



PASCAL
Private English School
Larnaka



STUDY GUIDE RULES & REGULATIONS

Edition 2019/20

Mission Statement

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

PASCAL English School aims for its students to know that in the today's rapidly changing world it is an absolute necessity to be able to anticipate change as much as to respond to it adequately and timely.

Students are encouraged to take an interest in issues of importance to the global community, such as human rights and the environment and to accept their shared responsibility as global citizens.

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SCHOOL PROFILE

- PASCAL English School is a six-year English-medium secondary school whose graduates receive the Cyprus Apolytirion and other qualifications. The school was founded in 1988 and is fully recognised by the Ministry of Education and Culture of Cyprus. PASCAL Education, with its focus on private mainstream education, is the largest and one of the oldest co-educational organisations in Cyprus, with over 1,800 students and over 300 staff members. It comprises three English-medium kindergartens, three English-medium primary schools, three English-medium secondary schools and two Greek-medium secondary schools island wide, in the cities of Lefkosia, Lemesos and Larnaka.
- Pupils are admitted to PASCAL English School only after succeeding in entrance examinations which comprise of papers in Maths and Greek (applies only to native Greek-speaking pupils) or Maths and English (applies only to English-speaking pupils and speakers of other languages).
- Lower School pupils, Years 1-3, follow a broad curriculum consisting of the following compulsory subjects: *English, Greek, Classical Appreciation, French, Mathematics, History, Science (Physics, Chemistry, Biology), Geography, Religious Knowledge, Art, Music, Physical Education and Computers*. (Greek, Classical Appreciation and Religious Knowledge apply only to native Greek-speaking pupils. Non native-Greek-speaking pupils take Greek as a second language, Greek History in English and Religious Studies).
- Upper School pupils, Years 4-6, study 6 core subjects: *English, Greek, Computing, Greek History, Religious Knowledge and Physical Education* plus 3 to 5 additional optional subjects including *Mathematics* which is offered at different levels. (Greek, Greek History and Religious Knowledge apply only to native Greek speaking pupils. Non native-Greek-speaking pupils take Greek as a Foreign Language, Religious Studies and Greek History in English).
- Pupils in Year 4, in addition to their school work, may take the IGCSE exams in their optional subjects.
- Pupils in Years 5 and 6, in addition to their school work, which is geared towards the *Apolytirion*, may take the GCE AS or IAS and GCE A level or IAL exams respectively. Alternatively, pupils may follow in Years 5 and 6 the 2-year International Baccalaureate Diploma Programme which again leads to the *Apolytirion and/or the IB Diploma/Certificates*.
- All the above mentioned external qualifications (IB Diploma/Certificates, GCE IAS/IALs, IGCSEs) are optional. However, the only compulsory qualifications for all the graduates apart from the school *Apolytirion*, are the IGCSE English as Second Language (CIE) and/or IGCSE English as First Language (CIE) and/or IELTS (Cambridge ESOL/British Council/IDP) and/or IGCSE English Literature (Edexcel), Modern Greek IGCSE and A Level (Edexcel) and/or the Certificate of very good knowledge of Greek (Ministry of Education and Culture exam). (Modern Greek IGCSE and A Level apply only to native Greek speaking pupils).
- The School fosters a competitive environment. Throughout their school life, apart from taking part in the school competitions and PASCAL Education competitions, pupils also take part in numerous national competitions (such as Mathematics/Physics/Accounting Olympiad or other school subject olympiads, or Pancyprian Essay Writing Competition), the Junior Achievement Company Programme, EYP, DoE and in European and international competitions, conferences and debates.
- The School runs comprehensive mandatory activities in order to give pupils a chance to develop their skills and inclinations outside the academic area. The activities are run through the Extra Curricular Activities, Clubs, Houses, Excursions, Athletics and The International Award for Young People (The Duke of Edinburgh Award). Each pupil belongs to a House and must choose one Club per year. Some of the clubs that have been run so far are: *Archery, Swimming, Diving, Chess, Junior Achievement Company Program, Drama, Sports, ICT, Photography, Arts & Crafts, Self Defence, First Aid, Sailing, Environmental, Music, Astronomy, Bowling, Cooking, Decoupage, Engineering, Be You, Football, Living Together, Robotics, Scuba, Ted-Ed, Shooting* and others. There are four Houses: Apollo, Artemis, Demetra and Poseidon.
- PASCAL Private English School graduates are accepted and evaluated for entry to UK, Germany, USA, Canada and other European universities, based on their *Apolytirion weighted average* grade. A few Higher Education Institutions may, additionally, request some of the above mentioned external qualifications for some courses.

- Some of the courses for which our pupils have received successful offers from universities worldwide include: *Medicine, Physics, Chemistry, Biology, Pharmacy, Mathematics, Computing, Engineering, Economics, Flying Start Accounting, Law, English Literature, Psychology, Criminology, Hospitality Management, Architecture and Fine Arts.*

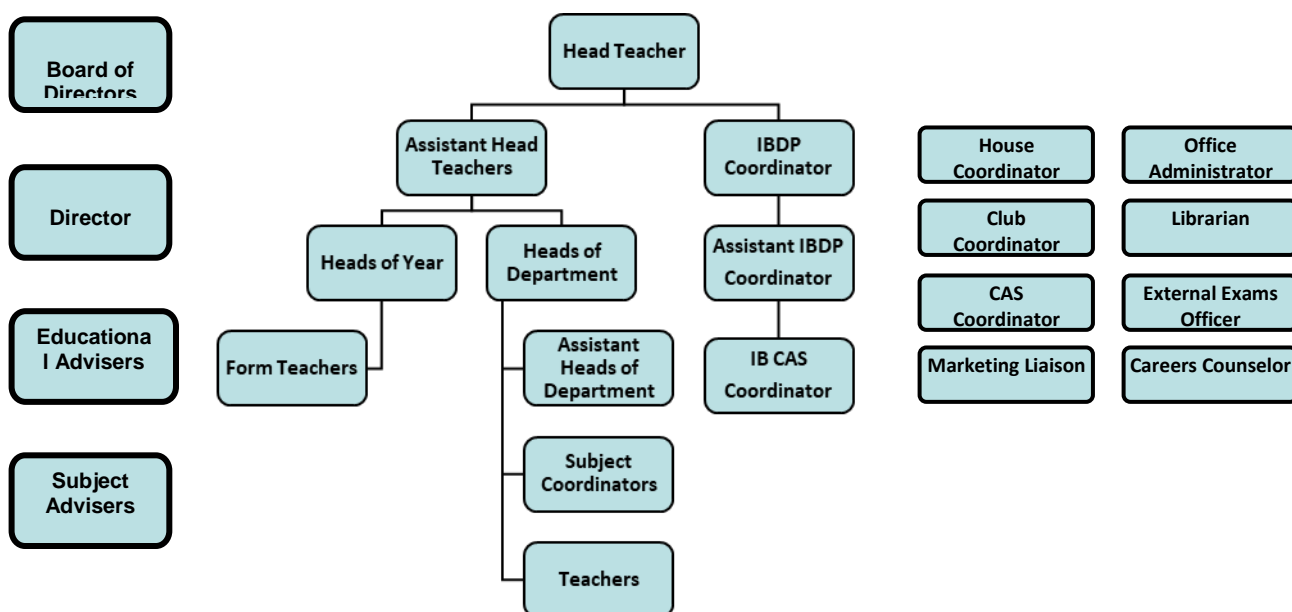
TEACHING STAFF

Academic qualifications, personality, character, teaching experience as well as commitment to teaching are the criteria upon which staff are recruited at PASCAL English School Larnaka.

Being aware of the need for and significance of continuous, high quality professional development as well as of the importance of guidance for those entering the profession, the PASCAL Continuing Professional Staff Development Programme is designed so that all the members of staff are equipped with up-to-date skills, knowledge, and expertise in order to provide the pupils with the high quality education and support they require. The training programme ranges from the development of academic practice to the development of personal effectiveness, management development and ICT training. Additionally, training is delivered by the Ministry of Education and Culture, Cambridge International, Cambridge ESOL, Edexcel, International Baccalaureate and LCCI.

Once employed, teachers automatically become members of the Teachers' Council. When voting in the Teachers' Council they may vote for or against the proposed motion or they may abstain from voting. In order for voting to be valid, 75% of the teaching staff must be present at the meeting.

PASCAL Education Structure



Note 1: PASCAL Education comprises three English schools and two Greek schools. Therefore, the above departments are common to all the schools. The Board of Directors appoints a Director for each School.

Note 2: The School assigns additional responsibilities to teaching staff members such as Clubs Coordinator, House Coordinator, CAS Coordinator, Careers Counselling, Marketing Liaison, School Alumni Representative etc. Job titles appearing at the same level above do not necessarily correspond to the same level in the School's hierarchical structure.

Academic Departments:

1. Arts (Art, Music)
2. Computing & ICT
3. Languages (English, French, German, Theory of Knowledge)
4. Mathematics
5. Modern Greek & Classical Studies (Greek, Classical Appreciation, Greek History, Religious Knowledge, Greek as a Second Language)
6. Physical Education
7. Sciences (Physics, Chemistry, Biology, Science, Geography)
8. Social Sciences (Economics, Accounting, Marketing, History, Psychology, Religious Studies, Greek History in English)

SCHOOL PREMISES

LEFKOSIA

The School operates on the modern, purpose-built and pioneering school campus in an area of 110,000 square metres of land in the Lakatamia area, on the Lefkosia-Kokkinotrimithia highway.

The premises (area of 10,500 square metres) include amongst others: 38 classrooms, 5 computer labs, 2 physics labs, 2 chemistry/biology labs and additional specially designed and well-equipped rooms for the teaching of sciences, technology, music, art and home economics. The premises also include a library with capacity of 40,000 volumes, canteen, cafeteria, football field, 2 futsal courts, 2 basketball courts, 2 volleyball courts, 2 beach volleyball courts and outdoor heated swimming pool purpose made for sports events such as water polo and swimming.

The planned extension of the school campus (including more classrooms, labs and additional athletic facilities) will be developed in the next few years.

LEMESOS

The School is temporarily housed in suitable and purpose re-constructed building on Spyrou Kyprianou Avenue.

The premises (area of 2,500 square metres) include among other: 15 classrooms, 2 computer labs, physics/chemistry/biology lab, music room, art room, technology room, canteen/cafeteria and library with capacity of 8,000 volumes.

In the near future, the school will be relocated in its purpose-built school campus (on the Lemesos – Platres highway) in an area of 140,000 square metres of land.

LARNAKA

The School operates on the modern purpose-built school campus in an area of 60,000 square meters of land in Aradippou. The premises (area of 7,500 square metres) include among other: 35 classrooms, 3 computer labs, physics lab, chemistry lab, biology lab, multi purpose science lab, 2 art rooms, library with capacity of 15000 volumes, amphitheatre with a seating capacity of 400, canteen, cafeteria, futsal court, basketball court, volleyball court and outdoor swimming pool purpose made for sports events.

PARENTS / GUARDIANS

The School places great importance on close cooperation and communication with parents/guardians/carers of its pupils.

The aims of the Parents/Guardians/Carers Association are:

- Regular and systematic communication between parents/guardians/carers and teachers which benefits close cooperation between the family and school
- Communication and cooperation between parents/guardians/carers and the school management as well as other members of staff in order to support and promote the school
- Support and promotion of the academic and social life of the school
- Pupils' welfare and wellbeing

Upon registration all parents/guardians/carers become members of the Association by paying an annual subscription fee.

The role and the work of the Association are described in detail in the Articles of Association as approved by the school. Any calls for alterations of the articles must be approved by the Board of Directors of the School prior to the general / statutory meeting of the Association.

HOME-SCHOOL SPECIAL AGREEMENT / BEHAVIOURAL CONTRACT

The Home-School Special Agreement / Behavioural Contract is an opportunity for parents, guardians, carers, teachers and pupils to accept the responsible role they all play in delivering educational aims. Parents/guardians/carers and pupils may be asked to sign such an agreement with the school.

ADMISSIONS

Primary school pupils applying to PASCAL English School Larnaka must pass the entrance examinations in Mathematics and Greek. In addition, all pupils must take the diagnostic test in English. Candidates whose first language is English, take the entrance examinations in English and Mathematics. Candidates who are speakers of other languages take the entrance examination in Mathematics and the diagnostic test in English.

The Entrance Examinations are usually scheduled around March. The School reserves the right to invite pupils for an interview as well as not to register a pupil regardless of the entrance examinations result. The School also reserves the right to register a small number of pupils at its discretion.

If vacancies should exist in Years 2-6, the School will accept pupils from government and private secondary schools having examined the last progress report and/or having asked the pupil to take a placement examination in Mathematics and English and/or another subject and/or having invited the pupil for an interview. The applications from overseas candidates will be considered throughout the year.

THE SCHOOL YEAR

The school year is divided, for the purposes of teaching material and pupil grading, into two semesters. The first semester starts during the first week of September and finishes around the 20th December. The second semester starts on 6th January and ends approximately around the 15th of June. The school calendar is available at the school reception, the 4schools platform and on the school's website.

SCHOOL HOLIDAYS

1. 1st October – Cyprus Independence Day
2. 28th October – National Holiday, 'OXI' Day
3. 13th November – Archbishop's Name Day
4. 14th & 15th November – Half Term
5. 21st December to 6th January – Christmas Holidays
6. 30th January – 3 Hierarchs Day
7. 28th February - Half Term
8. 2nd March – Green Monday
9. 25th March – Greek National Day
10. 1st April – 'EOKA' Day
11. 11th April to 26th April - Easter Holidays
12. 1st May – Labour Day
13. 8th June – Holy Spirit Day
14. 11th June – Apostle Varnavas

PUPIL UNIFORM AND APPEARANCE

Pupil Uniform

In the interest of uniformity (material, colour, shade, style etc) all pupils must purchase all new uniform items from Victuar Uniforms.

1.	Skirt
2.	Trousers
3.	Shirt
4.	Polo shirt S/S
5.	Polo Shirt L/S
6.	Tie
7.	Sweatshirt
8.	Anorak with removable sleeves
9.	Scarf (optional)
10.	P.E. tracksuit set
11.	P.E. shorts
12.	P.E. T-shirt

Note:

1. Items 3 and 6 (shirt and tie) will only be worn at official school functions so only one piece per item is needed
2. Pupils in the Athletic Section do not buy items 10, 11 & 12 (tracksuit, shorts and t-shirt), instead they order the relevant compulsory training kit from the school.
3. Year 1 pupils should buy the House t-shirt (item 13) once they are allocated to their House. Swimwear items are listed in the School letter sent out to parents/guardians/carers prior to the commencement of the swimming lessons.

Appearance

In addition to being required to wear the school uniform, pupils are to be groomed and dressed appropriately for school and school activities. A pupil's dress and/or appearance are meant to support, not disrupt, the learning environment. They should constitute no threat to health or safety. Pupil appearance needs to reflect practices of good hygiene and cleanliness.

Hair must be kept neat, should not be obviously dyed, no platinum blonde or extreme highlights, no coloured decorations (flowers, fancy combs, etc) are allowed. Boys' hair must be short, neat and not dyed. Makeup is not allowed. Only colourless nail-varnish is permitted, whereas French manicure is not. Earrings are only allowed for girls and those can be small studs worn on lobes; one pair only. Visible piercing on the face, e.g. eyebrows, lips, tongue, nose, etc. are not allowed and neither are any visible tattoos. Rings and bracelets (including coloured hairbands worn as bracelets) are not allowed. A cross or a religious symbol can be worn under the shirt on a chain or black cord and must be discreet in size.

Belts must be plain black with no pattern or logo obvious. Socks must be a plain dark colour (grey, blue or black).

All black shoes are accepted.

TUITION FEES

School fees are reviewed annually and are payable as follows:

- Down payment
- The balance is payable in 6 equal instalments unless agreed otherwise

Note:

1. Registration Fee, Tuition Fees down payment and Parents/Guardians/Carers Association annual subscription are non-refundable and are not merely a deposit for the upcoming year but ensure the pupil's attendance at the School for at least one academic year.
2. School Fees can be paid via various bank schemes. Details can be obtained from the school office.
3. The School has the right to withdraw scholarships, monetary prizes or discounts in case the fees are not paid in accordance with the agreed payment plan.
4. The School does not issue Progress Reports, Apolytiria or any other certificates/confirmation documents in case of outstanding balance or if a written agreement regarding the payment of the balance has not been made with the Finance Department of PASCAL Education.
5. The Teachers Council has the right to withdraw scholarships, monetary prizes or discounts in case of serious disciplinary incident.
6. The inability to continue with school lessons, for whatever reason, does not exempt the parent/guardian/carer/pupil from the obligation to pay the whole of the School Fees pending to the School as the departure of one or more pupils, in no way minimises the school's running costs.
7. Those pupils whose fees are met partially or in total by the Government (such as Maronites, Armenians, Latins, repatriated Cypriots and so on), are obliged to settle their School Fees according to the payment schedule stated above irrespective of when they are credited by the Government.

SCHOLARSHIPS AND PRIZES

Scholarships are divided into the following three categories for both schools, PASCAL English School and PASCAL Greek School:

1. The following scholarships are offered to pupils who excel in the Entrance Examinations and satisfy the interviewers:
 - One full scholarships (100% discount on tuition fees)
 - One part scholarships (50% discount on tuition fees)
 - One part scholarships (25% discount on tuition fees)

The scholarships will apply if the pupil achieves the following minimum grade (MG):

- $MG \geq 95\%$ for a full scholarship
- $MG \geq 90\%$ for a 50% scholarship
- $MG \geq 85\%$ for a 25% scholarship

The above stated scholarships will remain in force for the entire school life of a pupil provided excellent progress and conduct are maintained and the final mark (FM) for the year is:

- $FM > 92.5\%$ for the retention of a full scholarship
- $FM > 90\%$ for the retention of a 50% scholarship
- $FM > 87.5\%$ for the retention of a 25% scholarship

- 2.1. An honorary scholarship of €300 is offered to the pupil who scores the highest weighted average in his / her Year and exhibits excellent behaviour during the year. The scholarship is awarded for the following academic year.
- 2.2. An honorary scholarship of €200 is offered to the pupil who scores the second highest weighted average in his / her Year and exhibits excellent behaviour during the year. The scholarship is awarded for the following academic year.
3. Each pupil who excels and manages to score a weighted average of 92.5% or above will be awarded an honorary scholarship of €100 for the following academic year, provided behaviour has been excellent.

Pupils may win various monetary (not redeemable) or other prizes in academic and / or extra curricular school competitions or events such as The Hidden Talents' Evening, Science Fair, English Creative Writing Competition, Annual Library Reading Competition etc.

It is understood that pupils may qualify for one of the above scholarship under only one category and provided they don't have any other special discount. It is also understood that the pupils eligible for the above scholarships have not been recorded in the school's punishment book.

ACTIVITIES

Extra Curricular Activities

The School affords its pupils the opportunity of involvement in a wide selection of Extra Curricular Activities within and out of School, such as: Fashion Show, The Hidden Talents' Evening, theatrical and musical performances, Science Fair, Art Exhibition, fundraising activities, Mediterranean Model United Nations (MEDIM.U.N.), Junior Achievement Company Programme, European Youth Parliament (EYP) and so on.

Clubs

Pupils join Clubs in order to be given the opportunity to develop their skills and inclinations. The various club activities take place on seven school days which are organised throughout the year according to a schedule which is prepared at the beginning of the academic year. Participation in Clubs is compulsory. More detailed information regarding the Clubs' content and regulations is circulated by the School.

The House and Housepoint System

There are four Houses: Apollo, Artemis, Demetra and Poseidon. Each pupil is allocated to one of the Houses. The Houses promote healthy competition amongst the pupils while at the same time they encourage good behaviour and high academic performance. Through their Houses, pupils learn to respect and support each other. Throughout the year, events, activities and competitions are organised by the various Houses. Some examples are: ball games, academic quizzes, board games, music and art competitions, fund raising functions, go-karting, bowling and so on. Teachers may reward a pupil by giving House Points but they may also give Demerit Points.

Excursions

During the academic year, the School organises educational and/or recreational trips and participation is compulsory for all pupils. The school also organises trips abroad in which pupil participation is optional. The School has the right to exclude pupils from participating.

Athletics

Special attention is given to sports, team games and individual games. The School offers the necessary facilities for a wide range of activities such as: football, fasketball, volleyball, handball, track events, swimming, water polo, aerobics and archery. Every year the Physical Education department organises Track and Field Event and school teams participate in various competitions.

The International Award for Young People (The Duke of Edinburgh Award)

The International Award for Young People is a voluntary, non-competitive programme of physical, cultural and educational activities. The programme is designed to support the personal and social development of young people. It encourages young people to undertake exciting, constructive, challenging and enjoyable activities in their free time. The Award is regarded as beneficial for the pupil's portfolio.

CURRICULUM

In Years 1-3, the School offers a high standard of general education and sets the foundations for more specialized learning in Years 4-6. The subjects taught are listed on page 4. All subjects are taught in English as from Year 1, apart from Greek, Religious Knowledge and Classical Appreciation which are taught in Greek. Greek, Classical Appreciation and Religious Knowledge are only taught to native Greek-speaking pupils. Non-native Greek-speaking pupils take Greek as a second language and/or Greek History in English and/or Religious Studies in English.

In Years 4-6 the School offers a complete programme of studies which consists of 6 core subjects and 3 to 5 additional optional subjects, leading towards the Apolytirion (minimum one optional subject which is taught 8 periods a week must be taken by a pupil along with Mathematics which is offered at different levels). Pupils may sit for the IGCSE exams, AS and A level exams. In Year 5 pupils may join the International Baccalaureate Diploma Programme.

Core Subjects

1. Computing – Website and Spreadsheet Development, Digital Audio and Video, Graphics and Animation
2. English – IGCSE and/or IELTS
3. Greek – IGCSE & A Level and Certificate of Very Good Knowledge of Greek (Ministry of Education and Culture exam) or Greek as a Second Language which may lead to IGCSE level
4. Greek History
5. Physical Education
6. Religious Knowledge / Religious Studies

Greek, Greek History and Religious Knowledge apply only to native Greek-speaking pupils. Non native Greek-speaking pupils take Greek as a Second Language subject and/or Religious Studies in English and/or Greek History in English.

Optional Subjects

The list of subjects or subject combinations includes the following (Mathematics or Mathematics with another subject must be taken):

Accounting – IGCSE, IAL
Art - IGCSE, IAL
Biology – IGCSE, IAL
Chemistry – IGCSE, IAL
Economics – IGCSE, IAL
English Literature - IGCSE, IAL
French - IGCSE, DELF
German - GOETHE
History - IGCSE, GCE AS & A level
Human Biology - IGCSE
ICT - IGCSE, GCE AS & A level
Marketing - LCCI
Mathematics – IGCSE, IAL
Mathematics at a lower level with another subject (Art/Psychology)
Physical Education - IGCSE
Physics – IGCSE, IAL

Experimental work for the Science subjects is mandatory even if organised out of regular school hours.

Each academic year, the School holds informative sessions for pupils and parents / guardians / carers of Year 3 as well as face to face meetings in order to advise them on the optional subject choices. The School reserves the right to set its criteria regarding the choice of a specific subject.

In cases where a subject change is inevitable, the following rules will apply provided that there are available places for the change to take place:

- In the course of Year 4 pupils may change their optional subjects by the end of September. After this deadline, pupils may apply for a change by mid December and will be required to take a written transfer exam in the new subject choice in January and to achieve a minimum mark of 50%. The exam will cover the material taught in the first semester. If a pupil transfers to a new subject, then the final mark in the second semester is also entered as the first semester mark and a note is added on the report stating the change and the grade of the first semester subject.

- At the end of Year 4, pupils may apply for a change of subject by mid June and will be required to take a transfer exam in September of the following academic year. The exam will cover the material covered in Year 4 and the passing mark is 50%.
- In the course of Year 5 pupils may change their optional subjects only for university placement purposes. They have to apply by mid December and will be required to take a transfer exam in the new subject choice in January and to achieve a minimum mark of 50%. The exam will cover the material taught in the first semester. As of this point in time, no changes are allowed.
- Pupils may not request a change of level within the same subject in cases when this would mean studying the subject at the level they had already covered.

All subjects taught in the Lower School as well as all core subjects in the Upper School are considered to be compulsory. In order to be exempt from a compulsory subject a pupil must first obtain the written consent of their parents/guardians/carers and of the Ministry of Education and the parents/guardians/carers will be held liable for any costs relating to any subsequent supervision needs and/or any projects or assignments undertaken/set by the school.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IBDP) is a unique pre-university course equipping pupils with the skills and attitudes necessary for success in Higher Education and employment. Holders of the Diploma have access to the world's leading universities (Oxford, Harvard and the Sorbonne were amongst the first universities to recognise it in the early 60s). The Diploma Programme is offered in 3,290 accredited schools (IB World Schools) in 141 countries. PASCAL English School in Lefkosia and Larnaka are IB World Schools.

The Diploma is a demanding course for the final 2 years of secondary school for pupils who have high goals and ambitions.

The course may be taken by pupils who either need it for entry to universities of their choice or who are simply attracted by its challenges and have the motivation to meet its high demands.

Pupils must be prepared to work hard and to manage their time constructively.

Pupils from other private, international or public schools in Cyprus who meet the age and ability criteria may apply.

The IB Diploma is awarded to pupils who successfully complete all the requirements of the course. The awarding authority is the International Baccalaureate (IB). IB Certificates are awarded to pupils who pass the IB exams in individual subjects. Pupils who successfully complete all the promotion requirements of PASCAL English School are also awarded the PASCAL English School Apolytirion.

In order to acquire the IB Diploma, pupils must follow a total of six subjects from six groups of subjects over a period of two years. The six subject groups are:

1. Studies in Language and Literature
2. Language Acquisition
3. Individuals and Societies
4. Sciences
5. Mathematics
6. The Arts

Subjects are offered at two different levels, Higher Level (HL) and Standard Level (SL). Pupils must study three subjects at Higher Level and three at Standard Level.

All pupils must:

- Complete a research paper, Extended Essay, of 4,000 words on a topic of their choice
- Take a course in critical thinking, Theory of Knowledge (TOK) which includes a presentation and to write a 1600 word essay on a given topic
- Complete a programme of Creativity, Activity and Service activities

The IB Student Handbook is given to the pupils once they are enrolled on the IB Diploma Programme and it should be read in conjunction with this Study Guide, Rules and Regulations.

ALL DAY SCHOOL

All Day School is provided on an optional basis to the pupils in Years 1-3. However, attending the programme is mandatory for those pupils who are enrolled on condition that they must attend the All Day School. In order for a pupil who is enrolled on condition to stop attending the All Day School, the pupil must achieve a considerable improvement in the major subjects, Mathematics, English and Science, and/or on the final exam in the above mentioned subjects. In cases of unjustified and / or excessive absences the pupil may incur, the Head Teachers may exercise any of the punishments from the list of sanctions. Pupils may request exemption from the All Day School due to special circumstances (health problems, family problems and similar). The application for the exemption should be made in writing to the School Head and approval will be granted at his/her discretion.

The programme operates from:
13:35 to 15:20 (Everyday, apart from Wednesdays).

The above time span includes:

- Lunch (optional);
- Support in major subjects (English, Maths, Science). English is offered twice a week and Maths and Science once a week;
- Support and supervision in the completion of part of the homework set in major subjects

The purpose of All Day School is to help pupils to develop their study skills in the major subjects and to complete at least 75% of their homework in these subjects. If pupils learn how to do their homework in these subjects in the Lower School, they will be better able to face the challenges of studying alone in the Upper School.

All Day School Teachers help with work to be done individually, in small groups or as a whole class, depending on the type of homework and the problems that may arise.

If pupils complete the homework early, the teacher will check to ensure that it is done correctly. Pupils may be asked to go over what they have written to correct or improve it. If there are no corrections to be done, the teacher will set other related work to consolidate or extend what has been learned.

During Maths and Science periods, pupils cannot do homework for any other subject.

During the English periods, however, once the English homework is done, pupils may do their homework for other subjects.

The School reserves the right to ask the pupils who display significant weaknesses in the above major subjects to join the all day school.

CAREERS COUNSELLING

The School affords the pupils an ongoing counselling service regarding further studies, university applications and career opportunities. The service covers UK, USA, Cyprus, Greece and other European countries. More specifically, the School:

1. organises presentations and holds interviews with pupils/parents/guardians/carers regarding optional subjects;
2. organises university visits / fairs;
3. advises pupils on other external qualifications LNAT, BMAT, UKCAT, SATs, APs, Access Certificate / Pancyprian Examinations, etc;
4. handles university applications including reference letters and personal statements;
5. organises career visits / fairs;
6. facilitates psychometric/personality tests;
7. supervises a work experience programme which supports the pupil's portfolio;
8. facilitates pupils with accommodation and finances.

It is strongly recommended that pupils and graduates process their university applications through the School, given the fact that the School holds all the relevant information regarding its pupils / graduates. Therefore it is in the best position to advise them accordingly and support as well as steer the application process. Should pupils / graduates decide otherwise, the School will only provide pupils and graduates with a hard copy of the reference letter in order to ensure that no alterations can be made.

SCHOOL LIBRARY

The School is committed to the development and promotion of a library culture and of library skills through a number of activities and events such as:

- Library lessons which are delivered by the School Librarian and are mandatory for each class each academic year;
- Library lessons organised by Subject Teachers;
- Annual Library Reading Competition;
- International Children's Book Day Event;
- Book Fair/Bazaar.

Library rules must be observed and are displayed in the Library as well as given to the pupils through library publications such as the Library Awareness Bulletin. In short, the following are not permitted in the Library:

- Eating/drinking or bringing in food/drink;
- Leaving school bags on the floor scattered about;
- Shouting/speaking loudly;
- Use of mobile phones and any other electronic devices;
- Disruptive or disrespectful behaviour towards the Library, Librarian or other library users;
- Playing games on the computers;
- Loitering.

Library Lending Rules specify that each pupil may only take out 4 books at a time and only with the loan card (PASCAL Card). The loan period for books is 15 days after which the books must be returned or brought in for the loan renewal. There is a fine of 50 cents per day for overdue books.

Reference material, magazines and multimedia material are not to be taken out of the Library.

The Library has an established cooperation with the University of Nicosia Library and Information Center thus enabling its users to have smooth access to this facility.

PASTORAL CARE

The School has an efficient system of pastoral care which reaches out to every single pupil in school. A central principle underlying the pastoral system is that young people are most likely to be successful academically if they feel secure in their school environment. To this end, the school places great emphasis on the importance of effective induction and on-going guidance for each pupil.

In addition to Form Teachers, the school pastoral system is divided into care per Year Group headed by a Head of Year for each Year. Senior members of the School Leadership team are in charge of the Heads of Year.

The pastoral system of the School is highly efficient and effective in what it sets out to achieve: a secure environment in which all pupils are valued, and in which each and every pupil is seen as a whole person and it aims at developing pupils to their full potential - academically, personally and socially. Through the systematic in-depth approach to pastoral care the school believes that pupils are educated to have broad and balanced personalities, aware of the world around them. The aim is to send into the world, young adults who have self-discipline, who are prepared to work hard and are equipped to fulfil their own potential. All pupils are expected to be compassionate and well-mannered; to respect other people as individuals; to appreciate the richness of a multi-ethnic, multi-cultural community; to take pride in their appearance; to express themselves clearly; to be principled critical thinkers.

The main aims of the pastoral system are:

- To provide the opportunity for all the pupils to develop social and personal skills. This will allow pupils to function effectively as responsible citizens at home, at school, out of school and when they leave school;
- To support pupils in achieving their full academic potential and understanding that learning is a life-long process;
- To create an environment in which all pupils are actively responsible for their own conduct and development, emotionally developed, in order to be able to deal effectively with difficult situations in their personal life and their education;
- To provide emotional support when pupils need it.

Form Teachers are the first point of reference in matters of general welfare and discipline, with Heads of Year, Assistant Headteacher and Headteacher providing additional support.

The duties of every teacher of the school include:

- Promoting and safeguarding the health, welfare and safety of pupils;
- Working in partnership with pupils, parents/guardians/carers and teachers;
- Providing advice and guidance to pupils on issues related to their welfare.

In addition to the above duties Form Teachers are responsible for all the pupils in their form.

The duties and responsibilities of Heads of Year include:

1. co-ordination of the work of the form teachers, ensuring consistency and continuity
2. communication with parents and ensure collaboration between home and school
3. investigation of any sudden changes in the behaviour of all pupils
4. investigation of any sudden or great changes in the academic performance
5. identifying pupils with special educational needs and maintaining accurate records of relevant documentation as well as ensuring dissemination of relevant information to relevant persons, i.e. Subject Teachers, Examinations Officer
6. producing PSHE schemes of learning and ensuring their coverage

The School pastoral care system provides a stable base for monitoring achievements, encouragement for reflection and for giving daily contact to provide continuity and stability.

Below is a brief outline of some of the methods through which the pastoral care aims are achieved:

Effective Studying: Pupils are provided with guidance and support in relation to effective studying through informative sessions for the parents/guardians/carers and focused thematic class time organised by the School. These encourage pupils to be responsible for their learning. The guidance includes advice on issues such as self-evaluation, fighting stress, time management skills, reflection and evaluation of one's own studying and exam preparation techniques.

Supporting and Monitoring Individual Pupils: One of the pastoral team's main responsibilities is to support and monitor pupils with difficulties in areas such as study skills or motivation, or those who have been through difficult circumstances or who are simply experiencing difficulties personally or emotionally. Low achievers are encouraged to set targets and work towards them.

Form Period: It takes place on a daily basis. During this time form teachers inspect the uniform, tidiness and appearance of pupils as well as give out and explain letters, notices and announcements. The form teacher is the pupil's first point of contact when support is required. This time also allows further opportunity for the form teacher to identify pupils who may benefit from pastoral support.

Personal, Social and Health Education (PSHE): PSHE lessons take place during the first two periods on Clubs Days. During this time, various activities, in form of workshops, talks, presentations, lessons and similar, take place and some of the topics covered include racism, bullying, internet safety, healthy eating, drugs, alcohol, smoking, career planning and job applications.

Assemblies: There is a Whole School Assembly at the beginning of every month and a Year Assembly once a month. Assemblies are seen as opportunities for developing a sense of community and reinforcing the School ethos and values.

Pupils attend monthly Whole School and Year assemblies where the focus is placed on celebrating pupils' achievements and reflecting on a variety of themes which support the ethos of the school, and promote the spiritual, cultural and ethical development of pupils. Pupil participation is encouraged and themes provide scope for reflection.

Parental/guardian/carer Contact: The School regards effective and two-way communication with parents/guardians/carers as vitally important. Pupils and their parents/guardians/carers receive School Progress Reports, and these are supplemented by parent/guardian/carer-teacher meetings organised at specific times of year. At the start of each academic year parents/guardians receive details of specific weekly timetabled parent/guardian/carer-teacher contact time. Parents/guardians/carers are encouraged to contact the School at any point during the school year when they are concerned about any aspect of their child's progress or welfare. The school organises additional informative sessions for parents/guardians/carers/pupils regarding the issues of importance such as choice of optional subjects, IB Diploma Programme, external qualifications and effective study skills.

GOOD BEHAVIOUR AND DISCIPLINE POLICY

Good manners, honesty and tact are virtues which make a person stand out. It is for this reason that special emphasis is given to these areas by the School.

Pupils must acquire a sense of responsibility towards themselves as well as towards others. Their behaviour has to be exemplary within, as well as out of school. Regarding this issue the school requires the help and co-operation of the parents/guardians/carers.

Pupils must behave responsibly not only during lessons but also during out of school activities. Self-discipline is essential within the classroom for lessons to be productive and effective.

Pupils in possession of a driving licence and insurance – according to the law – may come to school using their own vehicles only after written application has been made to the Head Teacher by the parents/guardians/carers.

Pupil participation in demonstrations is strictly prohibited unless these are organized by the Central Pupil Council and are approved by the Head Teacher. In order to participate in a demonstration, pupils must submit to the School the prior written consent of their parents/guardians/carers.

The School deems political indoctrination of pupils to be unacceptable. Therefore, any promotion of political parties and the handing out of any related material is prohibited.

The rules by which the School operates are designed to ensure the health and safety of everyone and the efficient and smooth running of the School where respect for people and property are of paramount importance.

The following anti-social behaviour is considered to be particularly serious and appropriate sanctions will be taken to address such behaviours.

- Bullying – verbal, written or physical
- Deliberate damage to property or belongings
- Racist abuse
- Possession, trafficking or use of cigarettes or other nicotine products, alcohol or drugs
- Behaviour that is likely to cause injury to self or others
- Bad language
- Disrespect towards the staff and pupils
- Theft

If a serious or persistent problem occurs, parental involvement will be initiated immediately in the interest of a speedy resolution. If parents have concerns regarding children's relationships they should report these to the Form Teacher. If the problem cannot be resolved at this level, the Head of Year / Assistant Headteacher/Headteacher will be involved.

The School has traditionally believed that the best discipline is that which comes from within the individual. Many of its activities and practices are designed to underline and inculcate this belief. At times serious offences may lead directly to suspension or expulsion without necessarily having had prior sanctions.

The possession, use or passing on of drugs in school or out of school or taking an unauthorised video or pictures or abuse of social networking sites/internet will result in immediate suspension, and possibly total expulsion. The possession, use or passing on of alcohol in school or during out of school activities/events will result in immediate suspension, and possibly total expulsion.

The abuse of any kind of electronic devices (such as mobile phone) will incur sanctions and the device may be withheld until collection by parent/guardian/carers.

The School reserves the right to exercise its discipline on all school occasions, activities, trips and outings, including pupils' behaviour going to and from school or whilst out of school in school uniform.

Pupils who are involved in behaviour or activities which are the subject of police investigation or who are found guilty of civil or criminal offences in a court of law are liable to be suspended and/or expelled or to incur other suitable sanctions.

The searching of lockers, bags and personal belongings may take place in private with at least two members of staff present or in class in front of other pupils.

SANCTIONS

In essence, pupils should see the sanction as being in their own interest since the unpleasant experience of the sanction will serve as a means of helping them behave appropriately in the future.

Below is a list of sanctions:

1. Reprimand (verbal)
2. Exclusion from class and referral to Management (only in serious situations)
3. Written warning
4. Supervised break detention
5. After school or out of school hours detention
6. Placement on behaviour report
7. Execution of chores for the general benefit of the school
8. Exclusion from School for the rest of the day
9. Suspension on probation for 1-3 days (cumulative and applicable for any offences)
10. Change of class
11. Compensation for damage caused to school property
12. Suspension for 1 – 6 days from school
13. Signing of a written statement by a parent/guardian as requested by the school
14. Suspension for 1 – 8 days from school
15. Withdrawal of school rank and/or other privileges (scholarship, attendance to excursions/trips and similar)
16. Suspension for 1 – 30 days from school
17. Total expulsion from school

Sanctions (1) – (2) are administered by Teachers

Sanctions (1) – (6) are administered by Heads of Year

Sanctions (1) – (8) are administered by the Headteacher

Sanctions (1) – (13) are administered by the Principal/Headteacher/Assistant Headteacher

Sanctions (1) – (14) are administered by the Disciplinary Committee

Sanctions (1) – (17) are administered by the Teachers Council

Note (1): Sanctions (16) and (17) are subject to approval by the Board of Directors.

Note (2): Sanctions (12), (14) and (16) apply to school days. During the suspension period pupils are not allowed in school and responsibility for their safety rests with parents / guardians carers. Pupils are also excluded from school activities/events for the duration of the suspension. Only attendance at external examinations taking place at the school is allowed.

Note (3): Absence due to suspension is recorded as justified absence.

Note (4): The following offences carry minimum 5 days of suspension:

- The possession, use or passing on of cigarettes or other nicotine products, alcohol or drugs
- Sexual harassment
- Truancy
- Repeated violations of uniform code
- Repeated disruption of lessons
- Disrespect towards the staff and pupils
- Deliberate damage to property or belongings
- Constant disobedience of school rules/regulations

Sanctions 7-17 are recorded in the punishment book which is kept by the Head Teacher. Sanctions 1-6 are noted by the Heads of Year and this record is filed together with the punishment book for each academic year. It is at the discretion of the Teachers' Council to decide to disregard the entries in the punishment book or the minutes of meetings that may negatively influence a pupil's future, provided that 75% of the present members vote in favour.

Disciplinary Committee

The Disciplinary Committee consists of the Director, Principal/Headteacher, Assistant Headteacher, Head of Year and Form Teacher. The Disciplinary Committee may invite any member of staff or pupil if deemed necessary in order to hear their view regarding the matter at hand. It is an imperative for the Disciplinary Committee to invite and hear out the pupil or pupils who allegedly have been involved in the incident being examined by the committee. A minimum of three members of the committee must be present in order for a decision to be taken. The presence of the Director or the Principal/Headteacher is mandatory.

Pupil Conduct

Pupil conduct may be marked as Excellent, Very Good, Good, Fair and Poor. The conduct mark is shown on all the progress reports but not on the Apolytirion. Only the Teachers' Council may change the conduct mark. However, such a change does not prevent the pupil from continuing with their studies at the school.

INADEQUATE ATTENDANCE

Pupils must report to school regularly and on time. Pupils late on arrival at school must, without fail, report to the School Reception for written permission to enter classes. Pupils that are more than 10 minutes late arriving to a lesson should not be allowed in class unless they have obtained a late slip from Reception. If the lateness exceeds 20 minutes for the period in progress, pupils will have to wait at the reception for the commencement of the following period. In cases of systematic lateness on arrival at school or lessons during the school day, disciplinary sanctions will apply.

A pupil abstaining from school must, upon the day of return or no later than five days after his return to school, provide the School with a letter from a doctor or parent/guardian justifying the absence. This letter must be handed to the School Reception. Parent/guardian/carers may justify absences of up to 5 days per academic year and not more than 2 consecutive days. The school reserves the right to reject the justification from parents / guardians / carers for the absences for the following:

- Trips
- Club days
- Sports days
- Internal examinations days
- 1 or 2 days preceding the internal and external examinations

Note: Absence on the day of the external examination for those who have not registered through the School will be justified only if the examination entry slip is presented. For those registered through the School the absence will be automatically justified. Absences on the days of listening, speaking and examinations that require no specific preparation on the day such as IGCSE ESL, IELTS and Certificate of very good knowledge of Greek, will be recorded as unjustified.

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

Pupils who accumulate a substantial number of absences – justified and/or unjustified, are referred for examination in June or they repeat the year.

Referrals for examination in June

- a) Pupils who have registered 40 to 50 unjustified absences inclusive of the two numbers;
- b) Pupils who have registered 100 – 150 absences inclusive of the two numbers;
- c) Pupils who have recorded in one or more subjects, absences that collectively amount to seven times the number of teaching hours allocated weekly for each subject on the timetable will be examined in the specific subject(s).

Year repetition

- a) Pupils who have registered more than 50 unjustified absences;
- b) Pupils who have registered in excess of 150 justified and unjustified absences.

Absences are recorded for each and every teaching period. Lateness to school is also recorded and appropriate measures are taken in cases of systematic lateness.

Note 1: Pupils who leave school for whatever reason without written permission from the School management will record unjustified absences.

Note 2: Absences during the internal examination period will be considered to be unjustified unless accompanied by a medical certificate.

Note 3: Regardless of the provisions of the above paragraphs relating to the current regulations, a pupil will be referred for re-examination in June if during the three months March-May he has accrued between 14 and 17 unjustified absences inclusive of the two numbers, or a total of between 51 to 54 justified and/or unjustified absences, inclusive of the two numbers. A pupil will not pass the year if during the last three months of the school year he has recorded more than 17 unjustified absences or more than 54 justified and/or unjustified absences inclusively.

It is understood that the Teachers' Council may exercise reasonable leniency in deserving cases and may deviate from the provisions of the above regulations if it is considered to be in the pupil's best interest. The decision is subject to the approval of the Board of Directors.

PUPIL COUNCILS AND PREFECTS

Pupil Councils

Pupil Councils aim towards:

- Realisation of the vital necessity and ultimate usefulness of statutes, methods and procedures of democratic life and administration and attraction towards these in a way that will contribute towards the creation of free and responsible democratic people;
- Development of self-discipline and mutual respect, training towards democratic local management and constructive dialogue;

- Socialisation of pupils and the development of initiative, the feeling of responsibility and unity;
- Development of spiritual, artistic and athletic interests of the pupils;
- Co-operation with the School Management, the Teachers' Council and the Parents' Association and submission to these bodies, of suggestions for the solution of issues relating to the pupils.
- Development of friendly relations and co-operation with pupil councils and associations of other schools.

Notes:

1. The *Class Councils* are elected by the pupils in each class. The Class Council consist of *President, Vice-President, Secretary, Treasurer and Assistant Treasurer*. The candidates for election must be pupils with at least 80% grade average for the previous year and without a punishment record for the previous or current year recorded in the School Sanctions Book.
2. The *Central Pupil Council* consists of 12 pupils:
 - One elected representative from Year 1 Class Presidents
 - One elected representative from Year 2 Class Presidents
 - One elected representative from Year 3 Class Presidents
 - One elected representative from Year 4 Class Presidents
 - Two elected representatives from Year 5 Class Presidents
 - Three elected representatives from Year 6 Class Presidents
 - Three honorary representatives appointed by the school preferably from Year 6The Central Pupil Council elects the following: *President, Vice-President, Secretary, Treasurer and Assistant Treasurer*. Only Year 6 class presidents can be nominated for the President and Vice-President. All 12 Central Pupil Council members partake in voting.
3. In cases where there are fewer classes in a Year, additional honorary representatives from the Upper School Class Councils will be appointed by the school in order for the Central Pupil Council to consist of 12 members.
4. Canvassing is strictly forbidden and will disqualify.
5. Class Councils work under the supervision of the Form Teachers and Heads of Year. Central Pupil Council works under the supervision of Assistant Head Teachers and Head Teacher. Both councils conform to the Study Guide, Rules and Regulations and have regular meetings during which meeting minutes are kept, signed and posted on the classroom notice board. Both councils represent the views of the majority of the pupils, class or school. Decisions of the councils are subject to approval by the School.

Prefects

Prefects are recommended by the Heads of Year 5 and 6, Assistant Headteachers and Headteacher in a form of a list displayed on the staff room notice board and approved by the Teachers' Council at a staff meeting. The following criteria apply:

- Year 5 / 6 pupils
- Sound academic performance
- Clean disciplinary record
- Good communication skills

Prefects assist in break duties and during school events. They might also undertake additional duties assigned to them.

FIRST SEMESTER AND FINAL EXAMINATIONS

First Semester Examinations take place during the last days of the semester. Final Examinations take place end of May – early June. First semester examinations marked papers are shown to the pupils in class during lesson time in January, feedback is given and they all must be collected back during the same lesson time as the papers are not to be taken home. The First Semester Examinations cover the syllabus covered in the first semester. The Final Examinations cover at least 66% of the year syllabus.

Lower School (examined subjects: English, Greek, Mathematics and Science)

In the *Lower School* pupils are given 2 revision periods for the First Semester Examinations. For the Final Examinations the in-class revision takes place during the last 2 weeks. The examinations last for 2 hours.

Upper School (examined subjects: English, Greek and all optional subjects)

In the *Upper School* pupils are given up to 4 revision periods for the First Semester Examinations. For the Final Examinations the in-class revision starts as soon as the material is covered. For lessons which have 8 teaching periods a week, the examinations last for 2 hours. For lessons which have 2 to 6 teaching periods a week, the exams last for 1 hour.

For the IBDP pupils, special arrangements are made within the above mentioned time span.

Lower and Upper School

During exam week there are no lessons (including All-Day School). However, teachers are available in allocated rooms to answer any queries pupils might have.

The exams take place between 7:35 and 9:35am.

Pupils are not allowed to leave the room for the entire duration of the examination.

Note: In case of documented medical reasons for absence from the examinations or inability to write, oral examinations or a second sitting might be organised.

GRADING

The grading scale is: 1 – 100.

The pupil Progress Report is issued three times a year, in November (Mid-Semester Progress Report), January (First Semester Progress Report) and June (Final Progress Report).

Years 1 – 4

The final mark for each major subject in the first semester is made up of the average of the pupil's daily work (20%), the average of tests/written work during the semester (50%) and the results of the semester examinations (30%) which are held during the last week before the Christmas holidays. Therefore the semester examination mark is not shown separately on the first semester Progress Report.

The final mark for each major subject in the second semester is made up of the average of the pupil's daily work (40%) and the average of tests/written work during the semester (60%).

At the end of the school year, end of May/beginning of June, the final written examinations in major subjects take place. For Years 1 – 3 the major subjects are English, Greek, Mathematics and Science. For Year 4 the major subjects are English, Greek and all optional subjects.

The final mark for the year in each major subject is the average of marks gained in the first semester, the second semester and the final exam. The final exam mark is shown on the final Progress Report.

Years 5 and 6

The final mark for each major subject in the first semester is made up of the average of the pupil's daily work (20%), the average of tests/written work during the semester (50%) and the results of the semester examinations in major subjects (30%) which are held during the last week before Christmas holidays. Therefore the semester examination mark is not shown separately on the First Semester Progress Report.

The final mark for each major subject in the second semester is made up of the average of the pupil's daily work (20%) and the average of tests/written work during the semester (50%) and the final examinations in major subjects (30%). Therefore the semester examination mark is not shown separately on the Second Semester Progress Report.

The final mark for the year in each major subject is the average of marks gained in the first and second semester, given that both of these marks are passing marks.

The major subjects are English, Greek and all optional subjects (including the IB subjects except for the TOK which is not examined but pupils write an in-class essay plus a presentation during the regular lesson time).

When calculating the final average mark, the subjects are weighted with weighting 1, 2 or 3 as follows:

Weighting 1: Subjects taught for 1 – 3 periods per week.

Weighting 2: Subjects taught for 4 – 6 periods per week.

Weighting 3: Subjects taught for 7 or more periods per week.

All Years

Note 1: The final mark for each minor subject in the first and second semester for all Years is made up of the average of the pupil's daily work (40%) and the average of tests/written work/product in case of Art (60%) for each semester. The final mark for the year in each minor subject in all Years is the average of marks gained in the first and second semester.

Note 2: The final mark for Art as a core or an optional subject in the first and second semester is made up of the average of the pupil's daily work (40%) and a set project and/or a portfolio and/or a product (60%). The final mark for the year is the average of marks gained in the first and second semester.

Note 3: Request for the remark of the examination paper per subject must be submitted within 10 days after receiving the progress report. The paper will be remarked by the Head of Department or an appointed member of staff. The paper will not be remarked by the original marker. The fee for the remark is €50. It is possible that the original grade be lowered.

Note 4: Daily work assesses the following: participation, attitude to work, homework, effort, short unannounced quizzes. Behaviour is not included in the mark.

Note 5: The Mid-Semester Progress Report is a preliminary indication of pupil performance. The mark for each subject is made up of the pupil's daily work (40%) and the average of tests/written work until then (60%). The pupil's daily work and tests/written work also count towards the first semester marks.

PROMOTION

Promotion - Years 1 - 3

The minimum percentage mark required for promotion is 50% in each subject.

A pupil who fails one or two subjects at the end of the year is referred for written and oral re-examination in June. Oral examination is conducted by two examiners and the oral mark is the average of their marks.

A pupil is deemed to have failed the June re-examination, if the average gained in the written and oral exam is below 50%. The final mark for the year of the re-examined pupils is the average of the written exam and oral exam.

A pupil repeats the year in September:

- If they fail in two major subjects after re-examination in June, or
- If they fail in 3 or more subjects in final exams in June, or
- If without good reason they abstains from the June re-examination, or
- If their attendance at school has been inadequate.

Pupils who abstain from the written examinations in June without good reason are referred for written re-examinations in June. The grade gained in this exam is also the grade for the year. Pupils who abstain from the written examinations in June with a good reason justified by the School are referred for written re-examinations in June. The grade for the year is the average of the first semester, the second semester and the written re-examination in June.

Promotion – Year 4

The minimum percentage mark required for promotion is 50% in each subject.

A pupil who fails one or two subjects at the end of the year is referred for written and oral re-examination in June. Oral examination is conducted by two examiners and the oral mark is the average of their marks.

A pupil is deemed to have failed the June re-examination, if the average gained in the written and oral exam is below 50%. The final mark for the year of the re-examined pupils is the average of the written exam and oral exam.

A pupil repeats the year in September:

- If they fail in two major subjects after re-examination in June, or
- If they fail in 3 or more subjects in June, or
- If without good reason they abstain from the June re-examination, or
- If their attendance at school has been inadequate.

Pupils who abstain from the written examinations in June without good reason are referred for written re-examinations in June. The grade gained in this exam is also the grade for the year. Pupils who abstain from the written examinations in June with a good reason justified by the school are referred for written re-examinations in June. The grade for the year is the average of the first semester, the second semester and the written re-examination in June.

POLICY ON ACADEMIC HONESTY

The School values intellectual integrity and the highest standards of academic conduct. To be prepared to meet society's needs as leaders and role models, pupils must be educated in an ethical learning environment that promotes a high standard of honour in scholastic work. Academic dishonesty undermines institutional integrity. Dishonesty is not an acceptable avenue to success. It diminishes the quality of PASCAL English School education, which is valued because of its high academic standards.

Fostering an appreciation for academic standards and values is a shared responsibility among pupils and Teachers. The information given here is directed to pupils to define academic dishonesty and how to avoid it.

DEFINITION OF ACADEMIC DISHONESTY

The school prohibits dishonesty in connection with any school activity. Cheating, plagiarism, duplication, collusion or knowingly furnishing false information to the school are examples of dishonesty. Furthermore, the school believes that the commitment of the acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of unauthorized notes, plagiarism, and copying during examinations) is dishonest and will not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.

More specifically, the following are a few examples of Academic Dishonesty which will not be tolerated:

- substituting in an exam for another pupil or impersonating another pupil
- substituting in a lesson for another pupil
- paying someone else to write an assignment and submitting it as one's own work
- giving or receiving answers by use of signals during an exam
- taking unauthorised material into an examination room
- copying with or without the other person's knowledge during an exam
- doing class assignments for someone else
- plagiarising published material, class assignments, or lab reports
- turning in a paper that has been purchased from a commercial research firm or obtained from the internet
- padding items of a bibliography
- obtaining an unauthorized copy of a test in advance of its scheduled administration
- using unauthorized notes during an exam
- collaborating with other pupils on assignments when it is not allowed
- obtaining a test, completing and submitting it later
- altering answers on a scored test and submitting it for reassessment
- accessing and altering grade records
- stealing class assignments from other pupils and submitting them as one's own
- fabricating data
- falsifying Creativity Activity Service (CAS) records
- destroying or stealing the work of other pupils

Plagiarism is a special kind of Academic Dishonesty in which one person steals another person's ideas or words and falsely presents them as the plagiarist's own product. This is most likely to occur in the following ways:

- using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
- presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgment
- submitting a document written by someone else but representing it as one's own

AVOIDING CLAIMS OF DISHONESTY: STUDENT ADVICE

Careful attention to your own academic duties is the best way to avoid allegations of Academic Dishonesty. If you are asked to do something that you feel is wrong or unethical, it probably is. Aiding someone in committing an academically dishonest act is just as serious as receiving the aid. Make sure you understand your Teachers' expectations and responses regarding academic dishonesty. The following tips may help you avoid problems:

- Do not look around, particularly in the direction of other pupils' papers, during an exam since it may appear you are trying to copy from others;
- When taking an exam, shield your answer sheet. If you feel someone is trying to copy from you, ask the invigilator if you may move. This will alert the invigilator to a potential problem and help remove suspicion from you as aiding the other pupil if a claim of cheating arises;
- Should there be any doubt, clarify with your teacher/supervisor how much collaboration, if any, is permitted or expected when working on projects or assignments with other pupils;
- Since it is impossible to write everything with complete originality, use quotation marks, footnotes, and parenthetical textual notes to acknowledge other peoples' words or ideas employed in your paper;
- Do not include sources in a bibliography or reference list if you have not used the sources in the preparation of your paper. To list unused sources is called padding the bibliography;
- Do not acquire previous papers, lab reports, or assignments used in a course with the intention of copying parts or all of the material. Consult with your teacher on how such materials may be used as general guides;
- Keep rough drafts and copies of work submitted since other pupils may get access to your work and attempt to claim it as their own;
- Do not leave copies of assignments in computer labs or library;
- Do not share your current or former assignments, projects, papers, etc., with other pupils to use as guides for their work. Such a practice could lead to claims of collaboration if part or all of your work is lifted by another pupil. Sometimes friendly assistance may escalate into claims of blatant dishonesty;
- Check with your teacher before turning in an assignment or project you submitted in another course;
- Do not give your homework papers, projects, or other assignments to other pupils to submit for you. They may use parts of your work;
- When completing work for external assessment, do not collaborate with persons other than your teacher who will know how to gauge the amount of guidance.

In the case of internally assessed components, the submission of work for assessment refers to the assessment of work by a Teacher. In the case of externally assessed components (for example, Extended Essays, Literature A1 World Literature, Theory of Knowledge essays, IAL coursework), the submission of work for assessment refers to the assessment of work by an examiner appointed by the examining bodies (for example, International Baccalaureate, Edexcel, CIE).

CONSEQUENCES FOR ACADEMIC DISHONESTY

Pupils who cheat gain an unfair advantage over honest pupils. Observations or knowledge of Academic Dishonesty should be reported immediately. Even if the observations are reported anonymously, such information may encourage Teachers to do further investigation, detect patterns of cheating, or impose effective preventive measures.

Before any formal action is taken against a pupil who is suspected of committing Academic Dishonesty, the Teacher is encouraged to meet with the pupil to discuss the facts surrounding the suspicions. Pupils who are suspected of cheating or are caught cheating may be asked to give in writing their account of the event. The situation shall be resolved within the School. The pupil may be marked punitively; an assignment grade may be a failing one or a lower one or the Teacher may decide to ask the pupil to write the assignment again.

Those pupils who are caught cheating in the examinations will receive a mark of 5% as their exam mark and the Teachers' Council may decide to lower the conduct mark.

For the IB Diploma Programme pupils, at the discretion of the IB Coordinator, one of two possible courses of action will be adopted:

- The candidate could be allowed one opportunity to revise and resubmit the work. This must be completed in time for the coordinator to send the work to the IB Examiner by the appropriate IB deadline;
- If there is insufficient time to allow a revision of the work no grade will be awarded for the subject concerned which consequently will result in the IB Diploma not being awarded.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

This section refers to pupils with individual learning needs such as [dyslexia, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) and similar], who have the intellectual capacity to meet all curriculum and assessment requirements, but who require special arrangements to demonstrate their level of achievement. It is our belief that all pupils should be able to learn and demonstrate their knowledge under conditions that are as fair as possible. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness including candidates with a learning difficulty. All information about a pupil is treated as confidential and is only shared with the appropriate school personnel and members of staff who are instructed to treat such information as confidential.

The term “special arrangements” means changed or additional conditions during the assessment process for a pupil with SEND. These arrangements enable the pupil to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability. The School reserves the right to reject the request for special arrangements.

Special arrangements for pupils with SEND will be made upon considering each case on its own merit. To this end, each pupil with SEND needs to inform the school about the special educational needs and/or disabilities by submitting the supporting documentation. This supporting documentation must be a formal assessment from a medical or psychological service. It must be legible, on paper with a letterhead, signed and dated stating the title, name and professional credentials of the person (persons) who has undertaken the evaluation and diagnosis of the candidate. It should state specifically the nature of the special need and/or disability, and the tests or techniques used to arrive at the diagnosis as well as recommendations for the school in terms of addressing the stated special educational needs and/or disability.

COPYRIGHT, SCHOOL VISUAL IDENTITY

The School reserves the right to use/publish photos, pupils' achievements/work and similar for advertising purposes. No person or organisation is authorised to use the School logo, the IB World School logo or any PASCAL Education logos without obtaining written permission. Once the permission is granted, compliance with the School Visual Identity Guidelines are mandatory.

GENERAL DATA PROTECTION REGULATION (GDPR)

Data Protection

All schools in the EU, including PASCAL Schools, are required by law to comply with The General Data Protection Regulation (GDPR). The GDPR is a piece of EU-wide legislation which determines how people's personal data is processed and kept safe, and the legal rights individuals have in relation to their own data. 'Personal data' means information that can identify a living individual.

The GDPR sets out the key principles that all personal data must be processed in line with. Data must be: processed lawfully, fairly and transparently; collected for specific, explicit and legitimate purposes; limited to what is necessary for the purposes for which it is processed; accurate and kept up to date; held securely; and only retained for as long as is necessary for the reasons it was collected.

There are also stronger rights for individuals regarding their own data. The individual's rights include: to be informed about how their data is used; to have access to their data; to rectify incorrect information; to have their data erased; to restrict how their data is used; to move their data from one organisation to another; and to object to their data being used at all.

Please refer to PASCAL Education's Privacy Policy, available on the 4schools platform, for further information and guidance regarding data protection.

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