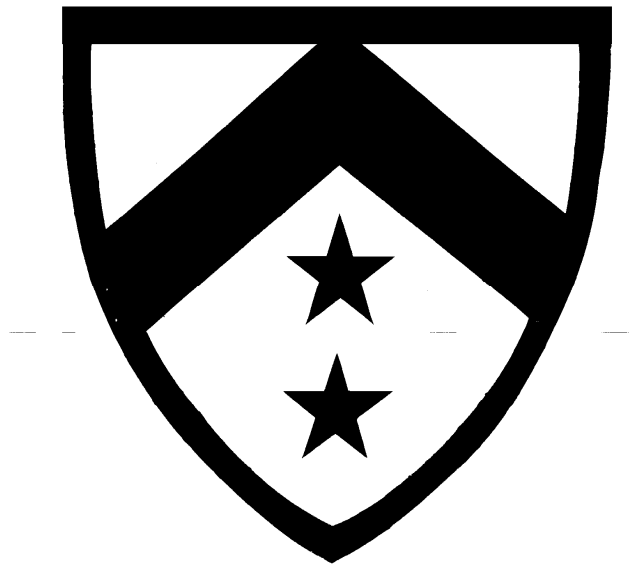


BRAEBURN KISUMU  
INTERNATIONAL SCHOOL



Parents' Hand Book  
2013 - 2014

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The Braeburn Kisumu International School community is composed of students, parents, teaching and support staff. Your children are with us for most of the day, but their achievements and success will depend not just on us, but also on their motivation and attitude and the constant support and interest shown by you. It is therefore essential that we work as a team. We hope this handbook will aid this process by helping you to understand our aims and methods so you are better able to support our work.

## **Our Vision and Mission**

### **Vision**

Every student a successful learner, a confident individual, a responsible citizen.

### **Mission**

Braeburn Schools actively value and celebrate diversity, nurturing personal growth by providing a friendly and supportive environment. Early years, primary and secondary students develop the skills, attitudes and awareness necessary to become successful learners, confident individuals and responsible citizens. Based in East Africa, Braeburn Schools are co-educational, offering the British system of education to a multi-national student body of varied academic ability.



## **PHILOSOPHY AND OBJECTIVES BRAEBURN KISUMU INTERNATIONAL SCHOOL**

Enhance and integrate the academic, social and personal development of our pupils enabling them to become well adapted young adults equipped with the social and academic skills needed to succeed in our global society.

Provide a supportive, caring, student centred environment in which each pupil feels valued as an individual.

Maximise the academic achievement of every pupil by delivering a broad, balanced curriculum using a wide variety of techniques with appropriate support.

Build self motivation and self esteem by helping each pupil to experience positive reinforcement and success in some aspect of school life.

Develop the skills of problem solving, communication, research and study, needed for life-long learning.

Value and promote behaviour that is ethical, responsible and shows respect for the rights of others.

Encourage pupils to value cultural diversity and to develop tolerance and empathy.

Raise awareness of global issues, the environment and personal health.

Consider equal opportunity for all a fundamental right, regardless of race, gender, culture or belief.

Develop a positive working relationship between parents, pupils and teachers.

Provide a wide variety of co-curricular and sporting activities to challenge and widen pupils' experience, and to enhance mutual respect and self esteem.

Show continuous improvement in every aspect of our school.



**Year One Science Lesson February 2013**

### Teaching Staff 2012-2013

Mrs O'Dolan	Head Teacher & Business Studies Teacher
Ms Inyanje	Deputy Head Teacher of Primary, Music & Primary French
Mr Oyamo	Deputy Head Teacher of Secondary School, Examinations Officer, Physics & Science
Mr T Nyongesa	English
Mr Karanja	ICT & Mathematics
Mr Omwenga	KS3 Mathematics & Geography
Ms Mitema	Biology, Chemistry, Science & Geography
Mr Namulala	Art & Design & Geography
Mrs Omondi	Year 5 Class Teacher, KS 3 – 4 History & Sociology
Ms Ocholla	KS 3 & 4 French, Drama & PHSE
Ms Odhiambo	Sports, Swimming
Mr Makokha	KS 2 Mathematics & SEN

### Class teachers & Form Tutors

Mrs Damary	Pre-Crèche, Crèche & Teacher i/c EYFS
Mrs Rosemary	Foundation Stage One
Ms Jacqueline	Foundation Stage Two
Mrs Kimata	Year1
Mrs Njuguna	Year2
Mrs Ngare	Year3
Mr Makori	Year 4
Mrs Omondi	Year 5
Mrs Hopkins	Year 6
Ms Ochola	Year 7
Mr T Nyongesa	Year 8
Mr Omwenga	Year 9
Ms Mitema	Year 10
Mr Karanja	Year 11

*In EYFU children call teachers by their first name – i.e. Mrs Damary Mrs Rosemary and Miss Jacqueline. However, in Primary and Secondary School pupils should use formal salutation of using teacher's surnames.*

### Teaching Assistant

Mr Benard Sambu – Year 1 & 2

### Classroom Assistants

Mrs Dinah Adhiambo	Crèche
Mrs Eunice Nanga	Foundation Stage One
Mrs Gladys Amagove	Foundation Stage Two

### Non- Teaching Staff

Ms Beatrice Osoro	Campus Coordinator & School Accountant
Mrs Evelyn Wekesa	Head Teacher's Secretary
Mr Michael Kamasia	ICT & Science Technician
Mrs Sylvia Wafula	Librarian and First Aider
Mr Ezekiel Otieno Dulo	Driver
Mr Arthur Odidi	Driver
Mr Martin Ahuta	Grounds man
Mr Sheldon Opiyo	Cleaner
Mr Dishon Lubutse	Messenger & Kitchen Assistant

## *The School Day*

### ■ Registration

This begins at 8.00 a.m. each day for Primary and Secondary School and between 8.00 – 9.30 for EYFS.

### ■ Lesson Times

Lesson 1	8.10 – 9.10
Lesson 2	9.10 – 10.10
<b>Break</b>	<b>10.10 – 10.25</b>
Lesson 3	10.25 – 11.25
Lesson 4	11.25 – 12.25
<b>Lunch</b>	<b>12.25 – 1.05</b>
Lesson 5	1.05 – 2.05
Lesson 6	2.05 – 3.05.
<b>Co-curricular Activities</b>	<b>3.05 – 4.05.</b>

### ■ School Vans

These arrive at the school by 8.00 am and depart at 4.10 pm after co-curricular activities. If your son or daughter is not taking part in a supervised activity then s/he should be in the ICT suite or library carrying out gainful *educational* activities.

Students are expected to wear seat belts and behave in an orderly and respectful manner when travelling on the vans. The rules relating to conduct on the van can be found at the end of this handbook as well as in your son or daughter's school diary. Students who behave inappropriately on the vans may be refused access to this facility for a period of time.

### ■ Punctuality

Being punctual is a life skill which will not only ensure that your sons and daughters are prepared for life beyond school but also to help ensure that they get the most from their studies and activities. Please help us to reinforce the importance of punctuality with your children and support us if they are asked to return to lessons during break or lunch to make up for time missed by being late.

### ■ Students arriving late to School:

If there are problems in getting to school on time in the morning students should report to the front office before going to lessons. If the lateness is due to a van arriving late, then students will be asked to go straight to lessons and report to the Secretary at break time. They are not marked late in this circumstance.

### ■ Student absences:

If your son or daughter is expecting to be absent from school please send a note in beforehand so that teachers can set work to ensure that he or she does not fall behind

in their studies. If your son or daughter has an unexpected absence due to illness could you please let us know by email or telephone and then send a note in or write in the student diary when your son or daughter returns to school. This will avoid us having to contact you unnecessarily. There is a section in the secondary school planner to record such absences rather than sending in a note.

### ■ **Assemblies**

An assembly is held every Friday. It is a forum to consider points of ethical or moral importance, to engender a feeling of community, to outline expectations and to reinforce positive achievements and behaviour and to celebrate achievements in sport, extra curricular activities or academics by the presentation of awards. Students start the assemblies as a whole school for the raising of the flag plus and to hear whole school notices and then separate into primary and secondary school assemblies.

**You are welcome to attend assemblies**, particularly if your son or daughter is participating. You will receive an assembly schedule at the start of term by email. Please let the school know if you wish a printed out version. However, occasionally assembly schedules change so please ask your son or daughter to let you know when they are involved.

### ■ **Form Tutors**

In EYFS and Primary School each class has a Class Teacher who delivers much of the curriculum to your son or daughter. The Class Teacher is an important person in your son or daughter's life. He or she is likely to have a close relationship with your child. We understand that you may wish to frequently speak to your son or daughter's Class Teacher and the school diary allows for two way informal communications on a daily basis and thereby we ask you to check it daily and sign it weekly. Additionally you can arrange to meet your class teacher but please bear in mind that s/he will be teaching lessons during the day and so an appointment is likely to be needed.

At Secondary School as all lessons are taught by specialist teachers each student has a Form Tutor who takes the register and oversees the academic and personal development of your son or daughter. Teenage years are a time of change and this may give rise to concerns and worries. Students are encouraged to talk to their Form Tutor if anything is bothering them. The Deputy Head Teacher of Secondary also chats with all students in the school on a regular basis. Your son or daughter is free to speak with any member of staff they feel comfortable consulting.

### ■ **School Diary**

The Diary is an official document is used to record homework set in each subject. It also contains a timetable and a homework timetable. It also records the number of House Points your son or daughter earns, detentions and visits your son or daughter has made to the school nurse so that you can monitor minor complaints.

The Primary and Secondary School Student Planner has additional features such as advice for learning, target setting and a record of a termly tutor meeting. Each weekend students will have their diary signed by a parent or guardian. The diary is

then checked by the Form Tutor on Monday morning to ensure it is completed correctly and signed by an adult. In EYFS and Primary diaries should be signed daily by a parent or guardian.

Please try to read your son or daughter's diary/planner every evening as it may contain a communication to you from a member of staff. This ensures that parents and Class Teachers have a clear line of communication every day. Checking diaries will give you an overview of the work set so that we can work together to ensure that your son or daughter completes the required amount of homework to support their studies. If Primary or Secondary School parents write in the planner on a day other than the weekend please ask your son or daughter to let his/her form tutor know to read it to avoid delays in reply.

**Lost planners** will be replaced during the term at a cost of 500/=.

### ■ Lockers

Lockers are available for students in Years 4-11 who are all allocated a locker. Everyone can be forgetful and so we ask that all students bring in a spare key or the combination code and hand to their Form Tutors at the start of term. These keys/combination codes are held by the School Secretary should the student forget their key/combination code and returned to the School Secretary at the end of the day. Students should collect books and/or sports equipment for a two hour block of lessons to avoid delays to lesson starts.

Children in EYFS and Years 1 – 3 hang bags outside their classrooms.

Class teachers and Form Tutors will regularly inspect lockers to try to help pupils with their organisation skills.

Lockers must be emptied at the end of the school year as new lockers are allocated at the start of the new year. Lockers should be emptied at the end of the academic year or if a pupil leaves BKIS. Any lockers which have not been emptied will be opened and cleared by BKIS staff as pupils are allocated new lockers at the start of every year.

### ■ Lost Property

Lost property should be handed in to the messenger, Dishon. Lost property which has a name on it will be returned by him to the Form Tutor. Any unnamed articles can be claimed from a lost property basket. Any unclaimed articles will be *put on the display table every Friday for collection.*

### ■ Uniform

BKIS introduced a school uniform in September 2011. We want the uniform to reflect the high standards and expectations we have of our students and instil a sense of pride in our school and so uniform must be worn neatly at all times. Your son or daughter's form tutor will advise him or her if they have inappropriately interpreted the uniform and will advise parents in the weekly comment section in their diaries/planners if this



misinterpretation continues. A tie or belt will be lent to students who do not have a tie or are wearing their trousers too low. Persistent borrowing of belts and ties will result in new tie or belt being provided and charged to school fees. At Secondary School a pair of stud earrings is allowed but all jewellery must be removed for sports lessons. As such new ear piercings should take place during holidays. Children will be asked to remove jewellery which is deemed to be excessive.

Please ensure all items of clothing are named tagged. Lost property which is correctly labelled will be returned to your son or daughter. Unclaimed property will either be donated to charity or sold with proceeds going to charity.



EYFS



Primary



Secondary



Girls Option B Secondary

**PE and Swimming Kit:** The BKIS PE kit consists of a BKIS tee-shirt which can be purchased from reception and light brown shorts. Pupils should wear appropriate white or black trainers (although this requirement is flexible for younger children).

Pupils are required to wear a blue swimming costume. BKIS swimming costumes and are available from suppliers in Nairobi and can be ordered through reception. Expect at least a week for delivery.

Schooling is partially about learning responsibility and we would like parents to support us in teaching students in Primary and, particularly in Secondary School, that they must remember when they have PE or swimming and to pack their kits in the morning or evening before. Too often parents and house workers are blamed for a forgotten kit by youngsters old enough to be responsible for their own daily preparations.

All students are provided with a school team kit when representing the school. Kit must be returned to the PE teacher after the fixture. Students are charged for losing team kit.

### ■ **First Aider (School Nurse)**

The School Librarian is a trained first-aider and has attended Braeburn School Nurse courses. Although she is not a qualified nurse she is still *referred* to as the “*school nurse*”. She is available throughout the school day. Students are encouraged to consult her at break or lunch if they are feeling unwell. If it is necessary for your son or daughter to leave a lesson, a teacher will sign their diary to give permission for the student to leave. The nurse will only see students during lesson times if the diary is signed by a teacher. Could you please make a point of checking this section of the diary so that you are aware of any health issues your child may have?

At the start of the academic year you will be asked to complete a medical form on which you are asked to indicate any medical conditions your son or daughter may have and also provide permission for which medicines the nurse is allowed to give you son or daughter. Please make sure that you advise us of any medical changes as soon as possible.

If your son or daughter require medicines to be kept at school these should be given to the nurse for storage. The nurse can assist in administering the medicine should it be necessary.

### ■ **Accidents**

If your son or daughter is injured or needs hospital attention we will contact you immediately and with your agreement take your son or daughter to a hospital of your choice. If we are unable to contact you we will take him or her to the hospital indicated on the medical form and a member of staff will stay with your son or daughter until you or a representative are able to join them.

### ■ **Leaving early during the day.**

If your son or daughter needs to leave school early please provide a written note which should be handed to his or her Form Tutor in the morning which is then passed to the front office. If the need to leave early was unplanned please phone the school secretary. If your son or daughter is being collected by someone other than yourself

please indicate this so that the askari allows him/her to leave the compound. Your son or daughter must also sign out in the relevant book at the front office to ensure that his or her form tutor knows of the absence should there be a role call in an emergency. If he/she returns before the end of the school day, then he/she must sign in. Students cannot under any circumstances leave the school grounds without consent from a parent or guardian.

## ■ Lunch

All children bring a packed lunch to school, or arrange for lunches to be delivered in time for lunch. Children bringing lunches will, on arriving at school, leave their clearly labelled lunch boxes outside of the kitchen area where they will be removed and placed in the fridge. Students should ensure that their snacks are separated and placed in their school bags until break time.

Approaching lunch time their lunch box will be removed from the fridge and checked for any meals which require heating. Please make sure such instructions are clear to avoid mistakes.

Primary and Secondary students and EYFS Classroom assistants will collect their lunch boxes at the start of lunch, return them when they have finished eating and collect at the end of the day.

BKIS operates a Healthy Eating approach to snacks and lunchtime meals and as such **students are not allowed to bring sweets, chocolate, crisps, or fizzy drinks into school.** Please support us in this as not only does it improve children's behaviour it also instils in them the importance of healthy lifestyles.

Lunch is eaten outside on benches in friendship groups. **Parents are welcome to join their son or daughter for lunch but are politely asked to leave the school when the bell rings to indicate the start of afternoon lessons.**

Although BKIS does not provide lunches there are some local suppliers who do provide lunches. These menus will be emailed to you so that you can decide whether to use them regularly or occasionally. BKIS takes no responsibility for the food supplied.



*Pupils, teachers, families and friends join together for a Thanksgiving Luncheon November 2012*

## ■ Library

One of the aims of the library is to encourage students to enjoy reading and assist with the development of study and research skills. All primary school and EYFS students go to the library every week to choose a new book. In EYFS and lower primary you may find that your son or daughter brings home the same book more than once. Don't worry about this – it simply means s/he loves that book which is encouraging. They'll become more adventurous as they develop!

In addition to timetabled lessons the library is available for use by all students at break and lunch times and after school until 4.30pm. Most books can be borrowed for two weeks with the exception of text books which are borrowed for as long as a subject specialist teacher indicates is needed to support teaching and learning.

To encourage reading for fun the library has a Book Club and all students are encouraged to let the librarian know of any books they want in stock. We can't promise that all books will be immediately purchased but certainly their views will be used in the selection of new library books. Additionally, this year we are running a competition for students to increase the number of books they are reading and the range of genres.

## ■ Text books

These are provided at no cost to students. However, the cost of any textbook lost or damaged beyond normal wear and tear will be deducted from the refundable deposit.

Notebooks and paper are provided by the school. Although writing equipment and specialised items such as calculators are the responsibility of your son or daughter.

## ■ ICT Facilities

We have a number of ICT facilities including an ICT suite with 12 internet connected computers. Additionally mobile overhead projectors and DVDs are used by teachers to support teaching and learning and are available for all teachers to use in their classroom.

The internet is available for **academic purposes only**. The use of internet is monitored. Disciplinary procedures will be taken in response to misuse. Students are not therefore allowed to use the internet to access social web sites.

## ■ Interactive Learning Resources

Some teachers use Internet applications as part of their teaching and learning. Examples include MyiMaths, where you can track your son or daughter's progress in Maths. Moodle, which is a Braeburn Intranet facility, accessible through our website [www.kisumu.braeburn.com](http://www.kisumu.braeburn.com). This e-learning platform is being developed but Year 10 and 11 students will be able to access past papers and mark schemes from it, although teachers will control access in line with their schemes of work. On occasions teachers might set work which requires internet access but this will be detailed in your son or daughter's diary so that you can monitor usage.

Your son or daughter may bring a laptop to school. However laptops may only be used in class with a teacher's permission. It is the responsibility of the student to ensure that their laptop is left secure at all times. BKIS can take no responsibility for loss or theft, however loss should always be reported immediately and the school will endeavour to recover the missing item.

#### ■ **Flash Discs/Sticks**

BKIS computer facilities now includes a server and as such students can save into specified areas on our network. However, students may need to save data files onto flash discs/sticks should they need to continue working on a project at home. We **thereby request that your son or daughter is provided with a flash stick/disc or alternative method of storage**. Primary students can keep their flash disc with their Class Teacher for safe keeping should s/he wish. Secondary students need to exercise responsibility with their flash discs as they are likely to be saving class and homework on them. It is also recommended that they keep another back up version of data in case of loss/ corruption / virus infection.

### *Co-curricular Activities and Responsibilities*

#### ■ **Clubs/Activities**

BKIS places much emphasis on co-curricular activities and staff create opportunities for positive experiences for students to widen their interests and gain new skills and experiences which can be used on references, university Personal Statements and *Curriculum Vita*. To this end each term a Clubs Booklet is produced outlining all clubs and activities being offered, students are expected to join at least one club or activity, although there is no limit to the amount of clubs they can join. Some clubs are especially valued for their contribution to the development of skills and life experiences such as Model United Nations, Community Service, Scouts and President's Award.

Choosing clubs is done at the end of the first week of the term. Students are given their first choice of club whenever possible. Students can change their clubs choice every term if they wish to although some clubs do require a longer commitment such as MSMUN and EAMUN which requires attendance until February and the Drama Club which requires commitment until the performance.

Where possible Clubs are free, however charges are incurred when external instructors or facilities are employed. This is detailed in the Clubs Booklet issued at the start of every term.

Sometimes parents run clubs where they have a particular knowledge or interest which is greatly appreciated by staff and children.

#### *Scouts having fun whilst on a camping trip to Impala Sanctuary January 2012*

#### ■ **Sport**





***MSMUN Delegates at The United Nations, Nairobi January 2013***

At BKIS we want to give our students exposure to a wide range of sports, enhancing their enjoyment and initiating lifelong interests. During the academic year all students learn Athletics, Rounders, Football, Hockey, Basketball, Netball and Swimming during timetabled lessons. We play matches against local schools as well as attending a number of tournaments with other international schools such as the Turi Cross Country Race, Braeburn John Garrod under 15 Football Tournament, Braeburn Sports Carnival, ISSAK Athletics Meet at Nyayo Stadium for which we practice at Moi Stadium, Kisumu as well as hosting our own cross country race which is attended by a number of local and international schools. Your son or daughter may be required to travel out of Kisumu for sporting fixtures and as such you will be given plenty of notice and details of where they are going and if relevant where they are staying. Your consent will obviously be required and the teachers in charge of the trip and the Head Teacher will be happy to answer any questions you may have.

Sport is also played for two hours per week within the timetable and this provides a welcome break from academic rigor. These sessions are compulsory for all students. If your son or daughter is unable to play this must be supported by a parent's letter explaining the reason why.

Fixtures for the term are detailed on the termly calendar; however there are occasions when changes to fixtures occur and new fixtures added. The teacher in charge of the sport will endeavor to give you as much notice as possible when changes are made.



***Girls Open Hockey team March 2013***

## **The Annual School Production**

The annual school production is a stage show that gives every member of the school community an opportunity to get involved, be it through the enthusiasm of the budding young actors, or the motley back stage crew there is something for everyone including music, acting, direction, scene creation, make-up and costume and advertising. Participation in some areas can involve a big time commitment but not only can it develop traits such as time management, team work and dedication but is also a huge amount of fun! Parental input into the productions is welcome. This year the production was *The Jungle Book* which was fun and entertaining. With every student involved, all teachers and many parents it is no wonder that the show became the talk of Kisumu! This year's production is possibly going to be based on Roald Dahl's "Charlie and The Chocolate Factory" and is bound to be a deliciously sweet production!



*Jungle Book July 2013*

### ■ **Music**

Music is an important aspect of a child's education. Through music children learn a variety of skills; mathematics as they work out rhythms and compose pieces, co-ordination as they use motor skills to play instruments and co-operation as they play with other musicians during performances. At BKIS Music is taught as a curriculum subject until Year 9, but children are also able to extend their skills through our extra curricular program. Children have the opportunity to learn to play instruments ranging from Piano, Violin, Flute, Clarinet, Guitar and Voice among others and as such we are one of the centers for the Associated Board of Royal Schools of Music (ABRSM) and the London College of Music (LCM) examinations in Kisumu.

A list of music lessons on offer is provided at the start of every year alongside their costs per half hour. In addition to these instrument or voice lessons Music is also taught as a subject for 1 hour per week to all students in years 3 – 9 for which **students are required to purchase their own recorder.**

In addition to working towards formal examinations we also like to celebrate the success of all our budding musicians and thereby hold a termly Tea Time Concert for all the musicians to perform to family and teachers regardless of the stage of learning.



*World Music day tea Time Concert June 2013*

### ■ School Trips

Trips, both academic and non-academic are a valuable addition to the education of students. The following applies to both academic and non-academic trips, but does not include sports fixtures within Kisumu:

- Teachers will arrange for your written consent i.e. signed reply slip at least one week in advance of the trip at which stage you will be asked to provide details of any medical conditions (allergies etc).
- You will be asked to pay for transport, accommodation and other expenses for all non-academic trips.
- If the trip does involve the payment of money your son or daughter should present this directly to the school accountant who will issue a receipt for monies received. Monies should never be paid directly to a member of staff. We are happy to accept cheques payable to “Braeburn Kisumu International School”.
- Students will generally be asked to catch up on class work missed if the trip did not involve the whole class.
- The Braeburn Trips Policy is included in this handbook.





*Year 7 – 9 Trip to Gold Mine at Nandi Hills June 2013*

### **Non-Academic Trips**

- **Annual Trip** - Every year all students will go on a non-academic school trip to help develop leadership and teamwork skills as well as friendship and confidence. In 2012-2013 the EYU – year 2 classes went for a fun day at the Impala Sanctuary, years 3-6 went on a camping trip to Kakamega Forest and although last year we sadly had to cancel the secondary school trip we are hopeful of another adventure holiday similar to the one the previous year to Sagana where they undertook team building activities, white water rafted and had lots of fun. All pupils are expected to attend these annual trips and good notice will be given of the cost of the trips.



*KS2 camping trip to Kakamega Forest June 20132*

- **International Trips** – BKIS is part of a large group of schools and as such whereas sometimes we are unable to pool together enough interest to run international trips, other schools within the group invite us to participate. Last year we were invited to a ski trip, Mount Kenya climb, Mombasa Community Service trip as well as a trip to Borneo. You will be advised when these trips are available.

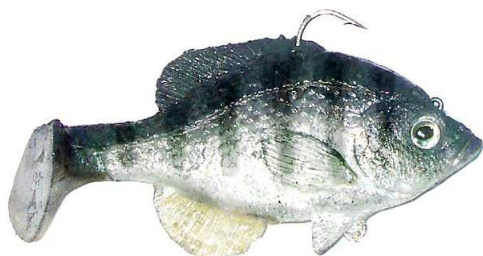
## ■ House System

BKIS has two Houses: Perch and Tilapia. Houses are allocated to students as they join the school and remain in this House throughout their education. Siblings may not necessarily be given the same House. This is to enable us to run a fair balance of talents between the two Houses.

The House system is important in allowing students to interact with others of different age groups, to form new alliances and to work in teams with unfamiliar members. It also, through the appointment of house captains for sport and academics, gives additional opportunities for students to demonstrate leadership and responsibility.

Each House has a House Captain and Assistant House Captain who works in close association with teachers who take the role of House Patron and Assistant House Patrons. Teachers volunteer for these popular roles and as such they change from year to year.

A variety of tournaments, quizzes and challenges are organised throughout the year.



***Tilapia***



***Perch***

## ■ Form Monitors

- Each form has a Form Monitor chosen by the Form Tutor. Depending on class size the Form Monitor will change every few weeks to allow all students within the class a sense of responsibility. The monitor will assist the teachers with daily administrative duties.

## ■ School Council

### Aims

*Provide a formal channel through which the ideas of the students relating to the improvement of Braeburn Kisumu International School can be presented to the management of the school.*

## **Advantages**

- Provides students with a forum in which the skills of public speaking and negotiating can be developed.
- Provides students with a forum in which their potential to be responsible members of the community can be shown.

## **Structure**

- The Council is run by the Student Council committee which consists of the following:
  - The President.
  - The Vice President
  - Class representatives (one per class. Year 3 and above)
  - One member of staff.
- Meetings are minuted.
- Minutes are typed up and presented to the Management of the School.



*2013-2014 Student Council Leaders  
Retiring President Reindert Eijkman passing over to Cassandra Wagenaar (President)  
and Imaad Parkar (Vice President)*

## *Academic Procedures*

### ■ Curriculum

**The EYFS curriculum** is based on the “Early Learning Goals” which develop the following skills:-

1. Personal, Social and Emotional Development.



2. Communication and Language.
3. Physical Development.
4. Literacy
5. Mathematics.
6. Understanding the world.
7. Expressive Art and Design

At the start of every term parents are given a Skills Web detailing the theme for the term or half term so that families can help support classroom based activities and enhance their child's enjoyment of the theme.

Within the first week or so of term 1 we run an information session explaining how the curriculum is run and what to expect as a BKIS parent and child. Additionally we run a Parent Workshop for parents in FS2 explaining how we teach the Literacy aspect of the curriculum.

Children in Crèche and Foundation Stage One attend mornings only. Foundation Stage two children attend all day as they start to learn to concentrate for a full school day in preparation for Year 1.



*FS2 Class September 2012*

**The Primary Curriculum** (Years 1- 6) covers Key Stages 1 and 2 of the National Curriculum of England and Wales. Children in these classes continue to learn through discovery and student led learning activities. Your child will receive weekly homework which is detailed in their diaries/planners. In the early primary curriculum students follow the Oxford Reading Tree scheme which has levelled reading staged 1 – 13. On completion of this reading scheme and towards the upper level of this scheme your child will be reading books of their own choice and interest. In primary School and FS2 the children have a Reading Diary for parents and teachers to make comments on when children have completed books and monitoring their progress throughout the ORT stages.

In addition to Literacy and Mathematics the students' curriculum takes a more specialised approach as they study Science, History, Geography, ICT, Art & Design, French, Music, Drama and Personal Health and Social Education (PHSE).

Children sit formal exams at the end of Years 2 and 6 which are detailed later in the assessment section of this booklet.

**The Secondary Curriculum** (Years 7 – 11) continues from the primary framework, although your child is now taught all subjects by specialised teachers. Progress continues to be regularly tested and ends in the Key Stage 3 SATs in Year 9. In the first term students in Year 9 sit on-line MidYIS tests. These are used to help teachers monitor student progress throughout Years 9 – 11. During the final term in Year 9, students go through the process of selecting their subjects to study in Years 10 & 11.

**Assessment Workshop:** A parent workshop is run by the Head Teacher to welcome new parents explaining the day to day life of BKIS and also to help parents understand our assessment methods. Parents who were previously unable to attend this workshop are also encouraged to attend.

### **Year 10 and 11**

Students study nine subjects. The course culminates in the **IGCSE** examinations taken in May of Year 11. All students study **English Language and Literature and Mathematics**. The six other subjects are chosen from the following: Sociology, History, Geography, Biology, Chemistry, Physics, Business Studies, Art & Design, French, Kiswahili, and Information Communication Technology.

All students are initially taught the **extended syllabus**. Students who find the extended examinations very challenging may opt to be entered for the **Core IGCSE** examination after the mock examinations in January of Year 11. The maximum grade attainable in the Core examination is a "C".

**Revision Skills Family Workshop:** In order to help our Year 9 -11 students prepare for their examinations we run a workshop for students with their parents to help develop new skills on organisation and how to revise.

### ■ **Parent Meetings**

#### ***Key Stage Parent Conference***

At the start of the academic year parents are invited to a Key Stage Introduction Meeting where teachers will present information on the Key Stage which your child is entering. Attending this meeting will give you insight on the changing demands your child faces throughout the Key Stages.

#### ***Termly Parent Teacher Meeting***

You are encouraged to attend a Parent Teacher Meeting every term. In term one we are trialling running the meetings on a Saturday morning to see if that enables as many parents as possible to meet with their child's parents. Your feedback will be useful in ascertaining the best time for a parent meetings. Parents of EYFS children

may wish to see their child's teacher when they collect their child at lunchtime. Teachers will have your child's assessment records and at primary your child's class books so that you can see the progress being made.

Students in Secondary School are encouraged to attend the meeting with you to discuss his or her progress and achievements as s/he should be taking a more personal responsibility for his/her learning, but generally we find that this is less productive at EYFS and Primary School and so children do not usually attend.

Parents are welcome to meet with staff by appointment at any time. Please let us know beforehand if you are wishing to formally meet with teachers so that we can ensure that they are available to talk. This will usually be at lunchtimes or after school.

## ■ Reports

Reports are issued at the end of every term. These reports give a formal record of your son or daughter's progress. Up until the end of Key Stage 3 (Year 9) achievement grades based on British National Curriculum levels are given for most subjects. **In years 10 and 11** students are awarded academic grades in line with IGCSE grading which are grades A\* to G with U indicating the likelihood of failing to gain a IGCSE in that subject.

Occasionally a member of the Senior Management team might contact you outside of formal reporting times to discuss academic concerns or to report of pleasing work or progress.

## Special Reports

If a student is causing concern for any reason, a special internal report will be compiled during the term. This may be used internally to inform teaching strategies, or may be communicated to you if additional support is required.

## ■ Assessment

Positive assessment is performed on all students' work with the objectives to be as follows:-

1. *"To raise students' achievement by giving positive reinforcement and guidelines for improvement."*
2. *"To help teachers assess the progress of individual students and adjust their teaching accordingly."*
3. *"To monitor progress"*

**Regularity of Assessment.** We require our teachers to assess as follows:-

## ■ Tests

All students sit a Stamford Reading Test at the start and end of each term up until the end of Year 9. This helps us monitor your child's reading progress. Additionally your son or daughter will sit topical tests as they complete topics of work and end of year exams.

In addition to Topical Tests students in Years 10 and 11 will also sit half termly tests which will cover all topics covered on the course to date. The intention of these tests are to help your son or daughter keep up with their revision for their final external examinations as revision for half termly tests will help keep previous topics taught fresh in their minds. These test results are recorded and reported to you at the end of the academic year.

At BKIS we report assessment according to National Curriculum Levels. **Further information on this is provided alongside reports but it is recommended that parents new to the system attend the parent workshop.**

### ■ Target Setting

At the start of Year 10 your son or daughter will be set an IGCSE target grade based Key Stage 3 Test results as well as the subject teacher's awareness of your son or daughter's ability. These grades aim to challenge and motivate your son or daughter to achieve their best.

Once target grades have been set your son or daughter will have a meeting with his/her form tutor to discuss study skills and motivational methods to help reach these targets. This form tutor meeting will be repeated every half term using "*Working At Now Grades*" based on the half term test results.

Generally target grades do not change throughout the courses.

### ■ Homework

#### **Purpose of Homework.**

To improve students' achievement by:

- Reinforcing, complementing and enhancing class work.
- Improving the individual students independent study habits.
- Improving time management and organisation of students.

Homework can take a variety of formats from research, additional exercises, illustrative work, planning, research work, reading review of topics covered, computer work and rote learning, such as spellings.

Please refer to the Homework Policy in the policy section of this handbook but in summary the following homework is given to students in different

#### **Key Stage 1**

Pupils in Years 1 and 2 will be given two homeworks every evening which should take 20-30 minutes to complete. The homework should include

1. A weekly spelling list which is given on a set day every week and tested on the same day the following week
2. Daily reading with parents
3. Weekly written Literacy task
4. Weekly written Numeracy task

<b><u>Key Stage 2</u></b>	<b><u>Number of subjects per day</u></b>	<b><u>Total duration of homework</u></b>
Years 3 – 4	2 - 3	30 – 45 minutes
Years 5 – 6	2 – 3	45 – 1 hour

**Literacy – Homework is set daily**

1. A weekly spelling list which is given on a set day every week and tested on the same day the following week
2. Daily reading
3. 2 Weekly written Literacy task

**Numeracy – Homework is set daily**

1. A weekly revision/learning of timetables.
2. Written Numeracy questions

***Other subjects***

- Project based homework, rotating between History and Geography every half
- French – spelling, short answer once per week
- Science – project or questions

<b><u>Key Stage</u></b>	<b><u>Number of subjects per day</u></b>	<b><u>Total duration of homework</u></b>
Year 7 – 9	2 per day	30 minutes per subject

<b><u>Key Stage 4</u></b>	<b><u>Number of subjects per day</u></b>	<b><u>Total duration of homework</u></b>
Years 10 – 11	2 – 3 per day	45 Minutes per subject

Optional Subjects	1 x 45 minutes homework per week.
English and Mathematics	2 x 45 minutes homeworks per week

Although students should complete some homework every evening homework is not usually set to be handed in the following day. This allows students, particularly in Secondary School to plan their homework thoughtfully.

*Please take time to review your son or daughter’s exercise books and school files to check the quality of the work set and marking done and report to us any concerns you may have.*



## ■ Private tuition policy

“Private tuition” in the passage below refers to tuition given to students for which a fee is paid in addition to the salary normally paid to a teacher.

*Teachers at Braeburn Kisumu International School are not allowed to give private tuition to any student either during term time or during the vacations without the written permission of the Head Teacher. Teachers will give any assistance needed to help your son or daughter to achieve their potential without additional incentives.*

## ■ Special Educational Needs

Individual learning needs are assessed by the class teacher with the assistance of the Special Needs teacher. In the case of students experiencing difficulty the Special Needs teacher will discuss levels of assistance and if it is considered to be necessary Individual Education Plans might be developed and discussed with the subject specialists involved. If an IEP is written you will be asked to attend regular meetings to discuss your child’s progress.

If a learning problem appears severe, you may be asked to obtain an Educational Psychologist’s report at your own expense. This report will then maximise the professional input into your son or daughter’s achievement and progress.

## ■ Careers

Careers guidance is considered to be very important. In Year 9 it starts with self-examination during their PHSE lessons. A Careers evening is held each year when representatives of various professions give up an evening to answer, on a one to one basis, questions about their careers. The choice of IGCSE subjects in Year 10 is taken seriously with students being issued with an Options Booklet in Year 9 outlining courses available, sample lessons, and an Options Evening to which parents are invited.

### *Rewards and Sanctions*

## ■ Student Code of Conduct

- Be polite and considerate to everyone
- Wear the prescribed uniform in the correct manner
- Respect the teacher’s classroom rules
- Strive to maximise academic achievement
- Act in a socially acceptable and responsible manner
- Respect the environment, school property and the possessions of others

## ■ Golden Time

Children in Key Stage 1 a lesson of Golden Time allocated within the framework of their timetables. During this time children can have a free choice from various supervised activities. Pupils may wish to bring in some “show and tell” items from home and class teachers must ensure that contraband items such as iPods, electronic

games etc are not brought in. In KS2 pupils are also encouraged to bring in “show and tell” items although these are likely to be more academic in nature and will be incorporated into lessons.

### ■ ***House Points***

Students are rewarded at BKIS through the House Point System.

House Points are awarded by any teacher at any time for any outstanding achievement. This may be academic for achievement or effort or it may be in other areas of school life such as sports.

The teacher awarding House Points signs in the students’ diary and these are totalled up the end of each week by Form Tutors. The Pastoral Deputy Head Teacher then announces running totals as well as the students with the highest number of House Points each week during assembly. House Points are a very effective way of motivating students from every year group. Take time to check your son or daughter’s House Points and praise them for their achievement.

House Points are not removed for negative behaviour.

### ■ ***Student of the Week/Commendations***

This is a very special weekly award for the student who is rewarded for an outstanding act. This could be tremendous improvement in academics, behaviour organisation leadership or general attitude towards school life. Please be very proud if your son or daughter receives this award!

### ■ ***Head Teacher Mention***

This occurs when a teacher informs the Head Teacher of something that they feel a pupil has done something to be proud of. This can be anything from a good piece of work, improved punctuality, leadership etc. On these occasions the Head Teacher will approach the pupil and congratulate him or her on their achievement so that your son or daughter can feel proud that their achievement has not gone unnoticed.

### ■ ***Discipline***

The BKIS Secondary School Rules and Bus Rules are published at the end of this handbook.

### ■ ***Sanctions***

Teachers at BKIS favour constructive sanctioning.

Students have a right to expect fair and consistently applied sanctions for poor behaviour. An appropriate sanction is one which is designed to put matters right, and which encourages better behaviour in future.

Your son or daughter's Class Teacher or Form Tutor will go through The School Rules, which are printed in every diary at the start of every term. Each class teacher will also write down a class code of conduct in line with the school rules and display them in their classes.

In the event of a student misbehaving, staff should observe the following guidelines:

BKIS favour constructive sanctioning and most misdemeanours are dealt with immediately through discussion with the student. Should it be deemed necessary through the severity or frequency of the situation the teacher may issue a break time or lunch time detention.

### **Behaviour Sanctions Primary School**

- **Stage 1** – For an issue like incorrect uniform, lateness to class, forgotten kit, misbehaviour in class, failure to complete homework etc. a comment will be written in the pupil's homework diary, or on an incident slip, and parents will be asked to sign the comment. If a child misbehaves during a lesson, your child will initially be reminded of the school / class expectations. Following a reminder they may be given a short period of "time out" within the confines of the classroom, so that they are given the opportunity to reflect, have some space and remind themselves of the expected behaviours.
- **Stage 2** – After three comments in the homework diary the child will be given a detention (Years 4-6) or they will miss part or all of their "Golden Time" for that week (Years 1 - 3). Parents will be informed of this. A record of the detention / removal from "Golden Time" will be kept in the child's file in the Deputy Head Teacher's office. Detentions are set by the class teacher as they will be able to take into account, the child's individual situation. We try to avoid Detentions in Primary School as much as possible.
- **If a student receives a break or lunchtime detention for lack of homework and continues to not hand in work or work of poor quality then this is referred to SMT who will speak to the pupil and possibly parents as repeated break and lunch detentions fail to serve their purpose and other strategies need to be considered.**
- **Children who frequently misbehaviour in Years 1- 6 are referred the Primary Deputy Head Teacher as well as the Teacher Mentor in order to identify strategies to help the child behave and keep on task.**
- **Stage 3** – After a further three comments in the homework diary the children will be placed on a reporting system. This will be carried out following a meeting with the parents, class teacher and Deputy pastoral. Minutes of the meeting will be taken and a copy will be given to the Head Teacher to be placed in the child's file. During the meeting targets will be set and the child will work on these over a period of a week. The reporting system should be viewed as a positive way of helping the child overcome problems and comments should relate to the targets in a constructive way.

- **Stage 4** – If the child is unable to fulfil the targets that he / she has been set through the reporting system in one week, the period could be extended. This will be under advice from the SMT who will determine the best method of sanction in consultation with the parents.
- **Stage 5** - The final sanction for a child who repeatedly fails to take responsibility for his / her behaviour is exclusion for a period of time or permanently. This would be agreed by the Head Teacher and the parents.
- **Behaviour Sanctions Secondary School**
  1. Verbal rebuke and/ or discussion with the student
  2. Detentions – lunch 15 or 30 minutes without notice. The Deputy Head Teacher and the Form Tutor will be aware of the detention and take opportunities to discuss the situation with the child. Teachers might set punishments 'to fit the crime' such as clearing up litter for those found dropping litter.
  - **If a student receives a break or lunchtime detention for lack of homework and continues to not hand in work or work of poor quality then this is referred to SMT. Repeated break and lunch detentions fail to serve their purpose and other strategies need to be considered which will include talking to the student and possibly contacting parents.**
  3. After School Detention with 24 hours notice to parents.
  4. **For severely unacceptable behaviour or repeated poor behaviour the student will be placed on a reporting system.** This will be carried out following a meeting with the parents, class teacher and Head Teacher. Minutes of the meeting will be taken and a copy will be placed in the child's file. During the meeting targets will be set and the student will work on these over a period of a week. The reporting system should be viewed as a positive way of helping you child overcome problems and comments should relate to the targets in a constructive way.
  5. If the student is unable to fulfil the targets that he / she has been set through the reporting system in one week, the period could be extended. This will be in consultation with parents.
  6. The final sanction for a child who repeatedly fails to take responsibility for his/her behaviour is exclusion for a period of time or permanently.

### *Miscellaneous*

#### ■ **Emergency Procedures**

Practice fire and evacuation drills are carried out every term to ensure students are fully aware of what to do in the event of an emergency. If there is an emergency outside of our compound such as local unrest the school will send a text message to you advising you of what the emergency is and what procedures we have taken. This may involve sending your child home early on vans. It may be that a decision is taken

for all students to stay at the school as our campus is located in a relatively safe area. Whatever decision is made it will be for the best interest of students and staff and you will be informed immediately by text message **so please make sure that we always have your most up-to-date mobile phone number.** If the emergency is a non-fire emergency (e.g. unrest) then the main school building acts as a “Safe House”. Please see Emergency Procedures in the Policy Section of this handbook. Which include Fire, Inclusion (use of “Safe House”) and also Lock Down (duck and dive)

### ■ **Bullying**

Braeburn Kisumu International School does not tolerate bullying. Teachers and ancillary staff are trained to be alert for signs of bullying and to act promptly and firmly against it in accordance with school policy. If you think that your son or daughter is experiencing bullying you should contact the Head Teacher. The earlier these issues are addressed the quicker they can be remedied, we do not want our students suffering in silence. Please look out for signs of bullying and let us know as soon as possible. Bullying can be displayed in many forms including social networking site, by text message or in verbal/physical forms. Also bullying from fellow students can occur outside of the school day and this should also be reported. We strongly encourage parents to support teachers in talking to your child about being tolerant of other people, and how your actions might be interpreted by others.

### ■ **Open Door Policy**

Parents and prospective parents are always welcome to drop in to discuss a matter of importance. However it is requested that parents make an appointment as it is likely that the Senior Management Team may be busy and may be unavailable.

### ■ **BKIS Newsletter**

A BKIS newsletter is sent to you by email every Friday to keep you up to date. The newsletter includes school events, sports fixtures, academic matters such as Parents’ Evening, as well as informing you of future events. Please take the time to read it. Additionally our web site [www.kisumu.braeburn.com](http://www.kisumu.braeburn.com) will keep you up to date with future events and also show a variety of photos depicting life at BKIS.

### ■ **Parents Forum**

We value your feedback and views on BKIS and as such every term you are invited to attend the Parents Forum where you have the opportunity to draw to the attention of the Senior Management Team any concerns, suggestions or general comments relating to the school in terms of facilities and resources. The dates of these meetings are on the school calendar and will also be published in the weekly newsletter.

### ■ **BKIS Parent Teacher Association**

BKIS is not just about education it is about learning life skills and making friends. As such we are very eager to join our BKIS community together socially and one way in which we do it is through the formation of a BKIS PTA which started last academic year. The association is predominately for parents, teachers and other members of our

community to be able to meet up and have fun. Last year we had great fun at a PTA organised Karaoke Evening, a Wine Tasting Evening and Camping Trip to Maasai Mara. We can organise simple events like picnics to bigger events such as a Family Fun Day.

Your involvement in the BKIS PTA can be as little as attending the occasional event to becoming involved in the PTA committee. However much time you want to give to this fun group is up to you but please do try to get involved!

### ■ **Life Long Learning and the Braeburn Group**

BGE schools do not exist on their own, we are part of a group of 6 Braeburn schools of which three of which are located in Nairobi and as such we have many benefits of belonging to a large community. Many of our parents regularly go to Nairobi and you may be tempted to attend an event organised by our Head Office. Our very vibrant Public Relations Officer Faye Hardisity will email you a monthly newsletter inviting you to events, informing you of adult courses offered, a book exchange club and additionally Braeburn Lavington has a fully equipped gym which you can join at a special Braeburn parent rate if you expect to be frequently in the Lavington area.

### ■ **Visitors**

If your son or daughter has a **friend** visiting from abroad, he or she is generally welcome to bring the friend to join us for a day to find out what it is like to go to school in Kenya. However, please ensure organise this with the Head Teacher a week before the proposed visit.

### ■ **Admissions Policy**

At Braeburn Kisumu International School children are usually placed in year groups based on their ages as at 1<sup>st</sup> September. Children can start at any time throughout the academic year. We carry out some basic tests on joining the school which include Stamford Reading Tests as well as some age appropriate literacy and numeracy tests. These tests allow us to identify individual student needs so that we can develop a curriculum appropriate for your son or daughter.

Parents are welcome to visit the school during term time as well as holiday time. You will be invited to meet the Head Teacher and be taken on a tour of the school where we will be able to chat through any questions you may have. Overseas parents can communicate through email or telephone if they are unable to visit the school before arriving in Kisumu.

As much as possible we operate an equal opportunity admissions policy providing special educational needs support through classroom based teaching with additional support from our special needs teacher, should it be deemed necessary.

### ■ **Useful /Essential Equipment**

At the start of every term many parents find themselves trying to remember what “back-to-school” things they should have bought for their son or daughter! This list is

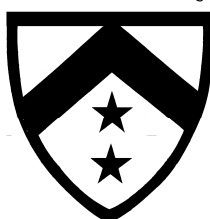
a little summary of what your child is likely to require which is in addition to school uniforms and PE/Swimming kit.

2 pens	2 pencils: 1 HB and 1 2B (for Art lessons)
Highlighter pen	Eraser
Ruler	Pencil sharpener
Computer flash stick/disc for saving computer work	Coloured pencils
Geometry set including a compass, protractor and set square.	Glue stick
English Dictionary (it is useful to keep one at school and one at home)	Scientific calculator
French Dictionary (optional)	Water bottle
School Planner	Recorder for Music Lessons (Years 3 – 9)
Locker padlock for Year 4 upward.	Sun screen and sun hat

**We hope that this publication has been helpful.  
We would welcome suggestions for additions and improvements.**



***Tavin Hauger & Cassandra Wagenaar being award  
Victor and Victrix Ludlum at Prize Giving July 2013***



## BRAEBURN KISUMU INTERNATIONAL SCHOOL SCHOOL RULES & POLICIES

1. Students are expected to conduct themselves in an orderly manner and show respect and concern for each other, their teachers, and the ancillary staff.
2. PUNCTUALITY at registration and lessons is required and students should move briskly and quietly between lessons. Any students arriving late at school must register at the School Office before going to lessons.
3. Students must take care of school property and respect the property of other students.
4. School uniform must be worn neatly, correctly and with pride while in school and while travelling to and from school.
5. Braeburn Kisumu expects students to take pride in and show concern for the school environment. All litter must be placed in litterbins.
6. For safety reasons, students must not run in the classrooms or in the administration building.
7. Students require written permission from their parents or guardians to leave the compound during school hours. They also need a Gate pass signed by the Head Teacher.
8. Chewing gum is not permitted.
9. Eating of snacks or lunch and consuming sodas or juice in classrooms or laboratories is forbidden unless authorized by a teacher who remains present for an end of term party. Lunches MUST be eaten outside. Water stations are out of bounds during and between lessons. Small bottles of still water are allowed in lessons.
10. All students must vacate the school compound after 4.30 pm, unless awaiting collection by parent/guardian
11. Students should not bring valuable items to school including expensive pens, jewellery, watches, electronic equipment and unreasonable amount of cash. Students are encouraged not to bring sums of money to school unless absolutely necessary. Students should not leave money or valuables in the classroom at any time.
12. The following are out of bounds to students
  - a. All classrooms during break time and lunch break unless with teacher's permission
  - b. Preparation rooms, school kitchen, classroom offices, and IT Lab.
  - c. School compound outside school hours unless accompanied by parents or supervised by a teacher.
12. The following are strictly forbidden and will result in suspension and may lead to expulsion from school:
  - a. Use or possession of alcohol, cigarettes or any other drug
  - b. Theft
13. Braeburn will not tolerate racist behaviour, bullying or overt acts of aggression.



## SCHDDL VAN RULES

BRAEBURN is very concerned about the safety of its students. Hence, students are expected to conduct themselves in a manner that shows respect and concern for others.

1. The student should remain seated while on the van. Head or limbs should not be out of the windows at any time.
2. **All people on a van must wear a seat belt** and keep limbs inside of the van (i.e. not hanging arms out of windows etc.)
3. Students should not communicate with other road users – either by waving, shouting or making signs.
4. Nothing should be thrown out of the van.
5. Emergency doors must not be opened or tampered with unless there is an emergency.
6. Bags must be placed in luggage racks or on the floor, not on the seats.
7. Students should not shout in the van.
8. All litter should be placed in the litterbins provided and not left on the floor or thrown out of the window
9. Students should not speak to the driver while the van is moving other than in emergency.
10. Students should not get on or off a moving van.
11. After a student gets off the van, he/she should move at least 10 feet away from the van.
12. If a student must cross the street, always cross in front of the van where the driver can see. The student should wait for the driver to signal before crossing the street.
13. Students should alight quickly to avoid traffic delays.
14. Saving of seats is not permitted.
15. Students should immediately follow the directions of the driver and the Assistant.
16. Students should talk quietly and use appropriate language on the van.
17. Students are responsible for their belongings on the van. Articles left behind are not the responsibility of the driver but will be placed in the lost property box if found.

ANY misbehaviour should be reported to the Headteacher or Deputy Headteacher. Misbehaviour may warrant suspension from the van for a period of time or, if necessary, permanently.

## ANTI-BULLYING POLICY

### **AIM:**

To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time. The three main types of bullying are:

- Physical (hitting, kicking)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying.

Teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Implementation**

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Deputy Head Teacher (pastoral). The account should be written by the pupil, signed and dated.
- The Deputy Head Teacher and Head Teacher (depending on the seriousness of the incident) will interview all concerned and will record the incident.
- Form Tutors will be kept informed and if it persists the Form Tutor will advise the appropriate subject teachers.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

### **Pupils**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken, depending on the nature of the offence and the presence/absence of a history of bullying.

- Official warnings to cease offending.
- Detention.
- Exclusion from certain areas of school premises.
- Suspension.
- Permanent exclusion.

## **PREVENTION**

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness.

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## **BRAEBURN KISUMU INTERNATIONAL SCHOOL** **HOMEWORK POLICY.**

The purpose of homework at Braeburn Kisumu International School is to improve students' achievement by:

- Reinforcing, complementing and enhancing class work.
- Improving the individual students independent study habits.
- Improving time management and organisation of students.

The **Guiding Principles** for setting homework are as below:

- The work is to be done by students after school, preferably at home or at Homework Club.
- All homework must be recorded in the diary/planners by students and lesson plans by teachers.
- Teachers must supervise the writing of homework in diaries/planners and assist pupils who may have organisational problems, particularly if indicated in their IEP.
- The homework records should be a useful indication of what needs to be done and when it should be completed by.
- Work set is solely for purposes of extending or complementing work done during the lesson and some cases to provide an opportunity to apply concepts learnt
- It could be: Additional exercises, Illustrative work, Planning, Research work Reading, Review of topics covered. Computer work (where appropriate) and project work
- Work set should be differentiated and does not include completion of class work.
- Homework should not be started in class as extension work for a pupil to completes classwork early.
- Any work handed in late should be marked and the student talked with to determine the reasons why. Any subsequent offence should be dealt with using the discipline measures in place.
- It is important that SMT are informed of any pupil not completing homework as soon as possible, in line with the BKIS disciplinary procedures to ensure that we are able to fully support the pupil.
- Clear instruction is given on how the work is to be submitted.

### **Duration of homework.**

#### **Key Stage 1**

Pupils in Years 1 and 2 will be given two homeworks every evening which should take 20-30 minutes to complete. The homework should include

5. A weekly spelling list which is given on a set day every week and tested on the same day the following week
6. Daily reading with parents
7. Weekly written Literacy task
8. Weekly written Numeracy task

<b><u>Key Stage 2</u></b>	<b><u>Number of subjects per day</u></b>	<b><u>Total duration of homework</u></b>
Years 3 – 4	2 - 3	30 – 45 minutes
Years 5 – 6	2 – 3	45 – 1 hour

**Literacy – Homework is set daily**

4. A weekly spelling list which is given on a set day every week and tested on the same day the following week
5. Daily reading
6. 2 Weekly written Literacy task

**Numeracy – Homework is set daily**

3. A weekly revision/learning of timetables.
4. Written Numeracy questions

***Other subjects***

- Project based homework, rotating between History and Geography every half
- French – spelling, short answer once per week
- Science – project or questions

<b><u>Key Stage</u></b>	<b><u>Number of subjects per day</u></b>	<b><u>Total duration of homework</u></b>
Year 7 – 9	2 per day	30 minutes per subject

<b><u>Key Stage 4</u></b>	<b><u>Number of subjects per day</u></b>	<b><u>Total duration of homework</u></b>
Years 10 – 11	2 – 3 per day	45 Minutes per subject
Optional Subjects		1 x 45 minutes homework per week.
English and Mathematics		2 x 45 minutes homeworks per week

- Pupils should be given sufficient time to complete homework. Where possible teachers should avoid very short deadlines such as the following day. Power-black outs, co-curricular events and family events can often delay the completion of homework.
- Usually at KS 3 and 4, pupils will be given 3-4 days to complete homework, except in Maths and English where deadlines will be shorter, but should allow for at least one school day for pupils to discuss problems they may have with their homework with their teachers before the deadline is reached.
- Project work should be monitored weekly through pupil discussions and noted in homework diaries/planners so that parents are aware of what stage their son or daughter has reached and whether there is any concern.
- Homework recording, completion and assessment records are monitored regularly by SMT.

# Musical Instruments and Voice Lessons

## Lesson Policy and Prices

1. Lessons cost KSh 6,000 per term (10 lessons per term)
2. Payment for 10 lessons in full at the beginning of term.
3. Payment directly to the teacher once lessons have started cash or cheque. Our School Accountant can accept payment on behalf of the Music teacher and will issue a receipt.
4. Lessons are 30 minutes in length, occur throughout the day and might alternate throughout the week. Younger children may wish to have 15 minute lessons at 3,000/- with agreement by the music teacher.
5. The allocated instrumental teacher will communicate directly with information such as contact details, time of lessons, payment, ABRSM exams etc.
6. Children must commit to lessons for a minimum of one term.
7. Ideally, children would experience a year of tuition on one instrument before deciding to change to another instrument.
8. Children are expected to contribute to musical events in school such as Tea Time Concerts and once a reasonable standard has been reached school productions.
9. Absence from lessons must be communicated directly to the instrumental teacher. Missed lessons with no given reasons or prior communication with the teacher are non-refundable.

For more information please contact Ms. Inyanje. **Complete and return to Ms. Inyanje to start lessons.**

**Thank you.**

**Mrs Carmel O'Dolan**  
Head Teacher

**Child's Name** \_\_\_\_\_

**Instruments(s)** \_\_\_\_\_

**Parental Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Braeburn Kisumu International School

# **FIRE DRILL PROCEDURE**

In the event of a fire occurring on the school site, the school bell will be rung continuously accompanied by the ringer calling out “Fire” raising the alarm that there is a fire. **An Emergency Alarm is when the bell is just rung continuously**

In this instance the procedure below **must** be followed:

- The teacher responsible for teaching the lesson should instruct the pupils to immediately stop what they are doing and calmly and quietly leave their seats
- Under no circumstances should the pupils or teacher try to collect any personal belongings
- The pupils should be directed by the teacher to leave the classroom in silence, with the teacher ensuring that the door to the classroom is closed behind them
- The teacher should **lead** the pupils in single file and in silence to the designated assembly point which is on the field in front of the main school building.
- Classes should leave the building by the nearest and safest exit and proceed to the assembly point.
- Pupils should then line up alphabetically in tutor groups which should be organised by their form tutor.
- The children must **walk and line up in silence** at all times
- The teacher must stand at the front of the line facing the pupils.
- The School Secretary will distribute the registers to form tutors who will then take the register to ensure all pupils in attendance at school on that day are present.
- Using the Signing In and Out Register the School Secretary will take a register of all teachers and non-teaching staff.
- If a tutor is absent another member of staff will be asked to organise the absent tutor’s class and take the register.
- The Head Teacher or member of the SMT will supervise the arrival of the pupils at the assembly point

## Braeburn Kisumu International School

# **INCLUSION EMERGENCY PROCEDURE**

In the event of a non-fire emergency occurring on the school site an AIR HORN will be sounded indicating an “INCLUSION PROCEDURE” is to be followed.

Such an emergency would include social unrest and situations where the safety of pupils and staff is considered to be at risk. **The main school building is considered to be our “Safe House” as it is lockable from the inside, has washrooms, kitchen and telephone facilities.**

In this instance the procedure below **must** be followed:

- **On realising that there is an emergency a member of SMT will sound the air horn/s and ring for Police and Security assistance.**
- The teacher responsible for teaching the pupils should instruct them to immediately stop what they are doing and calmly and quietly leave their seats
- Under no circumstances should the pupils or teacher try to collect any personal belongings
- The pupils should be directed by the teacher to leave the classroom in silence.
- The teacher should **lead** the pupils in single file into the main school building and in silence to the designated room.
- Classes enter the main school building by the nearest and safest exit and proceed into the school **where doors will be locked once everyone is safely inside.**
- The School Secretary will distribute the registers to form tutors who will then take the register to ensure all pupils in attendance at school on that day are present.
- Using the Signing In and Out Register the School Secretary will take a register of all teachers and non-teaching staff.
- If a tutor is absent another member of staff will be asked to organise the absent tutor’s class and take the register.
- The Head Teacher or member of the SMT will inform staff and pupils of the situation and keep everyone updated.
- Teachers will be expected to help to keep pupils behaved and clam.
- A group SMS will be sent to all parents and guardians to inform them of the situation.
- Once the Head Teacher is satisfied that the emergency no longer exists, pupils will be allowed to return to class and an SMS will be sent to all parents and guardians updating them of the situation.



## Braeburn Kisumu International School

# **LOCK DOWN EMERGENCY PROCEDURE**

In the event of a non-fire emergency occurring on the school site a WHSITLLE will be sounded continuously.

Such an emergency would indicate that we believe that there is an immediate risk to the safety of pupils and staff and that everyone needs to . In such an instance it would be considered that there is no time to seek refuge in the main school building.

In this instance the procedure below **must** be followed:

- **On realising that there is an emergency a member of SMT will blow whistles and ring for Police and Security assistance.**
- All pupils and staff will run to the closest classroom for safety. If anyone is in an area of safety away from a classroom such as washrooms, offices, Nyanza Club etc will stay in those areas of safety.
- The teacher responsible in each area will instruct everyone to “duck and dive” to an area identified in a class room which is the least visible to someone outside of the classroom and when possible underneath a desk.
- Under no circumstances should the pupils or teacher try to collect any personal belongings
- If possible teachers should lock doors without drawing attention to the class.
- Everyone in the school should be totally quiet.
- Teachers will be expected to help to keep pupils behaved and clam.
- The Head Teacher or member of the SMT will inform staff and pupils of the situation and keep everyone updated if it is possible but teachers should avoid using a mobile phone as this could draw attention to your location.
- A group SMS will be sent to all parents and guardians to inform them of the situation after the site is considered to be safe.

Once the Head Teacher is satisfied that the emergency no longer exists, pupils will be allowed to return to class and an SMS will be sent to all parents and guardians updating them of the situation.

## BRAEBURN GROUP TRIPS POLICY

Trips off the school compound for sport, curriculum related visits or team building/ social/ cultural experiences are valued for the contribution they make to the overall education of Braeburn pupils. Staff are encouraged to ensure that such events are an integral part of the educational experience of all Braeburn pupils.

Head Teacher's responsibilities:

- The head teacher is responsible for checking correct procedures are followed by the teacher organizing the trip and must give prior approval to all school trips.
- The head teacher should use judgment as to the frequency and timing of trips. A minimum of one overnight outdoor education trip per pupil (over the age of 8 years) per year is suggested.
- The head teacher must ensure that an appropriate risk assessment has been carried out for the trip and that all teachers embarking on the trip have signed the necessary documents.

Trips will be dealt with in the following categories due to the differing issues that affect the organization of each type of trip:

1. day trips
2. overnights trips
3. sport

For all types of non- sporting trip, a trips application form should be completed by the teacher leading the trip and submitted to the head teacher for approval before parents and pupils are notified.

### **DAY TRIPS (not sport)**

#### **Justification:**

The reason for the trip should be explained as curriculum time will be lost.

Teacher to pupil ratio:

- At Primary level, the ratio of teachers and/or teaching assistants to children shall not exceed 1:10. At secondary level the ratio shall not exceed 1:15;
- For trips involving male and female pupils, there should be a minimum of two teachers, one male, one female (possible exception of sixth form when very small numbers);

#### **Budget:**

The head teacher must approve the budget for the trip. All trips will be non profit-making.

The budget will include:

i) a charge for transport – available from the transport manager. For curriculum trips within the city limits, transport will be free to pupils, but the charges will be borne by the department organizing the trip.

ii) charge for insurance cover

iii) entrance fees

- If parents do not pay, the cost centre (subject/ department) within the school will meet the costs.
- When the parents pay, school accountants should receive the money and issue appropriate receipts. Cheques to be made payable to “Braeburn Kisumu International School”, not the teacher leading the trip.

- The head teacher should authorize the teacher in charge of the trip to carry a cash float for emergencies. This is to be accounted for in full to the accountant at the end of the trip.
- Requests for reimbursement of expenses must be accompanied by receipts.
- The teacher organizing the trip is responsible for ensuring that, with the help of the school accountant, a complete budget for the trip is submitted to the head teacher within five days of the trip's completion.
- Children of staff: If staff running a trip wish to take their children on the trip, they must pay the full cost as a parent. The school will not subsidise the cost of the child's participation

**Notice:**

- Parents should be notified of day trips in writing at least one week in advance of the trip.
- The purpose of each trip will be made obvious to parents and pupils.
- Adequate notice must be given to the relevant staff (transport, cooks and teachers).
- Teachers traveling are to leave appropriate cover work.
- A list of pupils and teachers participating in the trip must be posted in the staffroom and/or mentioned in staff meeting/briefing at least a day before the trip.
- The head teacher should make all staff aware of any impending trip.

**Parental Permission and Disclaimer:**

- Written parental consent will always be obtained for each pupil participating in any part of the trip. A disclaimer for liability for loss, accident, damage etc. will always be on the consent form:
- I understand that whilst every care has been taken to ensure the safety of the students, *school's name* and its employees will not accept liability for any damage or accident.
- The consent form will also request:  
Details of medical conditions, including allergies  
Dietary requirements  
Current medical cover – agent, contact number and personal cover number  
Contacts of parents/ guardians.
- Pupils not returning a consent form with a disclaimer signed by a parent or guardian will not participate in the trip. Verbal permission is not sufficient. Pupils without forms may stay in school, or be collected by parents at the head teacher's discretion.

**Venues and agents:**

- The headteacher must approve the venue and agent used for any part of the organization or conduct of the trip.
- The teacher in charge of the trip is responsible for ensuring all documents required by the agent are completed by pupils and teachers.
- When using a new venue for a (self organized) trip, the teacher in charge must first visit the venue to determine suitability.

**Refunds:**

- Parents must understand that he/she will be subject to the cancellation/refund policies of third parties that the school may engage for the trip. The school will not reimburse money pledged or paid to an agent unless it is able to do so in accordance with the agent's cancellation policy.
- If the parent withdraws his/her child from the trip for whatever reason, or the school cancels the trip due to reasons beyond its control, the school shall not be held liable

for the cancellation fees, refund, delay, inconvenience and/or loss either from itself or third parties arising from the said cancellation. This statement should be included on the parent consent form.

**Medical:**

- All teachers on the trip must have emergency numbers for summoning medical assistance.
- A first aid kit must accompany every trip
- Ambulance contacts: (head's secretary to check and update every 3 months)
- St. John's 343999, 210000, 244444, 0721225285
- Healthfirst: 3747434, 3746717
- First responder: 882920

**Medical Insurance:**

- Details of medical cover held by each pupil wishing to participate in the trip must be obtained on the consent form prior to the trip. The details must include the name and phone contacts for the companies involved.

**AMREF Flying Doctor:**

- Braeburn pays an annual fee to have access to this service for emergency evacuation of a seriously injured person by helicopter/plane. Should it be used, the full cost has to be paid. Therefore, only head teachers are able to contact AMREF and authorize its use. In the event of a serious accident, a teacher or driver on the trip should contact the head teacher and request AMREF services for a particular student/ teacher.

**Braeburn Group Insurance cover:**

- Teachers and students are covered by BSL Group Personal Accident Policy insurance: for inpatient this covers 100,000/- which means that a pupil/ teacher who is hurt on a trip can be admitted to the nearest appropriate medical facility. Braeburn will be liable to cover the bills initially, but will be able to reclaim inpatient expenses incurred. This does not, however, cover illnesses such as infectious disease or a congenital complaint that might necessitate the pupil being hospitalized. In this case, the expenses would be reclaimed from the parent/ the child's medical cover.
- BSL Public Liability Policy gives teachers indemnity against legal liability to third parties in respect of accidental death, bodily injury, illness and loss or damage to property while in school or on trips.

**Support staff and transport:**

- School transport and drivers will be used for trips when possible. Packed lunches will be provided for the drivers if the pupils and teachers receive packed lunch. There will be no automatic meal allowance for drivers on day trips, so it is vital that the teacher organising a day trip informs the transport manager if a packed lunch will not be provided for the driver.

**Communication on the trip:**

- Emergency contacts of parents of all pupils on trips will always be available to staff on the trip and to the school.
- Teachers on the trip will have the mobile numbers of all SMT members
- Mobile contact of the teachers on the trip will be available to the school.
- Mobile contact for the driver will be available to the teachers on the trip and the school.
- Parents must be informed before the trip if, and for how long, there will be no mobile coverage.

- Parents may be given a number they can call to find out about the trip. This would probably be someone at the school base.
- Head teachers to note that they may request the use of a satellite phone should the location of the trip mean there is no mobile coverage. Requests to the Operations Manager.

#### **Packing list**

- Pupils should be given a list of what to take on the trip

#### **Water**

- Trip organizers must ensure water is readily available on the bus

#### **Litter**

- Trip organizers must ensure venues visited and buses are left clean with rubbish in litter bins.

#### **N.B.**

- Teachers should not drink alcohol or smoke cigarettes in front of students on a school trip. Staff must always be in a position to fulfill obligations as a member of staff in charge.
- Teachers are expected to behave at all times in a manner befitting their role as role models.

### **RISK ASSESSMENT**

The teacher in charge of the trip must carry out a risk assessment and have it agreed by all teachers accompanying the trip. This is done to:

1. protect the pupils in our care by highlighting potential hazards and agreeing on control measures that are consistently applied in all trips
2. safeguarding leaders by providing clear written evidence that risk assessment and management measures were taken

A generic risk assessment can be used and modified to suit the particular trip. This must be done in consultation with all teachers accompanying the trip so everyone knows what course of action to take in a particular circumstance. A copy of the risk assessment form specific for the trip, signed by the accompanying teachers, must be left with the head teacher before the trip departs.

A range of completed risk assessment forms, covering most types of trip and activity are available on High Shared for download and amendment.

### **RESIDENTIAL TRIPS**

#### **Justification:**

The reason for the trip should be explained to pupils and parents.

Residential trips overseas should occur during school vacation time when possible.

#### **Teacher to pupil ratio:**

- At Primary level, the ratio of teachers and/or teaching assistants to children shall not exceed 1:10. At secondary level the ratio shall not exceed 1:15;
- For trips involving male and female pupils, there should be a minimum of two teachers, one male, and one female

#### **Budget:**

- The head teacher must approve the budget for the trip.

- All trips will be non profit-making.
- Budget will include:
  - i) transport (including driver's allowances as per CBA)
  - ii) accommodation
  - iii) insurance cover
  - iv) entrance fees
  - v) agent's fees
- When the parents pay, school accountants should receive the money and issue appropriate receipts. Cheques should be payable to Braeburn Schools Limited, not the teacher in charge of the trip. Each parent has a duty to meet all financial obligations relating to the trip prior to the pupil going on the trip. Parents may not be given credit by adding the cost of the trip to the school fees.
- The head teacher should authorize the teacher in charge of the trip to carry a cash float for emergencies. This is to be accounted for in full to the accountant at the end of the trip.
- Requests for reimbursement of expenses must be accompanied by receipts, as per the loans and allowances policy.
- The teacher organizing the trip is responsible for ensuring that, with the help of the school accountant, a complete budget for the trip is submitted to the head teacher within a week of the trip's completion.
- Children of staff: If staff running a trip wish to take their children on the trip, they must pay the full cost as a parent. The school will not subsidise the cost of the child's participation
  
- **Notice:**
- Ideally, overnight trips should be arranged 3 months in advance so they can be included on the school calendar.
- Adequate notice of the trip (ideally 4 weeks for trips in Kenya, 3 months for international trips) must be given to parents in writing.
- The purpose of each trip will be made obvious to parents and pupils.
- Adequate notice must be given to the relevant staff (transport, cooks and teachers).
- Teachers traveling are to leave appropriate cover work (if during term time).
- A list of pupils and teachers participating in the trip must be posted in the staffroom at least a day before the trip (if during term time)
- The head teacher should make all staff aware of any impending trip.

**Parental Permission and Disclaimer:**

- Written parental consent will always be obtained for each pupil participating in any part of the trip. A disclaimer for liability for loss, accident, damage etc. will always be on the consent form.
  
- I understand that whilst every care has been taken to ensure the safety of the students, *school's name* and its employees will not accept liability for any damage or accident.
  
- The consent form will also request:
  - Details of medical conditions, including allergies
  - Dietary requirements
  - Current medical cover – agent, contact number and personal cover number
  - contacts of parents/ guardians.
- The form should also detail any applicable cancellation policy.
- Pupils not returning a consent form with a disclaimer signed by a parent or guardian will not participate in the trip. Verbal permission is not sufficient. Pupils without forms may attend school, or be collected by parents at the head teacher's discretion.

**Venues and agents:**

- The headteacher must approve the venue and agent used for any part of the organization or conduct of the trip.
- The teacher in charge of the trip is responsible for ensuring all documents required by the agent are completed by pupils and teachers.
- When using a new venue for a (self organized) trip, the teacher in charge must first visit the venue to determine suitability if this is possible.

**Visas:**

Parents will be responsible for obtaining and paying for visas.

Should a visa not be granted, the school will not be liable for refunding money paid to an agent.

**Refunds:**

- Parents must understand that he/she will be subject to the cancellation/refund policies of third parties that the school may engage for the trip. The school will not reimburse money pledged or paid to an agent unless it is able to do so in accordance with the agent's cancellation policy.
- If the parent withdraws his/her child from the trip for whatever reason, or the school cancels the trip due to reasons beyond its control, the school shall not be held liable for the cancellation fees, refund, delay, inconvenience and/or loss either from itself or third parties arising from the said cancellation. This statement should be included on the parent consent form.

**Medical:**

- All teachers on the trip must have emergency numbers for summoning medical assistance.
- A first aid kit must accompany every trip.
- Ideally all trips should include a staff member with a current first aid qualification.
- Ambulance contacts: (head's secretary to check and update every 3 months)
- St. John's 343999, 210000, 244444, 0721225285
- Healthfirst: 3747434, 3746717
- First responder: 882920
- For trips overseas, the teacher in charge of the trip will find out how to summon medical assistance in advance of the trip.

**Medical Insurance:**

- Details of medical cover held by each pupil wishing to participate in the trip must be obtained on the consent form prior to the trip. The details must include the name and phone contacts for the companies involved.
- Parents of pupils with no medical cover should provide temporary cover and supply the details.

**AMREF Flying Doctor:**

- Braeburn pays an annual fee to have access to this service for emergency evacuation of a seriously injured person by helicopter/plane. Should it be used, the full cost has to be paid. Therefore, only head teachers are able to contact AMREF and authorize its use. In the event of a serious accident, a teacher or driver on the trip should contact the head teacher and request AMREF services for a particular student/ teacher.

**Braeburn Group Insurance cover:**

- Teachers and students are covered by BSL Group Personal Accident Policy insurance: for inpatient this covers 100,000/- which means that a pupil/ teacher who

is hurt on a trip can be admitted to the nearest appropriate medical facility. Braeburn will be liable to cover the bills initially, but will be able to reclaim inpatient expenses incurred. This does not, however, cover illnesses such as infectious disease or a congenital complaint that might necessitate the pupil being hospitalized. In this case, the expenses would be reclaimed from the parent/ the child's medical cover.

- BSL Public Liability Policy gives teachers indemnity against legal liability to third parties in respect of accidental death, bodily injury, illness and loss or damage to property while in school or on trips.

#### **Support staff and transport:**

- School transport and drivers will be used for trips when possible. Packed lunches will be provided for the drivers if the pupils and teachers receive packed lunch. Drivers will receive an allowance for residential trips. The transport manager should be made aware of any arrangements for accommodation, meals etc. well in advance of the trip.

#### **Communication on the trip:**

- Emergency contacts of parents of all pupils on trips will always be available to staff on the trip and to the school.
- Teachers on the trip will have the mobile numbers of all SMT members
- Mobile contact of the teachers on the trip will be available to the school.
- Mobile contact for the driver will be available to the teachers on the trip and the school.
- Parents must be informed before the trip if, and for how long, there will be no mobile coverage.
- Parents may be given a number they can call to find out about the trip. This would probably be someone at the school base.
- Head teachers to note that they may request the use of a satellite phone should the location of the trip mean there is no mobile coverage.

#### **Packing list**

- Pupils should be given a list of what to take on the trip

#### **Water**

- Trip organizers must ensure water is readily available on the bus

#### **Litter**

- Trip organizers must ensure venues and buses are left clean with rubbish in litter bins.

#### **Accommodation**

- Male and female pupils should sleep in separate accommodation and be supervised by a member of staff of the same gender.
- The directors of education must be informed of any overnight trip before its commencement.
- A member of the school's Senior Management Team will be involved in any international residential trip.

#### **N.B.**

- Teachers should not drink alcohol or smoke cigarettes in front of students on a school trip. Staff must always be in a position to fulfill obligations as a member of staff in charge.
- Teachers are expected to behave at all times in a manner befitting their role as role models.



## **RISK ASSESSMENT**

The teacher in charge of the trip must carry out a risk assessment and have it agreed by all teachers accompanying the trip. This is done to:

1. protect the pupils in our care by highlighting potential hazards and agreeing on control measures that are consistently applied in all trips
2. safeguarding leaders by providing clear written evidence that risk assessment and management measures were taken

A generic risk assessment can be used and modified to suit the particular trip. This must be done in consultation with all teachers accompanying the trip so everyone knows what course of action to take in a particular circumstance. A copy of the risk assessment form specific for the trip, signed by the accompanying teachers, must be left with the head teacher before the trip departs.

## **SPORTS FIXTURES**

- These pose unique challenges due to the frequency of trips and the short notice that is sometimes inevitable due to illness, changes of venue due to weather etc.
- However, it is important that parents know what their children are doing and where they are while they are in our care. This is especially important when they are representing the school.

### **Day trips/ after school fixtures**

The number of these events makes it difficult to inform the parents directly of each individual event. It is therefore suggested that at the beginning of each term, a letter is sent from the Head of sport and head teacher informing the parents that the pupil has been selected for a specific team and may be called on to play in certain matches which are listed with dates and venues in the letter (and on the school calendar). The pupil should be congratulated on being selected in the face of stiff competition. The letter should have a reply slip with:

1. disclaimer
2. medical conditions
3. dietary requirements
4. parental contacts
5. consent slip
6. request for transport home (if applicable) – options given and ticked with approximate arrival times

The parent would then only need to be contacted should there be a change in arrangements. This could be done by phone by a secretary, as a last resort, but would ideally be done in writing. This should include cancellation of fixtures.

### **Residential Fixtures**

These are usually less flexible and enough warning is given that they can be treated as any other residential trip within Kenya (see notes above).

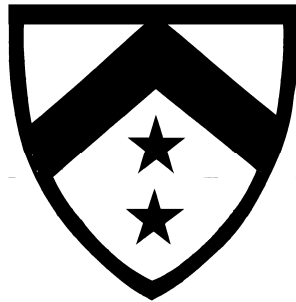
## **RISK ASSESSMENT**

A generic risk assessment form for fixtures and for transport to and from fixtures should be discussed, amended, completed and signed by all sports teachers and left with the head teacher. This need only be done once per year, unless there is a staff change.

**GENERIC RISK ASSESSMENT FORM**

<p><b>Significant HAZARDS</b> <i>Likely places/ways that people could be seriously harmed</i></p>	<p><b>CONTROL MEASURES and PRECAUTIONS that staff agree to adopt as their normal practice</b> <i>Discuss with all staff that organise or help lead offsite visits. Consider the suggested measures below, and tick those that you decide are helpful and applicable, and delete or put a cross against those that are not. Add extra measures in each section as needed.</i></p>
<p><b>Inadequate planning and organisation</b>  accidents/injuries.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All leaders will meet prior to departure to discuss and share risk assessments and management plans</li> <li><input type="checkbox"/> All leaders will be made aware of their roles and responsibilities prior to departure</li> <li><input type="checkbox"/> Leaders will brief young people regarding hazards</li> <li><input type="checkbox"/> Parents will be informed of arrangements prior to visits and written consent given</li> </ul>
<p><b>Exposure to effects of weather</b> cold injury, heat injury, over exposure to sun etc.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff will consider possible weather conditions, plan appropriate programmes, and ensure that young people are aware of clothing and equipment required (inc. hat, suncream etc.)</li> <li><input type="checkbox"/> Specialist personal protective clothing and equipment will be made available to group members if appropriate</li> <li><input type="checkbox"/> Staff will plan and make provision for young people who may not bring suitable kit, including arranging check-up before departure and/or bringing spares</li> </ul>
<p><b>Young person lost or separated from group</b> trauma / upset / injuries.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader will ensure that supervising staff are competent and understand their roles</li> <li><input type="checkbox"/> Staffing ratios will be appropriate and sufficient</li> <li><input type="checkbox"/> Leaders will use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders, coloured caps etc)</li> <li><input type="checkbox"/> Staff will ensure that young people are fully aware of itinerary and supervision/meeting arrangements</li> <li><input type="checkbox"/> Young people will be briefed as what to do if separated from group</li> <li><input type="checkbox"/> Leaders will conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups</li> </ul>
<p><b>Leaders take their own children</b> inadequate supervision /accident</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If staff family members or volunteers accompany group, the supervision and care of young people will not be compromised</li> <li><input type="checkbox"/> Staff ratios will be amended accordingly to take account of split responsibilities</li> <li><input type="checkbox"/> The Deputy Leader will be fully briefed and competent to take over full leadership if required</li> </ul>
<p><b>Visit returns after school hours</b> accident /upset/ lost/abducted</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents/guardians and young people will be fully informed regarding collection arrangements after a visit</li> <li><input type="checkbox"/> Young people will not be left alone, and will be properly supervised after a visit until they have been safely collected or dropped-off</li> <li><input type="checkbox"/> A clear pre-planned procedure will be agreed for young people who are not collected</li> <li><input type="checkbox"/> A young person will not be left alone with just one member of staff</li> </ul>
<p><b>Emergencies</b> Inadequate procedures delayed help/support deterioration of condition</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has an emergency plan for dealing with an incident on a educational visit</li> <li><input type="checkbox"/> At least one leader will carry a mobile phone (with ready charged battery and call credits if “pay as you go” )</li> <li><input type="checkbox"/> Staff will carry sufficient cash or cards for pay-phones (mobiles do not work in some areas due to weak signal)</li> <li><input type="checkbox"/> Leaders will have immediate access to a copy of Emergency Procedures, including all emergency contact numbers</li> <li><input type="checkbox"/> Leader and Headteacher/Emergency Home Contact will have instructions regarding what to do in an emergency</li> <li><input type="checkbox"/> Leaders will have an appropriate level of first aid training and at least one leader will have a current first aid qualification</li> <li><input type="checkbox"/> A complete first aid kit (and travel sickness equipment) will be checked and taken</li> <li><input type="checkbox"/> The first aid kit will be easily accessed by all leaders</li> <li><input type="checkbox"/> Contact details of parents, group leader, school and, if appropriate, head teacher/school contact’s after-hours number will be held by group leader and school contact</li> </ul>

<p><b>Significant HAZARDS</b> <i>Likely places/ways that people could be seriously harmed</i></p>	<p><b>CONTROL MEASURES and PRECAUTIONS that staff agree to adopt as their normal practice</b> <i>Discuss with all staff that organise or help lead offsite visits. Consider the suggested measures below, and tick those that you decide are helpful and applicable, and delete or put a cross against those that are not. Add extra measures in each section as needed.</i></p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leaders will brief young people regarding emergency procedures</li> <li><input type="checkbox"/> Leaders will prepare a contingency plan in the event of an accident or breakdown (inc. safety of group, and planned means of onward travel or return home)</li> </ul>
<p><b>Activities in, on or near water</b> drowning/hypothermia</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All accompanying staff are made aware of the particular and higher risks associated with many water based activities</li> <li><input type="checkbox"/> Activities involving water will be carefully pre-planned, and appropriate risk assessments and control measures put in place, including availability of life saving equipment and competent, trained staff.</li> <li><input type="checkbox"/> Staff will know the swimming ability and confidence of group members and will plan activities accordingly</li> </ul>
<p><b>Special medical, behavioural needs of specific young people</b> injury / illness</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Up-to-date information regarding special/medical needs of all group members will be obtained and advice will be taken from SENCO, doctor, and parents/guardians, if needed</li> <li><input type="checkbox"/> Individual needs and associated specific risks will be identified, recorded and shared with all relevant personnel</li> <li><input type="checkbox"/> Young people will have written parental consent and will inform leaders if medication taken or required</li> <li><input type="checkbox"/> Young people (and parents in letter) will be reminded to bring personal medication if required</li> <li><input type="checkbox"/> Visit leader(s) will carry information regarding medical conditions and relevant medication</li> <li><input type="checkbox"/> Staff will check before departure that young people and/or leaders carry (and store securely) any necessary medication</li> <li><input type="checkbox"/> Staff will be fully briefed regarding those with known special/medical needs, and trained to treat/respond accordingly</li> <li><input type="checkbox"/> The programme/itinerary will be arranged with due regard to the mobility and special needs of all members of the group</li> <li><input type="checkbox"/> Young people will be briefed to eat/drink sensibly and to have sufficient sleep</li> </ul>
<p>Misbehaviour/misconduct accidents/injuries</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staffing supervision will be sufficient and appropriate to manage the group safely</li> <li><input type="checkbox"/> Young people will be briefed regarding conduct/behaviour required</li> <li><input type="checkbox"/> Advice will be taken from SENCO and other staff if there are concerns over behaviour</li> </ul>
<p><b>Periods of remote supervision</b> accident / separation from group</p> <p>Abduction/ Attack by stranger</p> <p>Obtaining illegal substances</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group members will be assessed as sensible and competent</li> <li><input type="checkbox"/> Parents/guardians will be informed of arrangements and give written consent</li> <li><input type="checkbox"/> Group members will be briefed regarding conduct/behaviour required</li> <li><input type="checkbox"/> Group members will be briefed regarding response if approached by a stranger</li> <li><input type="checkbox"/> Young people will remain in groups or buddy systems at all times, including visits to toilets</li> <li><input type="checkbox"/> Young people will be briefed what to do and how to contact staff in an emergency</li> <li><input type="checkbox"/> Young people will be briefed regarding procedure if lost/separated</li> <li><input type="checkbox"/> Young people will have ID cards with contact details of accommodation, school and leader mobile number</li> <li><input type="checkbox"/> All leaders and young people will be briefed clearly regarding rendezvous times and places</li> <li><input type="checkbox"/> Staff will understand that they are responsible and be fully briefed with respect to supervisory responsibilities</li> </ul>
<p><b>Allergic reactions, Poisons, stings, bites</b> trauma / illness</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff will be briefed regarding group members with known allergies, and will be trained to treat accordingly</li> <li><input type="checkbox"/> Staff will check that young people and/or leaders carry any necessary medication</li> <li><input type="checkbox"/> Known high risk situations will be avoided, and appropriate avoidance action taken if necessary</li> </ul>
<p><b>Additional hazards?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Additional precautions?</li> </ul>



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