designed by TAMOS Education.

Grades 10, 11 and 12

Admittance into the 10th to 12th grades will into account the interests, aptitudes, and abilities of the student based on the application of the parents and the documentation supplied as well as the submission of the state document and state test results from grade 9 showing the level of basic secondary education.

General Admission Information

The school directors, the head of admissions and the admissions staff are responsible for ensuring that during the admission process all the enrolment rules contained in the enrolment policy are upheld.

Students graduating up into the next grade do not need to take further testing on the conditions that the academic level required for the end of term has been met and the advice of the homeroom teacher is followed and taken into account.

For new students there is a period of two months' probation to allow the student to settle in, get support from teachers, homeroom teachers, counsellors and the psychologists and problems with the ability to settle in to the school will be discussed with the parent.

Students can be accepted after the beginning of the first term following this criterion:

- The parents agree to the general admission requirements;
- The appropriate paperwork is supplied;
- Good academic results and good behaviour reports;
- Availability in the chosen class;

- At the discretion of the school directors.

All admissions into TAMOS Education courses are subject to availability and number of places available in each course. Registering, interview and test results do not necessarily guarantee a place in the school though students not offered a place in the school due to availability will, at the request of the parent, be placed on a TAMOS Education waiting list for the particular grade and will be informed if a place becomes available.

Relocation from TAMOS Education

Students can be transferred from TAMOS Education to another school under the following circumstances:

- Moving to another location outside TAMOS Educations catchment area or a reasonable distance to make it unreasonable for the student to attend;
- Transitioning to another education institution that implement other types of programs;
- On health grounds;
- On the professional recommendation of psychological, pedagogical or medical experts, with the consent of the parents a student can be transferred to a correctional general education institution or a class of compensatory education, ensuring education, upbringing, social adaption and integration into society can continue;
- Transfer due to the parents' wishes according to a submitted letter.

For the purposes of transfer the parents will be provided with the relevant documentation required for a smooth transition. Including:

- Student Permanent Files;
- Report card or transcripts;
- Medical passport;
- Any other leaving school paper work as needed;
- Proof of complete payment of school fees.

Expulsion from TAMOS Education

Students can be expelled from TAMOS Education for reason defined in the student discipline policies as detailed in the parent's handbook. These include but are not limited to:

- Repeated acts of disruption or misbehaviour;
- Repeatedly, despite warnings, failing to follow the Behaviour guides and policies as defined by TAMOS Education;
- Bullying;
- Unreasonable behaviour by parents or guardians;
- Not keeping up the required academic level;
- Repeated absences that cause the student to fall so far behind as to be unable to catch up;
- Gross acts of misbehaviour;
- Carrying or using illegal items such as drugs, alcohol, guns or knives;
- Extensive destruction to school property;
- Not keeping up with academic responsibilities.

All behaviours problems will be dealt with under TAMOS Education student discipline policy and any decision to expel a student is at the sole discretion of the general director and school directors.

Disclosures

Parents or guardians must disclose, as soon as possible, any known or suspected circumstances relating to their child's health, disabilities, learning or behavioural problems. Where an applicant has a pre-established learning difficulty (e. g., dyslexia or dyspraxia) parents should explain this at the time of registration so that the needs of the child can be discussed in the interview. The psychologist will examine the child and make a report so that the access requirements and appropriate support can be clarified and discussed to ensure the child's needs can be reasonably met before an offer of placement is made.

Applicants from Outside Kazakhstan

TAMOS Education accepts pupils who are citizens of other countries as long as it is understood that it is the responsibility of the parent to enquire for and obtain the correct paperwork in regards to visa requirements to study in the republic of Kazakhstan. Once registration has been submitted it is up to the parent to keep TAMOS Education informed and kept up-to-date on the visa process. TAMOS Education will provide any reasonable paperwork necessary to help with the visa application. Students from overseas must also be accompanied by a parent or guardian over the age of 25, resident in Kazakhstan, who is prepared to be responsible for that student to provide accommodation for that student and be available in case of any emergency situation. The guardian will be asked to sign a declaration to demonstrate their responsibilities towards the student.

TAMOS Education reserves the rights to not accept any child they feel does not fit the policies, rules and regulations at TAMOS Education's discretion.

Contract:

Once the child has been offered and accepted a place into the school the parent will sign a year's contract to be renewed at the end of every school year.

Independent work Policy

KG and Year 1 students

Children in these year levels will take home a reader and vocabulary words/number of familiarization games to go through with their parents at home.

It is recommended, if possible that parents role model the reading process with their child, allowing them to 'have a go'.

The older the child gets, the more reading you can expect from them.

It is important at this age for parents to play with children or participate in some meaningful way with educational or academic games. Spelling, reading, math games or activities.

Children of this age are not usually expected to complete school work at home.

Grads 2 to 9

students Aims:

- To develop principled and committed learners, who are self-disciplined in their study habits.
- To bring some aspects of school life into the home, and give parents an opportunity to share and support their children's learning.

TAMOS Education requires the support of parents for its co-ordination and time tabling of home study to fit in with other family activities. The supervision of Independent Work should not lead to stressful situations as Independent Work should require little or no parent instruction. That is, students should not become agitated, as all work requirements should know by the students.

If your child is reluctant to complete Independent Work at home or If your child is spending excessive amounts of time on certain areas of study, please communicate this to the homeroom teacher. This is the first step towards the discovery and correction of a learning difficulty. Please communicate any concerns to the homeroom teacher as we may need to schedule some remedial lessons to.

Provisions can be made during the school day for your child to start if not complete their home study.

Independent Work is not usually set on Friday evenings.

The suggested guidelines for MAXIMUM times per night in one sitting are:

- Year 2: 10-20 minutes
- Year 3: 10-20 minutes
- Year 4: 20-30 minutes
- Year 5: 20-30 minutes
- Year 6: 30-40 minutes
- Year 7: 30-40 minutes
- Year 8: 40-50 minutes
- Year 9 to 12: 60 to 90 minutes

These time frames include the child's reading (half of the allocated time). Each child can schedule the allocated work for each night in a 24-hour day (it's amazing how much room can be found in a schedule without procrastination and when this time it is seen as a non-negotiable to complete).

It is important that your child has a place to do their work that is well lit and comfortable to do Independent Work. It should be reasonably free from distractions. Good spots will depend on your family situation.

The kitchen table may suit at certain times of the day. Some children will work best on a desk of their own. The time of the day / evening will vary also.

However, it is best to try to maintain a routine. Please remember when having conversations about home study all parties need to work together to make the discipline of home study a positive experience.

Homework logs

If in use by the various schools we ask for the cooperation in checking the students log book and signing it to show completed homework.

Parents' Complaints Policy

TAMOS Education together with the general director, school directors and the principals set the direction and tone of the school in all that they do and are committed to working with parents in the best interests of their children's education. The purpose of this Complaints Procedure is to address complaints raised by parents/guardians.

The procedure covers all matters relating to the actions of staff employed in the school, health and safety issues, child protection and the application of school procedures, where they affect individual pupils. However, directors, principals, teachers and parents need to be clear about the difference between a concern and a complaint. Taking informal concerns seriously at the earliest possible stage will reduce the numbers that develop into formal complaints.

Where it becomes evident at an early stage that a matter should be dealt with according to other established procedures or appeals mechanisms, this Complaints Procedure will be set aside in favour of the agreed procedure such as the Kazakhstan Child Protection Act, Special Education Policy, Admissions Policy, Disciplinary Suspensions and Expulsions policy and any decisions made by the general director or the school directors.

This procedure may also be used in conjunction with TAMOS education's whistle-blower policy and the principles of confidentiality will be kept wherever possible.

Procedure

The school will not deal with anonymous complaints (except for those concerning child protection matters) and therefore these procedures do not provide for a resolution of anonymous complaints.

Aims

In operating this Complaints Procedure, we aim to:

- encourage resolution of problems by informal means wherever possible;
- allow swift handling of a complaint within established time-limits for action and keeping people informed of progress;
- ensure a full and fair investigation;
- have due regard for the rights and responsibilities of all parties involved;
- respect confidentiality;
- address all the points at issue and provide an effective response and appropriate redress, where necessary;
- provide information to the school's Senior Management Team, school directors and general director so that services can be improved.

The procedures are designed to be easily accessible and publicized. A copy of the procedures will be available on the school's website, are published in the parent-student handbook and are available on request from the school;

The procedure is intended to be:

- simple to understand and use;
- impartial; and
- non-adversarial;

Parental rights

In dealing with your complaint, we will ensure that you receive:

- fair treatment;
- courtesy;
- a timely response;
- accurate advice;

- respect for your privacy – complaints will be treated as confidentially as possible allowing for the possibility that we may have to consult with other appropriate parties about a complaint;
- reasons for our decisions.

Where the complaint is justified, we will acknowledge this and address the complaint you have raised. If, after investigation, it is judged there are no grounds for your complaint, you will be advised accordingly.

Parental responsibilities

In making your complaint we would expect that you:

- raise issues in a timely manner;
- treat our staff with respect and courtesy;
- provide accurate and concise information in relation to the issues you raise;
- use these procedures fully and engage in them at the appropriate levels;
- Allow the investigation to follow our policies and procedure in an impartial manner;
- Not confront any parties involved in the investigation until findings are complete;
- Not publicise or create bias towards the investigation in public or through any form of social media until the investigation is complete.

Rights of other parties

The process is non-adversarial and does not provide a role for any other statutory or non-statutory body. The complainant may be accompanied by another person where it is accepted, by the general director, school directors or vice directors so that this will assist the investigation and resolution of the complaint and the complainant may have moral and emotional support.

Rights of staff

Staff may seek the advice and support from their professional body and may also be accompanied by another person where it is accepted, by the general director and school directors, that this will assist the investigation and resolution of the complaint.

A member of staff who is directly referred to in a complaint will be provided with a written copy of the complaint and details of any information brought by the parent/career before being required to respond to the matters raised. The content of the complaint but not the source of the complaint will be provided.

Legal representation

Legal representation or representation by person(s) acting in a professional capacity is not permitted within this procedure. This procedure does not take away from the statutory rights of any of the participants.

Who will deal with your complaint?

At the informal stage your complaint should be raised and dealt with by the homeroom teacher of the grade concerned. If you proceed to the formal part of the process, the school directors will assume responsibility for the process, unless they are the subject of the complaint, in which case the general director will assume responsibility. Should it be necessary, the general director will be responsible for establishing a Complaints Sub-Committee to investigate and resolve the matter.

Making a complaint

Informal stage

Step 1 - Speaking with the homeroom teacher concerned

In the first instance a complaint should normally be raised verbally with the homeroom teacher of the grade concerned, so that they may have an opportunity to address the issue(s). Please observe the school's existing protocols for arranging and conducting such meetings and follow the school's policy with respect to accessing the members of the teaching staff.

This approach will not prevent you from choosing to enter the formal process at a later stage, if you believe that to be an appropriate course of action. If the complaint does not relate to a teacher in the school, it should be referred to the school directors.

Step 2 - Contact the principals or vice directors

If your complaint remains unresolved following Step 1 you should arrange a meeting with the school principals or vice-directors to discuss the issue(s). In advance of this meeting, you should inform the principals or vice-directors in writing, of the nature of your complaint so that they may be in a position to resolve the problem without further delay. In some circumstances the principals or vice-directors may not be able to deal effectively with your complaint immediately and they may require some time to investigate and prepare a response. If further time is required, you will be informed of the timescale and the likely date by which a response will be issued.

Step 3 – School directors

If your complaint remains unresolved following step 1 or step 2 you should write to the school directors and if the problem still cannot be resolved, then the school directors will start proceedings for a formal complaint.

You may skip one of these stages if the complaint involves the staff member of that stage. For example, if your complaint involves the home room teacher then parents may go directly to the principals or vice-directors etc.

Formal stage

Sometimes it will not be possible for you to have your complaint resolved through the informal processes proposed at Steps 1 and 2, or indeed it might be more appropriate to initiate the procedures at Step 3. You should write to the school directors, and state the grounds for your complaint as concisely as possible addressing specifically the issues that are of concern to you.

You will receive a written acknowledgement of your letter within 10 working days. This will confirm that your letter has been received, and either: provide a response to the issues you raised; or state that your complaint is being investigated and indicate when you can expect a response to be issued (normally a maximum of 20 working days from the date on which your letter was received). The investigation may require you to meet the school directors and due notification will be given of such meetings. The school directors may also talk to the parties relevant to the complaint.

Appeals process

If you are dissatisfied with the decision of the school directors, you may write to the general director of the school within 10 working days of receiving written feedback appealing their decision. Your written request should be as concise as possible and set out specifically the grounds for your appeal. The general Director will be responsible for establishing an Appeals process. You will be invited to a meeting with the general director where your appeal will be heard. You will receive a written acknowledgement of your letter within 10 working days. This will confirm that your letter has been received and provide you with the date and time of the meeting with the general director at which you will have an opportunity

to explain the grounds for your appeal. This meeting will normally take place within 30 working days of your appeal request having been received. Within 10 working days of this meeting, you should expect a final written response. This will indicate the general directors' findings, recommendations and the reasons supporting the decisions.

The decision of general director is final. At the end of the process the administration will inform you, in writing, that the Complaints Procedure has been exhausted and that the matter is considered closed.

Record keeping

The general director and school director shall maintain a record of all correspondence, conversations and meetings concerning your complaint. These records shall be held confidentially in the school and shall be kept apart from pupil records. All such records will be destroyed three years after the date of the last correspondence on the issue.

Malicious or vexatious complaints

Where the general director or the school directors considers the actions of a parent/group of parents to constitute frivolous or vexatious behaviour, they will seek advice from the relevant Employing Authority in order to protect staff from further such actions.

School Bus Policy

General

These rules have been created with the safety and security of students in mind. Parents are requested to go over the bus rules with their children. Failure to comply with the rules may result in withdrawal of the bus programme.

This policy defines the functions, rights, duties, and responsibilities of the all users of the bus service including students, parents and drivers.

Purpose

The purpose of the bus service is to:

- collect students, staff and teachers to bring to school;
- take students, staff and teachers home;
- to take students, staff and teachers to and from school trips and extracurricular activities.

Accompanying Person

Each bus service carrying students requires an official accompanying teacher or school employee as appointed by the school directors. These accompanying staff are responsible for the children travelling on the bus at all times. Accompanying school staff report directly to the school directors and are guided by this policy and all health and safety regulations defined by the school and the Kazakh government health and safety policy in regard to transporting children.

The accompanying person is responsible for the actions and behaviour of anyone who travels on the bus and any failure to carry out their duties as per this policy or TAMOS Education general safety policy. Any disregard for TAMOS Education policy, health and safety policy, Kazakh laws or implementation of the codes for safe transport of children under the laws and regulation of the Republic of Kazakhstan may result in disciplinary action or persecution

The accompanying person must be aware of the following:

- The rules to “get on” and “get off” the bus (see below);
- The rules in regard to the responsibilities of the bus driver;
- The school Child protection policies;
- All emergency procedures in case of:
 - Fire;
 - Traffic Accident;
 - Bus Breakdown;
 - Accident;
 - Sickness;
 - Emergency Bus Evacuation;
 - Use of bus emergency exits;
 - Use of fire extinguisher;
 - Terrorism.

Accompanying Person Responsibilities

The duties of the accompanying person are as follows:

- Have with them a list of the students authorised to travel on their appointed bus;
- Do a roll call of children before the bus leaves?
- Monitor the behaviour and discipline of the students:
 - The seating arrangements of the students;
 - At meeting points;
 - Getting on the bus;
 - Getting off the bus;
 - Behaviour whilst travelling in the bus.
- Prohibit and halt travel in case of:
 - Driver under the influence of alcohol or drugs;
 - Mechanical Failure;

- Inform the director of such circumstances.
- Make sure there are enough seats for the children;
- Make sure no bags are blocking the aisle or emergency exits;
- Make sure students are wearing available seat belts;
- Make sure bus windows are closed;
- Make sure once the bus is underway and moving there is no changing of seats or standing;
- Make sure the driver does not leave his seat while students are getting on or off the bus;
- To keep the driver to the legal speed limit (60km) depending on road signs and weather conditions;
- To limit the speed of the driver in emergency conditions;
- Provide first aid to sick, unwell or injured passengers;
- In a hostage situation keep calm and make sure students do as they are told;
- Pass students to their parents when they get off the bus;
- After getting off the bus check that there are no students or student belongings left behind.

Health & Safety Policy

At least once a term the school should instruct the students on the bus procedure including:

- Correct and safe behaviour at meeting points;
- How to get on and off the bus;
- Behaviour whilst travelling and waiting at the bus stop;
- Emergency evacuation procedure;
- Health and Safety procedures:
 - Fire;
 - Traffic Accident;
 - Bus Breakdown;
 - Accident;
 - Sickness;
 - Emergency Bus Evacuation;
 - Use of bus emergency exits;
 - Use of fire extinguisher;
 - Terrorism.

Once a term there should be a check of all school bus safety equipment including:

- Fire extinguisher;
- First Aid Kit;
- Signs denoting the bus is carrying children.

Drivers' Responsibilities

Drivers have the responsibilities to:

- Be equated with this policy and any other documents required to implement their duties and responsibilities;
- To Perform the duties of a bus driver as per the bus driver job description;
- Not drive the bus under the influence of drugs or alcohol;
- Not drive the bus when aware of mechanical problems that would impede the safe driving of the bus;
- Suspend any school trip under the following conditions:
 - Bus breakdown or any technical issues;
 - Unexplained absence of any students from the student list;
 - Inform the accompanying person and the director as soon as possible;
 - Inform the accompanying person and director of any bad behaviour by a student.
- Make proposals to the director for any improvement to the work or duties as defined by this policy or the bus driver job description.

Student Discipline Code

Basic Discipline

The regulations and definitions of the TAMOS Education discipline code are intended for all members of the school community, staff, students and volunteers. It is designed to ensure a safe and optimal learning environment to develop positive relationships between all members of the school community based on the principals of globalism, guidance, equality, diversity and mutual respect.

Homeroom and subject teachers will discuss the class rules and expectations with the students at the beginning of the school year. The teachers and students agree on an exemplary code of conduct and accompanying consequences which will fulfil the classroom rules for the following year.

The homeroom teachers will also review the general school rules detailed here as well as any other rules that are needed for the provision of an effective and safe learning environment.

No handbook or set of rules can cover every eventuality and there are sometimes, for many reasons, breakdowns in behaviour and discipline. In these cases, we feel that it is important to address these in a respectful way, one-on-one if possible. We expect the homeroom and subject teachers to handle and punish misbehaviour (within our guidelines) themselves. If the behaviour persists or accelerates then the teachers have the option of reporting the behaviour to the heads of departments or principals who will deal with the situations, usually involving the parent conferences. In cases of serious misconduct, the student can be referred, by the principal or vice director to the school directors who will review the situation and make recommendations to the homeroom teachers, subject teacher and parents.

The disciplinary remits, in situations beyond behaviour that can be dealt with by an immediate reprimand of the teacher, are outlined below.

Teachers Remit

- Talk to the student about the behaviour;
- Explore reasons for behaviour;
- Explain consequences of repeat behaviour;
- Explain teachers and school expectations;
- Student takes consequences (extra work, detention, extra class, litter duty etc.);
- Student and teacher agree on the student's intent to reform behaviour;
- A letter can be written by the students outlining their intent to reform (copy retained for student records);
- Behaviour persists then referral to the principals or vice directors, disciplinary officer or school directors.

Vice directors/principles/head of departments Remit

- Talk to the student to explore reason for behaviour and further consequences;
- A letter can be written by the students outlining their intent to reform (copy retained for student records);
- Student takes further consequences (extra work, detention, extra class, litter duty etc.);
- Parents are informed or called in to discuss the circumstances and possible further consequences;
- Behaviour persists then referral to the school directors.

Student Injustice

If a student or parent believes that an injustice was done by a teacher, that student or parent may request a meeting with the vice-directors or principals to discuss the problem. If there is still no resolution then the students may ask to see the school directors for an informal meeting to try and find a solution. If a parent does not agree or cannot find a solution in this informal setting and wishes to make a formal complaint, they should use the parental complaints procedure.

School Directors

The school directors should only be called in cases of extreme misconduct where the situation has been referred by the principals or heads of department. School directors will decide on punishments that may involve detention, suspension or the involvement of councillors or psychologists in conference with parents. The school directors have final say on these issues. Recommendations should be based on written indent reports, witness statements and other factual statements all kept on file.

Penalties Recommended by the school director

The school director can recommend the following:

- Written-up warning;
- Detention;
- Probation;
- Suspension (1 to 14 days);
- Expulsion.

While we understand that all students will not be perfect in their attitude and behaviour, we also recognize that discipline is one of the most important lessons that a student needs to learn as they strive to be self-disciplined, ethical individuals who model goodness, generosity, tolerance, and honesty to others. Our discipline procedure is mainly designed to guide the student onto the path of greater goodness which is why suspension or expulsion is only used when all other possibilities have been exhausted.

The records of all procedures are available to the parents and parties concerned. After the proceedings have finished one copy of the paperwork is stored in a secure place, all others are destroyed as per the principals of confidentiality.

Some forms of major misconduct may lead directly to suspensions, bypassing the earlier steps. A student is automatically expelled after three suspensions in a school year. Especially violent or dangerous behaviour may lead directly to expulsion bypassing all earlier steps.

Specific disciplinary rules and regulations

Though we cannot plan for every eventuality there are still some specific rules and areas that can be laid down to ensure that the educational environment is the best we can achieve. The examples below include but are not limited too.

Issues dealt with by the homeroom teacher and subject teacher

- Tardiness;
- Late or missing homework;
- Absence;
- Truancy;
- Rudeness;
- Bad manners;
- Breaking uniform code;
- Cheating;
- Plagiarizing;
- Exams;
- Chewing gum;
- Swearing;
- Displays of romantic affection;

- Brining to school expensive items such as an iPad, iPhone etc.;
- Littering;
- Bullying;
- Disruptive behaviour;
- Inappropriate behaviour.

Issues dealt with by the vice-directors and head of departments:

- Teacher-Student conflicts;
- Referrals from homeroom and subject teachers;
- Fighting;
- Theft;
- Gambling;
- Vandalism;
- Arson;
- Damage to school property;
- Weapons;
- Bringing the name of the school into disrepute;
- Cutting/missing classes.

Issues dealt with by the school directors:

- Using narcotics;
- Violent/dangerous behaviour;
- Bringing weapons to school;
- Smoking in the school;
- Threats or intimidation against staff;
- Fighting against staff;
- Pornographic material;
- Destruction of school property;
- Using alcohol;
- Sexual abuse or harassment;
- Bullying,

Suspension

The following shows some but not all possible examples of suspension days for specific behaviours:

- I. 1 Day: Cutting/Missing classes, Dangerous Behaviour;
- II. 2 Days: Bringing dangerous products to school (e.g., fireworks), smoking, plating cards, gambling, pornographic materials;
- III. 3 Days: Verbal abuse, threats, intimidation, abusing or destroying school property;
- IV. 5 Days: Fighting;
- V. 7 Days: Using alcohol or narcotics.

Expulsion

The following are some but not all examples of behaviour that could cause expulsion:

Theft, bringing weapons to school, threats against staff, fighting against staff, selling narcotics, inappropriate sexual behaviour.

Prohibited items

In order to assist in maintaining a safe, healthy and learner friendly environment the following items are prohibited on the school campus.

Items that will be Confiscated and then Destroyed

Cigarettes, matches, lighters, alcohol, narcotics, chewing gum, fireworks, dangerous products, knives or weapons of any kind, pornography, toy weapons.

Items that will be Confiscated and Returned to Parents

Personal stereo systems, electronic games, pupil DVD's, mobile phones, e cigarettes, jewellery considered to be outside the school guidelines, any other object at the discretion of the school administration which is felt to be dangerous or disruptive.

Smoking and Vaping

If a student is caught smoking, using vapes or partaking in any kind of smoking related activities they will receive a severe warning. On the second incident the student will be immediately expelled from the school

Indemnity

The school will attempt to keep all confiscated items secure but will not be held responsible if an item is lost.

All confiscated items to be returned to the parents will be at a date decided by the school directors on a case-by-case basis.

TAMOS Education dress-code policy

While in school students are required to dress in the correct school uniform. The school uniform is compulsory for all students and can be purchased from the school from the school uniform shop. All students must arrive and leave school wearing the school uniform. They may not arrive in casual clothes and then change into the uniform. Nor may they change out of their uniform before they leave the school.

The regulation school uniform must be worn throughout the day except during physical education classes (P.E.) when the regulation P.E. uniforms are required. Students are advised to sew name tags into the uniforms to assist in the return of lost items. Students are allowed to wear overcoats, scarves and hats on campus but not in the building or classroom.

In the advent of a dispute TAMOS Education management and administration retains the right to define what is and isn't appropriate clothing on school premises.

Uniform Definition

- The uniform for boys includes: a cardigan or dark blue vest instead of jacket, polo, long sleeved or short sleeved shirt (white, blue, grey, dark blue), dark blue trousers;
- The uniform for girls includes: a cardigan or dark blue vest instead of jacket, a plaid skirt, a combined sundress (dark blue top, checked bottom), classic dark blue trousers that cover the ankles, long sleeved or short sleeved blouse (white, blue, grey, dark blue) or turtleneck;
- Business shoes in classic style, black or brown, heels should be of standard height;
- Plain unadorned socks (black, brown, navy or white colours) or tights (for girls) must be worn always;
- If belts are required. Smooth straight edge, black or brown, no wider than 4cm without fancy, ornamental or extravagant buckles;
- TAMOS Education standard sports uniform and athletic shoes or similar which are non-marking on the gym floor.

Female Students

Female students are prohibited from the following:

- All forms of cosmetics;
- No hair is to be worn below the student's shoulders;
- Hair styled in an appropriate and tasteful fashion and of natural colour;
- Jewellery is limited to plain jewellery in business fashion without large precious stones and massive pendants, etc.;
- Altering their uniforms in any way.

Male Students

Male students are prohibited from the following:

- Hair must be neat and cut above the collar and of a natural colour;
- Students must be clean shaven and sideburns not lower than the middle of the ear;
- Body jewellery including ear rings;
- Hats are only to be worn in times of bad weather and not in the classroom.

All Students

- No Facial, tongue or body piercings;
- No visual tattoos;
- No glitter or body drawings of any type;
- No T-shirts with prominent, offensive or rude slogans;
- Fingernails should be unadorned, unpainted, clean and at an appropriate length.

General Health and Safety

Health and safety policy is one of TAMOS Education's prime considerations when it comes to creating a safe, nurturing and comfortable environment where students can feel relaxed and able to learn and reach their full potential.

The directions in TAMOS Education's health and safety policy should be followed at all times by every member of staff, pupils, parents, volunteers and any stakeholders entering the TAMOS campus. Failure to follow these directions could lead to disciplinary or legal procedures.

Health and safety essentials - 3cs

Control

- Someone needs to be placed in charge;
- This person is key to controlling the work and, therefore, the risks that might arise;
- He / she needs to be sufficiently senior to have the necessary authority.

Co-operation

- All involved should properly consider how the work would be co-ordinated;
- Agree responsibilities in advance of the work;
- The work should be considered in its entirety. It is important that you co-operate with others to ensure that one person's work does not adversely affect the work of others.

Competence

- Don't take on work beyond your capabilities. You need the right knowledge and experience;
- You should know the risks associated with your work and how to deal with them;
- Be sure to ask for advice and information where you need it.

Six things to do

- 1) **Check there is someone in charge** - find out who it is. If it, is you, you may have the responsibility for points 2 to 6;
- 2) **Confirm competence** - make sure you know what you are doing. Also, make sure that anyone who works for you knows what they are doing. If necessary, get advice, information, and more training. (Those who are not experienced can work under supervision.);
- 3) **Assess your risks** - Risk assessment is the essential first step. This is a careful examination of what could cause harm to people which enables you to weigh up whether you have taken enough precautions. Consult others who may have useful information, including any safety representatives;
- 4) **Plan for health and safety** - Include health and safety as plans for the project are developed. Who will have the key responsibilities? Where necessary obtain information and advice from specialists;
- 5) **Pass information on** - Who needs to know what? Have the health and safety arrangements been properly explained, especially to those who are to implement them? Is there someone working for you who needs information about safety? Do you have specialist information or expertise that you should share with the person in charge? Have you spotted something you're not sure about? Are you going to make any changes that could affect safety?
- 6) **Think again** – Projects in school are constantly changing: someone doesn't turn up, equipment fails, the weather changes; a director or teacher has a flash of inspiration. Some of these may affect the safety arrangements. Whenever there is a change, consider its effects on safety and tell others who need to know and re-think health and safety as the work progresses.

ELEVATING WORK EQUIPMENT AND ACCESS EQUIPMENT

Ladders

- **Check** for any damage before use. Lean at approx., 75° from horizontal;
-
- **Ensure** firm, level base and keep a secure grip;
- **Always** have it footed at the base. If you are footing a ladder, then concentrate. If possible, secure top of ladder;
- **Avoid** electrical hazards;

- **Avoid** over-reaching;
- **Never** have more than one person on a ladder at a time;
- **Do not** carry loads on ladders - use a hoist line;
- **Do not** extend hands over marked safety limit.

Machinery / tools / welding etc.

- **Only** to be carried out by competent staff;
- **Notify** all others working in the area of safety precautions;
- **Use** safety guards and screens etc. as required;
- **Only use** tools designed for the job, in accordance with instructions and safety guidelines;
- **Only Use** maintained tools - Check cables and plugs etc.

Health & safety – lifting heavy objects

Many of the accidents reported each year are associated with the manual handling of loads. Sprains and strains, particularly of the back, are the injuries which most often occur. In many cases, these injuries result in a temporary absence from work but can sometimes be serious enough to lead to permanent disablement. It is often not appreciated that many manual handling injuries are cumulative rather than being directly attributable to any single handling incident.

Regulations and associated guidance require that assessments are made of manual handling operations, so as to reduce the risks of injuries. These assessments should take into account four factors: the task, the load, the working environment and individual capability.

The load

Many manual handling accidents can often be eliminated by the observance of a few simple rules when lifting and carrying or otherwise handling heavy and/or awkwardly shaped objects. Consideration should always be given to using a trolley or other lifting aid wherever practicable. If the task looks in any way difficult, obtain assistance to make a trial lift, and never attempt to lift a load alone which is too large, too heavy, or awkward. See that there are no obstructions in the direction you will be travelling, and do not carry a load that obscures forward vision.

When lifting, take up position, with feet hip-breadth apart, one foot slightly advanced and pointing in the direction you intend to move. Bend the knees, with your back muscles relaxed, and take a secure grip of the load, keeping hands clear of its base for eventual setting down.

Lift, using the power of your leg muscles, keeping the back straight, with arms close to the body. Looking up as the lifting operation begins automatically straightens the back at the correct moment. Step off in the direction that your advanced foot is pointing, holding the load close in to the body. If turning is necessary, pivot on your feet, and do not twist the spine. Keep your shoulders level and squarely aligned with your pelvis, and your head straight. When lifting to a height from the floor, do so in stages; when lifting heavy loads down from a height, obtain help. Never bend down sideways for a one-handed lift.

To lower the load, again bend the knees with back straight and keep the weight close to the body. Watch your fingers as the load is being repositioned. Wherever possible, slide or push the load into position, especially if space is limited. When the operation is complete, check that the load is secure, and will not obstruct or fall on to someone else.

When pushing and pulling loads and handling unusually shaped heavy objects, follow the same general principles as above, letting your leg and arm muscles and the weight of your body do the work. Keep a straight back, a good grip, and bend the knees to obtain the best use of your body weight. Always get help for particularly awkward or heavy objects.

Where a risk of injury from handling a heavy load is identified, consideration should be given to reducing its weight. For example, always remove the contents of a props box before attempting to move it. Similarly, consideration should be given, where appropriate, to making loads less bulky so that they can be grasped more easily and the centre of gravity brought closer to the handler's body. Where possible, the load should be such that objects will not shift unexpectedly whilst being handled. Always assess the size of the load and always get help if there is any doubt about your ability to move the object safely by yourself.

To prevent injury during the manual handling of loads which have sharp corners, jagged edges, and rough surfaces or are hot or cold, personal protective equipment such as gloves, aprons, overalls or safety footwear may be necessary. Take care to remove any oil, grease or water which could cause the load to slip whilst it is being handled.

The working environment

Gangways and other work areas should be large enough to allow adequate room to manoeuvre the load during manual handling operations. Always check that the floor is not slippery, particularly where the floor can become wet. Manual handling on steep slopes should be avoided, as far as possible. There should be sufficient light to enable handlers to see clearly what they are doing.

The individual capacity

In making an assessment of individual capability to carry out manual handling tasks, allowances should be made for any known health problems which might have a bearing on the ability to carry out such operations in safety. If there is good reason to suspect that an individual's state of health might significantly increase the risk of injury from manual handling operations, medical advice should always be sought. Remember, manual handling ability depends on age, physique and physical condition. Each person must be the judge of how much he or she should attempt, and people with a history of a back or joint problem, or any other relevant medical condition, must always exercise extra care.

Pregnancy has significant implications for the risks of manual handling injury. Particular care must be taken for women who may handle loads during the last three months of a normal pregnancy and for three months following a normal delivery. Your immediate stage manager, director, or producer should be alerted to pregnancy, or any other medical condition, which might affect your ability to handle loads safely. As a general rule, the risk of injury should be regarded as unacceptable if the manual handling operation cannot be performed safely by most reasonably fit, healthy employees. However, if you feel that you do not have the knowledge or training necessary for the safe performance of a manual handling task, you should consult your immediate supervisor or stage manager, in the first instance. Always bear in mind that a serious back injury can permanently impair your quality of life.

Working at heights

Many activities in education involve working at heights. These include working in theatres, on stages in classrooms and reception.

Falls from heights are a regular cause of fatal and serious injuries. There are three main hazards:

- Falls;
- Falling objects;
- Falls from collapsing structures.

Carry out a risk assessment before working at height to find out what health and safety measures need to be adopted to avoid or reduce risk. Work should be done at a safe level to minimise risk. If this is not possible, consider the following:

- The physical condition of the people involved e.g., Age, fitness, pregnancy, vertigo, etc.;
- The activity;
- Equipment to be used;
- Location, e.g., Near or over water, roads, under power lines, over raked stage, etc.;
- The environment, e.g., Weather, temperature, lighting;
-
- Duration of the work;
- Condition and stability of the work surfaces.

Falls

Precautions must be taken where a person can fall a distance of more than 2m. If there is an increased risk of injury when falling a distance of less than 2m, e.g., working near a traffic route or above a dangerous surface, then suitable precautions will also be required.

There are four ways of preventing falls of people:

- Edge protection, e.g., Toe boards, guard rails;
- Safety harnesses;
- Maintaining a safe distance from an edge;
- Safety nets.

These need to be considered in the order listed above.

Falling objects

To prevent objects falling onto people you need a proper management system which:

- Provides barriers, e.g. A toe boards or mesh guards to prevent items from slipping or being knocked off the edge of a structure;
- Secures objects to the structure, e.g., Lashing of scaffold boards;
- Ensures that there are no loose objects and that any tools are properly secured;
- Creates an exclusion zone, where necessary, beneath areas where work is taking place.

In addition, when people are working at heights above other work areas, it is advisable to provide safety helmets to protect the workers below against falling objects. Danger areas can be clearly marked with suitable safety signs indicating that access is restricted to essential personnel wearing hard hats while this work is in progress.

Falls from Collapsing Structures

This section applies equally to temporary displays or more permanent structures used for long running school projects.

Structures need to be designed to be safe and to be built by competent people. The skills, knowledge and experience of the designer will depend upon the nature of the structure concerned and the use or uses to which it is put.

A competent person should inspect and attach a notice to a structure after completion and before it is put into use. Further inspections on a regular basis (at least weekly) and after severe weather (external structures) or if the structure is significantly altered, will also be needed.

Competency means a person with the appropriate qualifications, knowledge and experience to identify the risks arising from a situation and the measures needed to control these.

Temporary Access Equipment. Temporary access equipment would include scaffolding, tower scaffolds, ladders, step ladders and trestles. Some general points concerning safe use of temporary access equipment are that:

- Equipment should be properly maintained and regularly inspected particularly if used outside;
- Defective equipment needs to be clearly identified and not be used;
- Those using access equipment should be properly trained and competent.

No ladders should be used if there is the possibility of contact with overhead electric wires or unprotected electrical equipment.

An additional hazard associated with work in lighting grids is that of dropping objects such as tools. All

suspended equipment should have an independent safety bond in addition to its primary means of suspension.

Make sure that no loose items are taken into the grid, e.g. by use of pocket less overalls, tie lines on tools and equipment, etc., or create an exclusion zone below the working area, e.g. by erecting a barrier.

In order to enforce this system, there may be a need for some form of warning system when the grid is occupied. Everybody working in the area should be clearly aware of the health & safety system being used.

Who has legal duties?

The employer must control the risks to health and safety that arise from the work activity, and make provision for welfare for employees. Arrangements need to take account of such things as who does the work, what training and supervision is needed, what equipment and materials are being used, where the work is being done and so on. In particular, the employer must ensure that what needs to be done is done. The employer must also ensure the health and safety of others who may be affected by the work.

Apart from employers, there are legal duties imposed on people in other positions. Those who are self-employed must take care of their own health and safety and also that of anyone else who might be affected by their work.

There are legal duties imposed on those who have control of premises which are used by people at work. 'Control' could be with a company or an individual, and 'premise' includes any place where work is done. This could be out on the streets, on location or in a part of a building.

Suppliers of articles and substances for use at work also have obligations (and this includes designers, manufacturers and importers, and also those who do erection or installation work). This is particularly important given the unusual applications that many ordinary articles and substances are put to in the industry. If you wish to

use articles and/or substances in an unusual way check with the suppliers and/or manufacturers for advice about the possible consequences for health and safety.

Employees have a duty to take care of themselves and other people who may be affected by their work, and to cooperate with their employers. Once the employer has made proper arrangements for health, safety and welfare it is up to employees to play their part.

RISK ASSESSMENT

The management of health and safety at work regulations

The arrangements and responsibilities for health and safety are governed by the following Kazakh legislation.

The main law of the Republic of Kazakhstan that provides the legal framework in the field of OSH is the Labour Code of the Republic of Kazakhstan (Nur-Sultan, Aqorda, May 15, 2007, No. 251III), hereinafter LC RK, which came into force on June 1, 2007.

The Main Supporting Legal Acts on Occupational Safety Pursuant to the LC RK, the Government and the Ministry of Labour and Social Security of the Republic of Kazakhstan have introduced the following supporting regulatory acts in the field of OSH valid throughout the territory of the Republic of Kazakhstan:

- Rules for the adoption of regulatory legal acts in the field of OSH by corresponding authorized bodies. Decree of the Government of the Republic of Kazakhstan of August 21, 2007 No. 721;
- Rules of submitting information and keeping government OSH statistics. Decree of the Government of the Republic of Kazakhstan of August 21, 2007, No. 720;
- Rules of organizing and conducting government oversight in the field of OSH. Decree of the Government of the Republic of Kazakhstan of September 27, 2007, No. 851;
- On approving the list of medical psychiatric counter indications for specified types of professional activities as well as hazardous jobs. Decree of the Government of the Republic of Kazakhstan of June 18, 2002, No.668;
- List of organizations and facilities which must have a fire service on a mandatory basis. Decree of the Government of the Republic of Kazakhstan of February 27, 2004, No. 239;
- Rules of the conduct of obligatory periodic attestation of production facilities in terms of labour conditions. Executive order of the Ministry of Labour and Social Security of the Republic of Kazakhstan of August 23, 2007, No.203p.;
- Instructions on the application of the List of Production Facilities, Workshops, Occupations and Positions with Harmful (Very Harmful) and (or) Hard (Very Hard) Hazardous (Very Hazardous) Labour Conditions in jobs that entitle the holder to short hours and an additional annual paid leave.
- Rules and norms of the issue of milk and preventative nutrition to workers at the employer's expense. Executive order of the Minister of Labour and Social Security of the Republic of Kazakhstan of July 31, 2007;
- List of jobs in which the application of the labour of workers under the age of 18 is prohibited, the maximum loads that are allowed to be lifted and moved by workers under 18. Executive order of the Minister of Labour and Social Security of the Republic of Kazakhstan of July 31, 2007, No.185p.;
- List of jobs in which women's labour is prohibited, maximum allowable weights that can be manually lifted and moved by women. Executive order of the Minister of Labour and Social Security of the Republic of Kazakhstan of July 31, 2007, No. 186p.;
- Rules for providing workers with work clothes, special footwear and other individual and group protection means, sanitary and service premises and devices at the employer's expense. Executive order of the Minister of Labour and Social Security of the Republic of Kazakhstan of July 31, 2007, No. 184p.;
- Rules of training, instruction and testing of the workers' knowledge of OSH matters. Executive order of the Minister of Labour and Social Security of the Republic of Kazakhstan of August 23, 2007, No. 205p.;
- Model regulations on the security and OSH service within an organization. Executive order of the Minister of Labour and Social Security of the Republic of Kazakhstan of August 22, 2007, No. 200
- The form of statistical reports on occupational accidents. Executive order of the Chairman of the Statistical Agency of the Republic of Kazakhstan of December 6, 2001, No. 60c; 16;
- Rules for developing and approving OSH instructions by the employer. Executive order of the Minister of Labour and Social Security of the Republic of Kazakhstan of July 16, 2007, No. 157;
- Instructions on maintaining the list of specialized organizations. Executive order of the Minister of Labour and Social Security of the Republic of Kazakhstan of March 4, 2005, No. 61;

- On the procedure of mandatory preliminary and periodic medical examination of workers exposed to harmful, hazardous and unfavourable production factors and confirmation of occupational fitness. Executive order of the Public Health Committee of the Ministry of Public Health, Education and Sport of the Republic of Kazakhstan of May 24, 1999, No. 278;
- On approving the list of harmful production factors and occupations for which preliminary and periodic medical examinations are obligatory and instructions on the application and preliminary and periodic mandatory medical examination of workers exposed to harmful, hazardous and unfavourable production factors. Executive order of the Minister of Health of the Republic of Kazakhstan of March 12, 2004, No. 243.

Risk assessment is now the basis for most of our health and safety legislation.

There are regulations which cover specific risks such as manual handling, work with substances hazardous to health and work at display screen equipment. You may need to know about these and others.

Failure to make a proper risk assessment can expose the school to prosecution.

Accidents and injuries

All accidents, fires, “near misses”, and instances of known or suspected occupational ill health, must be recorded on an Accident and Incident Report form including a report from the doctor or nurse consulted on the incident, the report sent to the school directors office.

All accidents/incidents, except those of a minor nature will be investigated by the appropriate school personnel and any necessary remedial measures, including revised work procedures, training, etc., will be implemented as appropriate. Accidents as a result of a defect in the fabric or structure of the building should be reported to the Administrative for action. Accidents/ incidents will be reviewed at the next meeting of the administration.

Accidents/incidents of a serious nature must be notified immediately by telephone to the Administrative Office and will be subject to a more formal investigation by the school directors.

Where a child has had a bump on the head or there is any risk of a broken own the student will be taken to hospital accompanied by a responsible member of staff. In these cases, the home teacher or Teaching Assistant responsible for the child will notify the parent or guardian will be notified immediately and arrangements for the parents to come to the hospital or arrangement to send the child home will be made. The member of staff accompanying the student will remain with them until they are safety back with their parents or guardians.

First aid

There is a First Aid Box located in the doctor/nurse’s room. The medical staff are responsible for maintaining the contents of these First Aid Boxes. The nurse is located in the nursery in the primary site. In the event of any emergency requiring an ambulance call stating the precise location and nature of the emergency then inform the principal’s office.

Various members of the administration and teaching faculty are trained as first aiders to support the medical staff the names of these staff member should be displayed in the corridors of the various schools. They should be contacted in an emergency situation when the medical staff are not available.

Allergy and anaphylaxis

Staff are very aware of the seriousness of any allergy a child may have. Before a new child starts school, we record any information on special diets or food allergies so all staff are aware of them and we regularly update this information during staff meetings.

This information is recorded in our records system and states clearly what the allergy is, how the child reacts and what staff should do in the event of a reaction while in our care. Other parents will be informed that there is a child with an allergy in the group, so that further contact can be avoided.

Anaphylaxis is the most severe form of allergic reaction and will be treated as a medical emergency. The following steps will be followed:

Ambulance will be called, then the parents. If the child has an EpiPen it will be administered straight away (by the school nurse or first aider if the nurse is not available) through clothing if necessary. This will be repeated after 5-10 minutes if no improvement. Other children will be kept away. Clothing will be loosened. If a total collapse occurs – CPR will be administered.

Before a child starts at the school staff will have training from a health official on how to administer an EpiPen. Parents will be encouraged to leave two EpiPen’s with us.

When there is a topic of food tasting or cooking staff will either put a notice up or send out a letter to parents to inform them which foods their child may come into contact with.

If a child is prescribed antibiotics, we recommend that parents administer the first dose, in case of an allergic reaction.

Medicines and Drugs

Unfortunately, TAMOS staff cannot give out any kind of drug or medicine without specific written permission from the parent or guardian. This letter must contain the name of the medicine or drug, the reason for the medicine or drug, the relevant doctors note and some indemnity for the school for distributing the drug or medicine.

Hygiene

TAMOS Education staff are very aware of the importance of having high standards of hygiene in the school, both for preventing the spread of infection and maintaining the cleanliness of the building.

If a child is sick on the floor or over any toys/equipment it is wiped up quickly with paper towels and sprayed with anti-bacterial spray; staff wear disposable gloves at all times when dealing with these incidents.

Before meals all children are encouraged to wash their hands.

Staff wash hands before starting work and many other times during the day and children are encouraged to do the same. For example, after playing in a shared water play, sand play, arts and crafts and before and after eating.

Body spillages

No person will treat a pupil who is bleeding, without protective gloves. Protective gloves are stored in the nurse's room. Sponges and water buckets must never be used for first aid to avoid the risk of HIV contamination. All body fluid spillages (Vomit, diarrhoea and Blood) will be cleaned immediately. This is vital if spread of infections to be reduced. Gloves should be worn when in contact with blood or body fluid is likely.

Ordinary rubber gloves (located under the sink in the kitchen and in the cleaner's cupboard) are suitable for dealing with spillages. They must be kept for this purpose only. Following use, gloves must be rinsed and left to dry. Absorbent granules should be dispersed over spillage and left to absorb for a few minutes then swept up into newspaper. A designated dust pan and brush is available for body spillages and is kept in the Cleaners Cupboard. Wash the affected area with warm water and detergent and dry. Single use latex gloves should be available for first aid and hygiene care procedures (these are available in the kindergarten. Once spillages have been put into newspaper, hands must be washed and dried after removal after removal of protective gloves. Once spillages have been put into newspaper it must then be placed in a sealed black plastic bag and put in the external blue dustbin for waste disposal.

Fire and Evacuation Policy

The safety of our children is of utmost importance to us at TAMOS Education. We try and create a safe, welcoming and warm learning environment where our students can relax feeling safe and secure.

Emergency evacuation

In the event of a fire, earthquake or other natural disaster the school building will be evacuated and the children led to safety in the front yard of the school. We practice evacuation drills twice a year. Escape routes and maps are posted on every floor in every building indicating the escape routes.

Security

The school has 24-hour security guards on duty, there is a live video surveillance system in the halls and entry points. During the day visitors to the school are asked to register and sign in with security and are given visitors badges to wear.

Extreme weather procedures

The school will not normally close in extreme weather conditions. However, if exceptional circumstances prevail, the school will be closed. The decision to close will be made by the general director or school directors by 07:30 in the morning. The quickest way to find out if the school will be closed is to call the home room teachers for information.

In all cases of severe weather, parents should make the decision as to whether it is safe to send their children to school. Parents should also feel free to collect their children early if there is a concern that weather conditions are worsening and returning home later will be difficult.

The school will not close early except in similar exceptional circumstances. Parents should keep their cell phones turned on. The school secretary, receptionist or the homeroom teacher will phone and text to let the parents know if the school will be closing early. No child will be sent home without contacting the parent first. The school will take care of any children stranded at school for as long as is necessary.

Fire

On discovering a fire operate the nearest fire alarm, leave the building and assemble at the fire points practiced in the evacuation drill and indicated on the evacuation maps displayed on each floor. First call the fire service and then ensure that the administrative office has been informed.

All staff and pupils must familiarize themselves with the location of fire doors and fire exits, so that they know as many as possible of the means of escape from the buildings. All staff and pupils should know the location of their nearest fire extinguishers and fire alarm call points and instructions for their use. Emergency exit routes must remain tidy and free from obstacles. Staff and pupils must not leave or store flammable materials on or around emergency exit routes or block immediate access to fire alarms, fire equipment or electrical switchgear.

The fire alarm is a bell and is tested within the building each Wednesday at 9.30am. Termly fire evacuation drills will be carried out and also recorded in the fire logbook. Firefighting equipment will be inspected annually and checks recorded on the equipment

Fire prevention

The value of the nightly routine of switching off all unnecessary electrical equipment, checking that gas taps are turned off, and closing all doors to rooms and staircase enclosures, cannot be overstressed. Staffs are reminded that smoking is not permitted on school premises. A fire risk assessment will be carried out annually.

Lost Child Policy

TAMOS Education is committed to the duty of care we have for every student and child left under our supervision. In the unlikely event of a child, going missing within/from the school, we will implement the following procedures immediately.

Stage 1

- All staff will be informed and will make an immediate thorough search of their immediate areas;
- Teachers and staff not supervising students will carry out a check of all possible areas including but not limited to; toilets, cupboards and outbuildings and car park;
- A member of staff will leave the school to search the surrounding roads;
- A senior member of staff will investigate in order to establish the time of the last sighting, what clothes the child was wearing, the state of mind of the child [happy, upset etc.]

Stage 2

If the child is still not accounted for:

- The staff will continue searching for the missing child;
- The Administration will contact the Police and apprise them of the situation giving description and details on the child;
- The child's homeroom teacher will contact the parents/guardians of the missing child apprise them of the situation and elicit the following information:
 - The normal route the child would take home?
 - Friends or relatives they may have gone to?
 - Did the child have permission to leave the school?
 - Any other information that may help with the search?

Stage 3

If the child is still not accounted for:

The child's homeroom teacher and other Senior Management staff will meet with the Police and parents/guardians and further instructions will be taken from the police.

General

Telephone lines will remain as free as possible so as not to delay messages.

Record all incidents in writing in the incident report book.

The student body remain supervised throughout.

Risk Assessment Policy

Most of the activities carried out by TAMOS Education are routine and generally low risk in nature and do not require being formally risk assessed. However, for any activity involving a significant risk, a written risk assessment will be carried out. Commonly risk assessments are conducted for the following reasons: General risk; Manual handling; Field trips; Sports; science experiments.

Risk assessments must be brought to the attention of all relevant staff and pupils involved in the activity, and a copy sent to the school directors for authorisation and to administrative offices.

Monitoring of The School Health & Safety Policy

A self-inspection (safety audit) of the school will take place every six months to monitor the effectiveness of the health and safety policy. The inspection will be made by the General director, the school directors or the appointed Health & Safety Officer.

Health & Safety queries and issues

All staff and students encountering any kind of health and safety hazard in this School should report these promptly to the general director, school directors or to any senior member of staff.

Communication of Health and Safety information is a two-way process. The general director and the school director's office is responsible for circulating all relevant Health and Safety bulletins/updates to staff that need them. The Health and Safety Policy is circulated to all staff annually and to new staff on appointment. Staff that identify a Health and Safety issue or hazard are responsible for bringing it to the attention of the general director or the school directors.

Health And Safety Consultation

Health and safety will be a standing item on the agenda of the meetings of the whole school staff, any member of the school who wishes to raise a health and safety item should inform the general director or schools directors office as soon as possible.

In order to achieve our aim for a safe, warm, comfortable nurturing environment for our students, we recognize the need for consultation and communication with all staff on Health and Safety issues. We also recognize the need to seek expert advice, where necessary, in order to determine risks to Health and Safety. We are committed to providing adequate training and information in respect of Health and Safety risks to all staff, and require support from everyone to enable the objectives of this policy to be fulfilled. All staff and students encountering any kind of health and safety hazard in this School should report these issues promptly to the general director or the school directors' office or to any senior member of staff.

Introduction

TAMOS Education is committed to supporting students as they work towards fulfilling their academic and personal potential. Together as directors, teacher staff, students and stakeholders we form a community working to facilitate learning within a culture based on mutual respect in which individual rights, responsibilities and diverse needs are promoted. As such it is in the best interests of the students themselves that school provides a supporting and enriching environment in order that all are able to develop and achieve their personal and professional goals.

Scope of Policy

This policy is particularly focused on supporting students to achieve their potential and therefore considers the key barriers that may occur within the student's experience:

Supporting students with special needs

One of the driving principles of the school is to recruit students from diverse backgrounds. TAMOS Education has an established equality and diversity policy therefore, TAMOS Education is committed to developing academic processes to enable learning and progression for all, leading to adaptations of teaching, learning or assessment activity where relevant and practicable.

The school supports all prospective, applicants and current students. All applications are considered in the first instance based on academic merit without reference to disability. The school then endeavours to make such practicable and reasonable adjustments to each and every applicant student with a disability or requiring any kind of special support. In doing so TAMOS Education will align, where feasible, its policies and procedures to make reasonable adjustments to support all individuals to meet their particular needs.

The schools ongoing policy is to take every possible initiative to continuously improve its student support systems with specific reference to meet the special needs of any vulnerable student with visible and invisible difficulties. Information about students' needs will be managed consistently with established school practices and policies.

The desire to further develop an inclusive approach and to meet individual student needs will also be reflected into teaching and assessment activities. This will manifest, for example, in reasonable adjustments to assessment (e.g., extra-time for assessment or adaptation of examination conditions) and teaching (e.g., remedial lessons, regular evaluations, access to councillors and other support staff) to support those students enrolled to TAMOS Education with specific conditions and needs.

Information about students' needs will be treated with utmost confidentiality and only disclosed to members of staff when necessary to improve the learning and support environment or activities in the school. Students and parents will be informed about the management of the information relating to their disabilities or special needs and their consent will be sought before sharing any information. Exceptions to this specific issue are in relation to demonstrable serious risk to life and health of the student and others, and with reference to general laws and regulations.

Emotional Needs

The school is committed to ensuring that students are entitled to receive education and training free from threat, oppression, or abuse. The student disciplinary process reinforces the view that bullying and harassment are unacceptable and inconsistent with school objectives. TAMOS Education's anti-bullying policy states that any bullying or harassment of any form will not be tolerated. Staff will be available to support all students with emotional needs whether arising from within the college or external circles of influence. In line with the detailed child protection policy and safeguarding policy, students are free to discuss concerns in private with school staff. All staff will set a good example to students and promote mutual co-operation and respect within the school community and make plain the school's attitude towards bullying and harassment.

The school will provide specialist advice and guidance on bullying and harassment during the college Induction period and through its on-going professional development provision.

Any incidents of bullying will be reported to the relevant safeguarding lead who may seek advice from the general; director or school directors. Staff will act, without delay and positively; when bullying or harassment of any kind are reported or observed. The students' student disciplinary procedure will be instigated as appropriate.

Psychological Needs

At times an individual's mental health may not be as resilient as expected due to varying factors related to modern lifestyles within a global community. TAMOS Education does not judge individuals in anyway based on their resilience to these pressures.

Opportunity to discuss these needs with a member of staff can always be made. Initial and private contact can be with the homeroom teachers, safeguarding lead, councillors or student support staff. Discussion will be made regarding what personalized support is required to sustain the student and whether this can be located within the college or if a referral to an external agency is required.

Depending on the potential for the student to achieve the relevant qualification within the previously agreed schedule, further discussion, at an appropriately sensitive time, will be undertaken to explore the relevance of a temporary deferment of studies. This is always discussed with the view that the student will be able to resume studies and achieve their desired qualification.

Mitigating Circumstances

At times unplanned and severe events occur that may have a significant impact on a student's ability to, study, be assessed. meet an assessment deadline or miss some days of school. TAMOS Education understands this and as such will support all students with alternative studying arrangements.