



# **The British International School Madinaty**

## **EYFS Parent Handbook 2020 2021**

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For further information concerning the school curriculum, calendar dates, events and policies, including regular Year Group updates, photographs and Newsletters please check the school website.

[www.bism.cairo.com](http://www.bism.cairo.com)

## **Dear Parents,**

*This booklet and the information it contains is designed to ensure that your child has every opportunity to settle smoothly into our Early Years (EYFS) classes. It acts as a guide to how the school operates in EYFS and how your child can benefit from the high quality British education we offer.*

*You will find lots of useful information ranging from school policies and procedures to school timings and who to contact if you need to discuss a particular issue. Please take the time to read through this as it is a useful reference point at various times during your child's time with us. You will also find information about the curriculum and specific aspects of Teaching & Learning for each Year Group within EYFS.*

*You have chosen The British International School Madinaty because of our model of education, taught through the medium of the English Language. To ensure that your child can benefit from their opportunities here, we insist that English is spoken in school. Students need to develop their subject vocabulary and clear diction by speaking English as much as possible both in school, with their teachers and peers, and at home. We use Arabic or visual supports to help children understand meaning of new English words. We depend upon the partnership between school and home to work towards our shared goal of fluency and accuracy in English.*

*We, at The British International School Madinaty, regularly review and update our procedures and methods to ensure every child attains the best they can in line with the latest research in child development. We believe that education demands a partnership between home and school, and we are happy to receive any suggestions from parents or students about what should be included in this booklet.*

*We look forward to working with you all and wish your sons and daughters every success in their endeavours here at The British International School Madinaty.*

**Mrs M BATEMAN**

Head of EYFS & Primary

THE BRITISH INTERNATIONAL SCHOOL MADINATY

## **Our Core Purpose**

***Is to ensure that every young person in school learns and makes excellent progress.***

Our students will achieve academic success, while also gaining social and personal skills. Students will develop an enquiring and creative approach to learning with an emphasis on both independence and responsibility.

Our curriculum will be broad and balanced and allow for an appropriate individual learning journey of each student that includes the development of individual passions and interests.

Our students will develop excellent language and communication skills including written and oral English.

We will seek to develop caring and respectful attitudes to others, pride in one's own background, tolerance of difference, and a deep and active concern for the community and the wider world.

Our programmes will ensure that each young person leaves school with the confidence to succeed in and improve the changing world.

We will inspire a love of learning in each young person in an environment that is happy, stimulating, and safe.

### **Positive Behaviour 4 Learning – The School Ethos**

At BISM we believe to create a learning environment that challenges, inspires, and excites we need to help the children develop key behaviours. The following values will be a core part of the EYFS curriculum throughout the year. These are.

Responsible

Respectful

Leader and Learner

## **Welcome to Early Years Foundation Stage (EYFS)**

The EYFS stage consists of three-year groups from Pre-school to FS2. The focus of EYFS is on play-based learning opportunities that provide each child with independence and chances to direct their learning to their preferences. At BISM, we believe children are born learners, with a desire to learn. They have an eagerness to explore, discover and figure things out for themselves. This is the foundation for loving learning and education. Curiosity, challenge, care, choices, and chances are at the heart of the Foundation Stage at British International School Madinaty.

The EYFS curriculum is designed to give children lots of opportunities to build skills for life through their own interests and in playful, safe, and fun environments. EYFS balances adult-led activities with independent opportunities to learn. Our team is committed to creating warm, responsive, and supportive interactions that inspire children. We want to develop more than academics. We want to build the foundation in children to learn effectively throughout their lives.

### **Parents are Partners**

Partnership is fundamental in EYFS to ensure your child's first steps in school are happy ones. We believe learning in the Early Years Foundation Stage happens best when we work together as one team; parents, carers, students, and educators become a family. Children are at the heart of everything we do, and parents are involved in learning and development every step of the way. As a family we will provide the community necessary to give the children the consistency, love, and encouragement they need to become successful in their education and lives.

We are looking forward to getting to know all new EYFS parents, as well as your children, and hope your time with us will be a happy and enjoyable one. We, as teachers, are glad to have the opportunity to work with you as partners in your child's education.

### **Handbook Purpose**

The purpose of this handbook is to present some specific information about your child's education at BISM. It includes important information for your child's transition into EYFS to be as smooth as possible. This includes.

- EYFS British National Curriculum Development Matters
- Day-to day routines

- BISM Policies
- BISM procedures

## **Starting EYFS**

There are many things which will influence how happily a child settles into school. Every child is different, and each child will react to this new environment in their own individual way.

It is important that children come to school feeling secure and as confident as possible. You can help by being incredibly positive and talking about all the good experiences your child is likely to have each day. Try not to use school as a threat. Comments such as, “You won’t be able to behave like that at school”, often worry a child needlessly. Also try not to build up the child’s expectations too much. Many children think they will learn to read and write on the first day. They may then become worried or disappointed when they do not.

Children learn to walk and talk at their own pace, in their own time – so too, with the skills they will be mastering at school. The EYFS curriculum allows children to achieve their Learning Objectives through an active child centred approach, ‘Learning by Doing’. At this age – play IS a child’s work so do not expect your child to be bringing home worksheets or reading books (until FS2). We encourage your child to support their development in Pre-school and FS1 by encouraging them to learn and understand vocabulary through fun games and activities. Any learning activities at home should be practical hand-on activities that last approximately 15-20 minutes.

We can all help by offering children support, encouragement, and lots of praise as they develop their skills; and by discussing their learning with them. Most children are very enthusiastic when starting the new school year and many will continue to be so. However, some children appear to lose that enthusiasm quickly and parents of these children may become disappointed and puzzled about what has happened. There may be many reasons for this.

Coming to school means making big adjustments. Firstly, the child must separate from parents and family after the long holiday. They must develop relationships with a whole set of new adults. They must mix and co-operate with a large group of children, many of whom may be strangers. They also must start managing and being responsible for themselves and their own belongings. All these factors can cause stress so allow plenty of time for your child to talk through their concerns at home.

Many children also find it difficult to get used to the change from home or Nursery. There will be less freedom to do as they please and more structures and routines to follow throughout the day.

## Your Key Questions Answered

### How can I help my child succeed in school?

School is a remarkably busy place and children are continuously exposed to new learning opportunities and stimulus throughout the day. Young children are often very tired by the time they get home. Parents need to be prepared for this. You can help by ensuring that your child gets **a good night's sleep (8 – 9 hours)** a day. Children are required to concentrate in school and continual build and develop their thinking skills. **Eating a good breakfast and having a healthy diet** will support your child to be ready to learn each day and fully develop their muscles and brain.



### How do I know what my child is learning at school?

No doubt you will be curious to know what your child has experienced each day. Some children will come home from school and talk non-stop, whilst others need time to wind down, eat and play before they are ready to talk. Sometimes the question “What did you do today?” is too broad for youngsters to answer. It may help if you narrow down the question to “What story did you hear today?” or “Did you go to the Library today?” Your child’s Learning Story will be communicated to you by the teaching team for each child in their class on a regular basis.

### How do I know what level my child is working at?

Please note in EYFS children are not formally set by ability and interactions and learning opportunities are encouraged across the class in flexible manner. There are many opportunities for children to learn different skills and strengths from each other at different times and in different ways. Although every child will progress, development is different in terms of.

- Speed they learn
- How they learn

- What they are interested in
- Their unique skills and personalities
- How they can transfer and apply their learning in a way that is meaningful

**We encourage you to avoid comparisons with other children and focus on your individual child's learning journey. Other children and comparisons will not be discussed by any member of the teaching team in parent meetings or discussions in accordance with BISM Confidentiality policy.**

### **How can I communicate with my child's teacher?**

School is the place where the children will spend many hours of their day. We all want this to be a happy, comfortable place for your child. The best way to achieve this is for the school and home to work together. Communication is vital. Direct email to your class teacher or by chatter on the VLE or phone front desk for an approve.

**teachers are not able to discuss children and concerns during class times or at sign in/sign out times. The teaching team's prime responsibility at these times is to ensure the safety and development of the children and can respectfully decline any requests and conversations to be postponed until a suitable appointment can be arranged.**

### **What if I have a serious concern?**

We welcome constructive feedback at BISM.

We take important concerns very seriously. Your genuine concerns will be taken seriously and dealt with appropriately in a reasonable time frame. We have a structured process for managing parent complaints/concerns as outlined in the Complaints and Concerns Policy.

Regarding any matters to do with your child's education, care, or safety your first point of contact must always be the **class teacher**. It is important to involve them from the very beginning. They are the key person in the school who knows your child best. Your relationship with the class teacher is especially important as you work in partnership with them to ensure the best for your child.

### **How can I help my child be independent at school?**

BISM promotes high standards for children settling into school and their class routines. To avoid disruption to routines and learning, parents are not permitted to access the EYFS areas without prior appointment throughout the school day.

We ask you to encourage your child to learn (before attending school) to carry their own bag, unpack their own things and take responsibility for their belongings. Help reassure them and give them the confidence to come into the school area happy. Read stories to the children to encourage them to be brave and self-assured. Reassure children of your

support when they separate from you. This will facilitate their growing independence and a sense of responsibility.

### **How can I support my child in school as a parent or carer?**

At BISM we truly value our home to school links and parent partnerships. In the coming years we would like to develop this positive relationship further. We are here to help and guide your children through this formative stage of their lives as well as to help you, as families, should you ever desire our help or advice. If we work together with your child's best interests at heart, always, they will achieve so much more.

### **Parental Expectations**

For parents to keep up to date / stay informed with what is required of them to maximise the home to school partnership parents need to:

- Regularly check our school website for information, curriculum updates, Weekly Learning Overviews, newsletters, and events information.
- Read the Parent Handbooks which are full of useful information and clearly set expected learning objectives for all year groups as specified by UK standard.
- Ensure awareness and involvement in your child's welfare by knowing what our expectations are (Behaviour Policy / Communication Policy / Code of Conduct / School Regulations).
- Attend school orientations, progress, and parent – teacher meetings.
- Inform the school of any change of circumstances that we need to know about regarding your child's welfare / family circumstances.
- Attend school events (in which your child is involved).
- Follow the appropriate communication channels to report concerns to the school. This must be via the class teacher in the first instance. See Parents Complaints and Concerns Policy for further guidance.
- Inform the school of any concerns regarding your child or the school.
- Give us feedback (positive or negative) and suggestions of how to improve our partnership/school.
- Communicate to us any family circumstances/events which may have an impact on your child's wellbeing.

***We strongly believe that you are the most important people in your children's lives and that you have enormous potential to help us succeed in our mission.***

# **EYFS CURRICULUM**

## Pre- School Curriculum Overview

Pre-school is a warm, safe friendly place where children learn through play and exploration. Through creative play, well thought out games, and engaging activities, children can be equipped to enhance their working memory, focus their attention, and acquire self-control. These skills provide children with the foundations which help them actualise their potential as confident and efficient learners in the later years. Every day our Pre-school children are immersed in a world of curiosity, wonder and excitement. Children are encouraged to develop foundation skills in; confidence, independence, effective language and communication, fine and gross muscle movement, managing feelings and behaviour, as well as social skills. To align with the UK Development Milestones for children under 4, **Pre-school children will not take formal academic tuition regarding the reading and writing of alphabet sounds. Instead they will be taught key foundation skills necessary in listening, speaking and mark making (pre-reading and pre-writing skills).** [For more information please refer to your Pre-School Curriculum Parent Handbook.](#)

## FS1 Curriculum Overview

In FS1, we want children to flourish in a learning environment that inspires them and excites them. We focus on the Prime Area skills set out in Development Matters British curriculum. Personal, Social and Emotional skills are continually supported, encouraged, and developed so that children make friends, resolve conflicts and learn to interact positively with others. Children are encouraged to be great communicators; listen actively, communicating in English using a varied vocabulary. Fine and gross motor skills are promoted to ensure children have strong muscles and co-ordination to begin pre-reading and pre-writing skills. All this is achieved through play and exploration where children are actively learning, creating, and thinking critically, in a safe and warm learning environment. **FS1 children will be taught from Term 2 to recognise the 20 alphabet lowercase sounds and letters. They will not begin reading and writing words or sentences until FS2. Children will be taught key foundation skills necessary in listening, speaking, rhyme, intonation, alliteration, segmentation, and vocabulary.** Prime focus will be placed on building a strong spoken language and vocabulary to support their fast development in Literacy. [For more information please refer to your FS1 Curriculum Parent Handbook.](#)

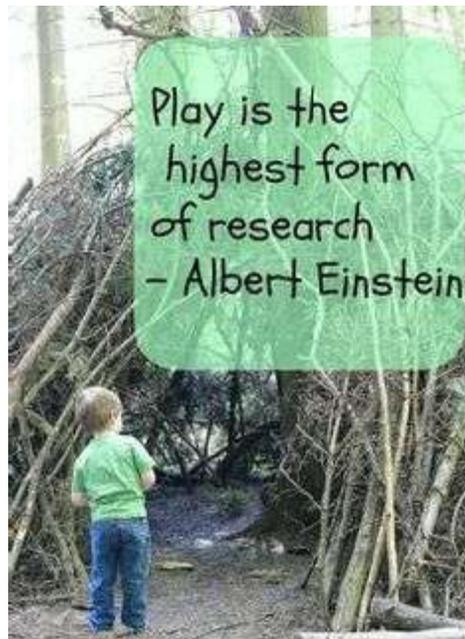
## FS2 Curriculum Overview

The FS2 journey begins with fun, laughter, and courage. Children are encouraged to be confident, caring, and courageous pupils. FS2 focuses on building confidence with

language, speaking, listening, rhyme, reading and writing. We focus learning across 7 areas of the Development Matters curriculum including Social and Emotional skills, Communication and Language, Physical Development of the muscles and movements, Literacy, Maths, Art and Design as well as Understanding the World and Technology. The curriculum is broad and balanced, delivered in a fun way that truly immerses children into a world of imagination and creativity.

## Learning through Play

*Is your child really learning or “just playing”?*



Children attending the Early Years Department bring with them a wealth of knowledge, values, experiences, and attitudes. When planning a curriculum, we consider the different rates of development of children and their unique individual characteristics that have been shaped and influenced over the previous 3 years. The role of the teacher is to plan and implement learning experiences that will support and scaffold children’s learning and development through play.

Play is what children and young people do in their own time, for their own reasons. When playing, children choose what to do, how to do it and who to do it with. Play takes many forms: doing nothing in particular; doing lots; being boisterous; showing off; being contemplative; being alone; being social; being challenged; being thwarted; overcoming difficulties. Through play, children explore the world and learn to take

responsibility for their own choices. Whilst delivering the National Curriculum of England, our goals are to:

- help children develop a positive self-image.
- encourage children to express themselves through materials, movement and language.
- foster independence.
- instil foundations for future key learning areas.
- stimulate a love of learning.
- develop each child's awareness to experience.
- develop strong skills (Resilience, Problem Solving) to be successful in their lives.
- provide opportunities for each child to develop their whole personality through:

(i) first-hand experience

(ii) physical development

(iii) finding acceptable outlets for emotions and

(iv) stimulating experiences which will encourage them to:

**THINK ANALYSE PROBLEMS AND ARRIVE AT SOLUTIONS.**



Therefore, many school activities involve a variety of play situations. Children learn through play and interaction with each other. Children of all ages play instinctively if given the time, space, opportunity, and permission to do so. They also need time to stand and stare, to reflect and to 'chill out'. Children learn through initiating play for themselves by choosing what they want to do, how they want to do it and when to stop and try something else. Children learn from social play where they can make up and use different rules with other children, develop friendships and take part in collaborative play. Children use physical play to enjoy movement for its own sake as well as set their own challenges and learn their own boundaries. Learning objectives for the children are often implemented using play areas in the classroom and outside. It is worth considering some of the skills, abilities and attitudes that are learned while a child is 'just playing'.

**Dramatic, Imaginative Pretend Play** – allows children to express their emotions whether 'good' or 'bad' in a healthy, socially acceptable way.

**Music and Movement** – encourages self-expression; contributes to the development of a body image; raises awareness that he/she has two sides to his/her body, which is a basic and necessary awareness for later formal work, such as reading and writing, to successfully take place; develops concepts of space, size and proportion. Listening skills increase as he/she is given plenty of activities involving discrimination of sounds, following directions etc.

**Story time, Rhyme Time, and Talk for Writing** – develops an interest in words and good literature; develops self-expression and increases vocabulary; helps a child be uninhibited in front of a group; develops self-confidence; and imparts knowledge of the world. It also helps to understand the spoken patterns, rhythm, and intonation in language.

**Block Play and Construction** – provides opportunities for working cooperatively as a member of a group; extends creativity and imagination; develops basic maths concepts of shape, space, size, balance, and proportion; develops hand/eye coordination, experimentation, reasoning and decision making.

**Art** – with most activities at this age level, it is the process not the product that counts. Do not ask your child what the product is – he/she may not know, and you run the risk of denting his/her self-esteem. Children develop many skills in all areas, so do not despair if your child does not create “art works”. Again, it is the process that is important. Be positive. Through art, a child develops hand/eye coordination; control of hands and fingers; learns to sort, match, and classify materials and learns to make decisions. Art fosters creativity and individuality.

**Puzzles** – these helps improve a child’s concentration; develop hand/eye coordination; assist in discrimination and matching by shape and colour; and also promotes reading readiness skills.

### **Children get messy at school**

Children and their clothes are washable. We accept that children learn by exploring and their explorations are multi-sensory. We do provide aprons for art activities. However, we also accept that children will get messy during their school day in EYFS. Please support this and be prepared to meet a messy, happy child at the end of their school day.



### **Structured Play at Home will help develop vital Skills:**

There are many simple, fun activities you can do at home which will support your child's learning and development. In our Weekly Learning Overviews, we will make suggestions to support specific learning at home, linked to the learning experiences at school. However, below is a list of some suggestions for everyday structured play at home to engage and stimulate your child.

We will be presenting Parent Workshops during the school year to share more ideas to support your child's learning at home.

#### **Activities to help Gross Motor Skills**

- ✓ Dressing up.
- ✓ Drying self after bath or swimming.
- ✓ Brushing hair.
- ✓ Spreading own bread.
- ✓ Wiping benches.
- ✓ Helping set the table – this is important as it involves counting, sorting and correct placement.
- ✓ Stacking plastic containers.
- ✓ Packing school bag or imaginary holiday bag.
- ✓ Dancing to music.
- ✓ Running, jumping, rolling, climbing.
- ✓ Using play equipment.
- ✓ Using utensils; fork, knife, spoon.

#### **Activities to help Fine Motor Skills**

- ✓ Squeezing – pegs, playdough etc.
- ✓ Buttoning and unbuttoning large buttons, eg. in dressing up.

- ✓ Cutting magazine pictures with scissors.
- ✓ Tracing around shapes.
- ✓ Colouring in between lines, dot-to-dot puzzles, mazes.
- ✓ Threading – eg. making pasta jewellery.
- ✓ Using glue sticks to paste pictures
- ✓ Screwing and unscrewing lids.
- ✓ Sorting activities – shape, size, colour.
- ✓ Placing objects into certain shaped holes develops co-ordination.
- ✓ Climbing frames helps motor planning and risk evaluation.

## The National Curriculum for England

### Development Matters in the Early Years Foundation Stage

All children who enter The British International School, Madinaty at two, three, four or Five years of age follow the curriculum laid down in the EYFS Statutory Framework until the end of FS2. The Foundation Stage is a distinct phase of education that prepares young children to move on to Key Stage 1 of the National Curriculum.

### The Structure of The British Curriculum

Name of Stage	Year Groups	Age of Pupils
Early Years Foundation Stage <i>EYFS</i>	PS, FS1, FS2	2 – 5 yrs
Key Stage One <i>KS1</i>	Y1, Y2	5 – 7 yrs
Key Stage Two <i>KS2</i>	Y3, Y4, Y5, Y6	7 – 11 yrs

The Department for Education, in the UK, sets out Learning Objectives for each area of the curriculum and Levels of Attainment that pupils are expected to achieve at the end of each key stage. Using this guidance our teachers can ensure that their pupils are equipped with the knowledge, skills and understanding necessary to establish a solid foundation on which to build throughout their future school years and beyond.

You can find out more by accessing our school website and the Curriculum Information for each Year Group or visit one of the below recommended sites for a Parents' Guide:

[www.foundationyears.org.uk](http://www.foundationyears.org.uk).



## Areas of Learning and Learning Goals

The Statutory Framework now describes Prime Areas of Learning, Specific Areas of Learning, and their associated Early Learning Goals. The Early Learning Goals describe the knowledge, skills and understanding which children should have acquired by the end of FS2. The curriculum underpins all future learning by addressing these 7 critical areas of learning and development. In addition, it recognises that there are three Characteristics of Effective Learning which play a central role in a child's learning and ability to become an effective learner.

### Prime Areas of Learning

#### Personal, Social and Emotional Development

Children will develop a positive sense of themselves and others.

They will be helped to form positive relationships and develop respect for others.

They will develop good social skills and learn how to manage their feelings.

They will develop an understanding of appropriate behaviour in groups and develop confidence in their own abilities.

#### Physical Development

Children will have opportunities to be active and interactive.

They will develop their coordination, control, and movement.

They will be helped to understand the importance of physical activity and will learn to make healthy choices in relation to food.

#### Communication and Language

Children will be given opportunities to experience a rich language environment.

They will develop confidence and skills in expressing themselves.

They will have opportunities to speak and listen in a range of situations.

### **Specific Areas of Learning**

#### Literacy (Reading and Writing)

Children will be encouraged to link sounds and letters to begin to read and write. They will have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

#### Mathematics

Children will have opportunities to develop and improve their skills in counting, understanding, and using numbers. They will start calculating simple addition and subtraction problems. They will learn to describe shapes, spaces, and measures.

#### Understanding the World

Children will be guided to make sense of their physical world and their community. They will have opportunities to explore, observe and find out about people, places, technology, and the environment. They also develop key skills in problem solving, evaluating, and thinking critically.

#### Expressive Arts and Design

Children will explore and be encouraged to play with a wide range of media and materials. They will be provided with opportunities and encouragement to share their thoughts, ideas, and feelings through a variety of activities in Art, Music, Movement, Dance, Role-play, Design and Technology.

#### Characteristics of Effective Learning

Playing and Exploring – engagement

Active Learning – motivation

Creating & thinking critically - thinking

This information is also available to view/download on our website.

[www.bism-cairo.com](http://www.bism-cairo.com)

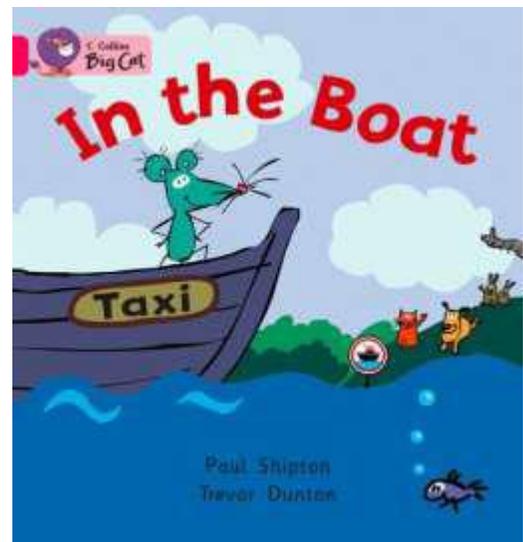
## Beginning to Read in EYFS

The EYFS curriculum prepares young children for becoming readers by developing a wide range of pre-reading skills, habits, and interests. The teaching of reading becomes more formal in FS2 where children learn to link sounds to letters and join these sounds together to form words.

From the very start of the year in FS2 your child will receive picture only books and will also have some texts allocated to them online. They will be taught to 'read' the story using the pictures and you can encourage this at home by talking together about the pictures, trying to predict what is happening. A Parent Workshop will be held in Term One to explain the teaching of Reading and how to read with your child at home.

FS2 children will be tested on their reading ability in the first month of Term One. This will ensure they are placed on the correct reading level for their ability. The Reading books that are sent home should be easily read by the child. The class teacher will provide more challenging books for your child to read during guided reading sessions at school.

Your child will be tested regularly to ensure they are on the correct level for their ability. It is not essential that they read every book in each level before they progress to the next stage in the scheme. Please do not ask the class teacher to move your child to the next level as they will know when your child is ready to do so.



Please remember every child is different and has different abilities. Do not compare your child to other children in the class. Equally, do not compare their reading progress to that of their older siblings. Reading success comes from practise and encouragement, knowledge of vocabulary and focused work developing all the organs (ears, eyes) to be able to link sounds together. The class teacher will inform you of any concerns they have and will readily meet with you to discuss how to help your child make better progress.

Please encourage your child to take care of library books and reading scheme books, keep them in the folders provided and return them to school daily. There is a replacement charge for lost or damaged books.

## **Learning Development Department in EYFS**

We are very privileged at The British International School, Madinaty to have a dedicated member of staff in our Learning Development Department (LDD) working with our pupils specialised in EYFS.

This person is responsible for supporting many children at different points on their learning journey throughout the Early Years Stage, helping them to meet their personal learning goals. It is of great benefit to many children to receive interventions and we encourage parents to embrace any such support as an incredibly positive means of enhancing their child's learning experience.

In the Foundation Stage children may be offered additional support to develop such areas as their Language skills, Phonics skills, Social and Behaviour skills, Gross Motor skills or Fine Motor skills. This support might be provided in the classroom or in a small-group situation outside the classroom. This will enable them to keep pace with the Early Learning objectives and have the best possible start to their education.

The decision as to which children receive Learning Support is dependent on a variety of factors such as class teacher concerns, poor speech-and-language skills, failure to meet the expected EYFS targets or on-going behavioural issues. If your child is selected to receive Learning Support, a note will be sent home to inform you. This may be a short-term intervention to close a gap in your child's learning or may continue for some time. We are always happy to meet parents to discuss their child's Learning Support, but this is not always necessary.

If a child has more specific Learning Difficulties, we may recommend internal screening or an external cognitive assessment to diagnose any specific learning requirements from our SEN team or Educational Psychologist.

We have a school psychologist, qualified to make initial diagnostic assessments, based in the school, and can make referrals for assessments to identify specific required interventions.

If your child does, at any point in his or her learning journey, require the services of our Learning Development team we hope that you will give your full support to enable us to allow all our Early Years pupils to achieve their full learning potential.

## **The Teaching Team for EYFS**

Each class has a qualified class teacher, a specialist in the Foundation Stage Early Years, who is responsible for the day to day class teaching, organisation, and routines. You must contact the class teacher for any questions or concerns. The teacher will be your first point of contact for any issues or concerns regarding your child.

### **Learning Support Assistants (LSAs)**

Each class has an LSA that will work alongside the teacher throughout the school day.

- Pre-school – Each Pre-school class will have two full-time LSAs.
- FS1 – Each FS1 will have two full-time LSAs.
- FS2 – Each FS2 class will have one full-time LSA.

### **What additional (Specialist) classes will my child participate in this year?**

Your child will take part in Arabic, PE, and Music lessons each week.

He/she will also attend Early Years Assemblies. Children will have access to the ICT facilities in their classrooms. Children will take part in regular trips which are arranged to support the curriculum.

### **Outdoor Play Supervision**

Each EYFS classroom has access to a garden area which will be supervised by the teaching team at different times of the day. These are secure, enclosed outdoor learning spaces and activities designed to promote further development and learning according to the curriculum, needs and interests of the children. All EYFS children also have regular access to a specialised learning centres including mud kitchen, water, sand, and bikes. EYFS children also can use the schools' other outdoor areas including the Sports' Courts and larger Astroturf areas.

Outdoor sessions are scheduled every day for all classes and are an essential part of the Continuous Provision of the Early Years Curriculum. These sessions are an extension of the classroom and free play; a balance of teacher-led and child-led activities will take

place in these areas. **Please note we will use the outdoor areas all year round so ensure you send your child dressed for the weather. We will, of course, adjust the schedule should severe weather conditions be experienced.**

## **Measuring Progress in EYFS**

### **Parent Meetings and Reports**

There will be an opportunity to get to know the staff and discuss the curriculum and school expectations **in the beginning of the school year**. Throughout the year there will be regular updates regarding your child's progress. Teaching staff do not formally test EYFS children but instead perform frequent observations, monitoring and reflections about each child's development and progress throughout the school day.

Parent Meetings will be held when parents can discuss the progress of their child with the Class Teacher in Term 1. In Term 2, your child will invite you to attend their Student-Led Parent Conference where they will take responsibility for their learning and show you different activities, they have done in their EYFS class.

Written reports will be issued: end of Term 1 and end of Term 3.

### **Curriculum Overviews**

Our regularly updated Year Group Curriculum Information can be viewed, along with the Weekly Learning Overviews, on the school website. (Please ensure that the school Front Desk have your current email address and that you inform us if it changes).

### **Homework**

Starting in FS2 a Reading Book and Reading Record will be brought home every day. Please ensure that it is maintained in good condition by keeping it dry and clean. Please return it to school inside the plastic folder.

Please make every effort to share the book daily and encourage your child to read to you and discuss the pages in the book. **Please note children in EYFS will not be provided with worksheets to complete at home with exception of some in FS2.**

### **Lost or Damaged Books**

A charge will be made for all lost and damaged books, including email will be sent home to give parents an opportunity to find misplaced items before we ask for payment. We provide one plastic folder per child per year. If your child's plastic Folder becomes damaged or tatty please replace it with one of your own choice.

## توزيع منهج تمهيدي رياض أطفال 2020

<u>الموضوع</u>	<u>الشهر</u>
<p>الترحيب بالأطفال – أدوات المدرسة – الفرق بين الولد والبنت – قيمة الحب – سلوك النظافة</p> <p>الحواس – أجزاء الجسم – الأشكال الهندسية – سلوك النظافة</p> <p>حرف الألف – اللون الأبيض – رقم واحد – سلوك احترام الكبير</p> <p>قصة الأرنب والخس والجزر – قصة الذئب والخراف – نظافة الأسنان</p> <p>المعكوسات – حرف الميم – اللون الأصفر – عدد اثنين – سلوك الأيدي ليست للضرب</p> <p>حرف الباء - العدد ثلاثة – اللون الأخضر – أليف ومفترس – سلوك الكلمات الجميلة التي أنطقها مثل شكرا ، من فضلك – لو سمحت</p>	<u>سبتمبر</u> <u>وأكتوبر</u>
<p>حرف الفاء – اللون الأحمر – ثقيل وخفيف – العدد أربعة - سلوك التسامح</p> <p>حرف النون – العدد خمسة – اللون الأسود – حلو ومالح – سلوك التعامل برفق</p> <p>حرف اللام – الدائرة – حلو وحامض – سلوك آداب الطعام</p> <p>حرف الحاء – اللون البني – الدائرة – سريع وبطء – سلوك الرفق بالحيوان</p>	<u>نوفمبر</u>
<p>حرف الراء – الدائرة – خفيف وثقيل – سلوك آداب الزيارة</p> <p>حرف التاء – المربع – الألوان الأحمر – الأصفر – الأخضر – سلوك الصدق</p> <p>حرف السين – اللون الأزرق – الدائرة والمربع – بعيد وقريب- سلوك الأمانة</p>	<u>ديسمبر</u>

<p>حرف الجيم - حرف الزاي - حرف الدال - حرف القاف - حرف الطاء - حرف الشين رقم 4 - رقم 5 اللون الأصفر - اللون الأزرق سلوكيات ( التعاون ) - ( آداب الطعام ) - ( الصدق )</p>	<p>يناير وفبراير</p>
<p>حرف الذال - حرف العين - حرف الواو - حرف الثاء حرف الخاء - حرف الصاد - حرف الضاد - حرف الكاف رقم 6 - رقم 7 - رقم 8 اللون البنفسجي - اللون البرتقالي سلوكيات ( الرفق بالحيوان ) - ( آداب الزيارة ) - ( الأمانة )</p>	<p>مارس وإبريل</p>
<p>حرف الياء - حرف الهاء - حرف الغين - حرف الظاء رقم 9 - رقم 10 مراجعة الألوان الأساسية سلوكيات ( احترام الاختلاف ) - ( مساعدة الضعيف ) - ( الشجاعة )</p>	<p>مايو ويونيو</p>

خطة توزيع المنهج الترم الاول للمرحلة الاولى لرياض الاطفال لعام 2020-2021

<p>*تهئية وتهنة - قيمة الحب - قواعد الفصل</p> <p>الموضوع الاول ( انا مميز ) - القصة المشتركة ( ارنب مميز فعلا ) - الاشكال الهندسية ( الدائرة والمربع ) - علوم ( اجزاء الجسم )</p>	<p><u>شهر سبتمبر</u></p>
<p>* الموضوع الاول ( انا مميز ) - حرف الالف - نظافة الاسنان - رقم 1 - اللون الابيض</p> <p>*الاداب ( قصة الايدى ليست للضرب ) - انا مميز حرف الميم *ا لموضوع ( اسرتى ) _ حرف الباء - علوم الاليفة والمفترس * الاداب والتسامح - موضوع اسرتى - حرف التاء</p>	<p><u>شهر اكتوبر</u></p>
<p>* الموضوع النون - القصة المشتركة النظارة الصفراء - التعاون * حرف اللام - التعاون - ( اصفر - اخضر ) *عالمى الصغير - حرف الحاء - سريع وبطىء - اللون البنى - دائرة - الرفق بالحيوان * الاداب الاحترام - قصة ( انا مختلف ) - حرف الراء - اللون الاحمر - خفيف وثقيل - المثلث</p>	<p><u>شهر نوفمبر</u></p>
<p>*عالمى الكبير - حرف التاء - الاحمر والاخضر والاصفر - الاداب والاحترام والتقدير - مستطيل *حرف السين - الازرق - الصدق والامانة *مراجعته على حروف ( ل - ح - ر - س - ت ) الاشكال الهندسية والالوان - الاخلاقيات</p>	<p><u>شهر ديسمبر</u></p>

<p>*الموضوع الاول ( الطبيعه )  حرف الجيم - حرف الزاي - حرف الدال -  حرف القاف - حرف الطاء - حرف الشين  اللون البرتقالي والاحضر والازرق والاسود  والابيض  البيئة الساحلية  وسائل المواصلات</p>	<p>شهر يناير وفبراير</p>
<p>*حرف الذال - حرف العين - حرف الواو -  حرف الثاء - حرف الخاء - حرف الصاد -  حرف الضاد  *اللون الابيض والاصفر والاحمر والاسود  والاخضر والبنى  *الحواس - الاشكال الهندسية  *بيئة الحيوانات</p>	<p>شهر مارس وابريل</p>
<p>*حرف الكاف - حرف الياء - حرف الهاء -  حرف الغين  *اللون الاخضر والاحمر والاصفر والازرق  *الاشكال الهندسية المستطيل  *الصدق والامانه</p>	<p>شهر مايو</p>
<p>*حرف الطاء  *مراجعته على الحروف ( ل - ح - ر - س  - ت )  الاشكال الهندسية والالوان - الاخلاقيات</p>	<p>شهر يونيه</p>

## توزيع منهج روضة ثاني الترم الاول 2020

<u>الموضوع</u>	<u>الشهر</u>
<p>انا مميز :الترحيب بالاطفال – من اكون يتعرف الطفل علي اصحابه واسم مدرسته واسم معلمته يتعرف علي حرف الالف بالفتحة والكسرة والضمة يتعرف علي كلمات حرف الالف وكتابته منفرد ومشبوك يتعرف علي حرف الميم وذكر كلمات تبدأ بالحرف – يتعرف علي كتابه الحرف بالحركات الثلاثة تكوين كلمة ام</p>	<p><u>سبتمبر</u> <u>وأكتوبر</u></p>
<p>أسرتي :انا مسئول – حرف الباء- النظافة والنظام – نظافة الاسنان- حرف الفاء وتكوين كلمات ( اب – فم ) حرف النون يتعرف علي كتابته منفرد ومشبوك وكتابته بالفتحة والكسرة والضمة وتكوين كلمة ( انف ) صحتي واسرتي : التعاون يتعرف علي مفهوم التعاون - حرف اللام - يتعرف علي الاتجاهات يسار ويمين – امام وخلف يتعرف علي الحروف الراء والتاء وتكوين كلمات يتعرف علي الحروف الجيم والسين بالفتحة والكسرة والضمة وتكوين كلمات</p>	<p><u>نوفمبر</u></p>
<p>يتعرف علي حرف الطاء والكلمات التي تبدأ به وطريقة كتابة الحرف يتعرف علي حرف الكاف وطريقة كتابته والكلمات التي تبدأ به يتعرف علي حرف الشين والذال والكلمات التي تبدأ بالحرف وطريقة كتابة الحرف بالحركات الثلاثة</p>	<p><u>ديسمبر</u></p>

<u>الموضوع</u>	<u>الشهر</u>
<p>حرف الثاء - حرف الخاء - حرف الصاد - حرف الضاد - حرف الكاف - حرف القاف يتعرف علي الحروف ا بالفتحة والكسرة والضممة تكوين كلمات من الحروف التعرف علي حيوانات المزرعة الطعام الصحي</p>	<p><u>يناير</u> <u>وفبراير</u></p>
<p>حرف الياء - حرف الدال حرف الذال - حرف الظاء - حرف الغين - حرف الهاء الاشكال الهندسية - وسائل المواصلات - التعاون يتعرف علي مفهوم التعاون - يتعرف علي الاتجاهات يسار ويمين - امام وخلف يتعرف علي الحروف بالفتحة والكسرة والضممة وتكوين كلمات</p>	<p><u>مارس</u> <u>وابريل</u></p>
<p>حرف الجيم - حرف الزاي - حرف العين - حرف الواو - حرف الطاء - حرف الشين التواصل - الالوان (احمر - اخضر - اصفر - اسود - ابيض ) يتعرف علي الحروف بالفتحة والكسرة والضممة تكوين كلمات يقرأ جملاً بسيطة - يدمج كلمات بسيطة من ملاحظة صور</p>	<p><u>مايو</u> <u>ويونيه</u></p>

# PROCEDURES

## Timings and Attendance

### Pre-School Timings

Pre-school starts at 7:50am and continues until 1:30pm. Late sign in will be registered from 8:05am. Parents can drop Pre-school children near to the Pre-School classroom outside door. Pre-school children who remain in school can be signed out by parents at 2:30pm from the drop off door ONLY . **Please note there is no flexible sign in and sign out times for children in EYFS. If your child is not signed out between 1:30 - 1:45pm they will then remain in school until the later sign out at 2:30pm on the school field. No collection will be permitted between 1:45-2:30pm.**

Pre-School	
7:50-8:05	Arrival and sign in
8:00 – 8:30	Breakfast and Register
8:30 – 13:00	7 Areas of play-based learning Outdoor learning Specialist lessons; PE, Music, Arabic According to your daily timetable
13:00 – 13:30	Quiet time
13:30 - 13:45	Pre-school sign out
13:45 – 14:15	Stories and play activities
14:30 – 14:45	Sign out

### FS1 and FS2 Timings

School opens at 7:30am for FS1 and FS2. Late sign in will be recorded for any children dropped off at school after 7:50am. Please note the school gates will not be open before this time and for safety reasons children will not be permitted access to school grounds. Children can be dropped at the outside entrance to their classroom ( this is accessed by walking around the outside area of the school, signs will be in place) and will be greeted by their Learning Support Assistants in the year group. After the whole school briefing, class teachers will arrive. Bus matrons will bring children to the sports hall when the buses arrive to school. Collection of children will take place at 2:30pm from the same door you dropped your child off at in the morning. **Please note there will not be early or flexible sign out throughout the day for EYFS classes.**

FS1 and FS2	
7:30 – 7:50	Arrival and sign in
7:50 – 8:00	Register and welcome
8:00 – 8:30	Phonics, Communication and Language Development
8:30 – 14:15	7 Areas of learning Lunch Outdoor learning Specialist lessons; PE, Music, Arabic, Library book change, ICT activities According to the class daily timetable
14:15 – 14:30	Tidy up and sign up

## Early Morning

As the school is expanding its student population, we are putting in place the following changes to the pick-up and drop off arrangements in the morning and at the end of the school

**We are asking all parents to drop their child off and not enter the school buildings.** In exceptional circumstances or by prior appointment you may do so and we ask that you follow the new arrangements below:

We will be asking every single approved adult on our school campuses to wear a visible lanyard and badge, not just upon entry to the school but throughout the school day.

**MORNING ALL GATES OPEN:** 7.30am **ALL GATES CLOSE:** 7.50am

**AFTENOON ALL GATES OPEN:** 2.30pm **ALL GATES CLOSE:** 3.00pm

**Pre School: OPEN** 815am **PICK UP** 130pm

## MORNING FLOW

**ENTRY POINT: (Drop your child at the entry point- No parents or visitors allowed on site for the safety of children and staff)**

**PRE SCHOOL GATE 9 All pupils to enter via preschool door**

**EYFS GATE 9 All pupils to enter via rear classroom door**

**YEAR 1 GATE 5 All pupils to enter via walk in gate 5**

**YEAR 2 GATE 5 All pupils to enter via walk in gate 5**

**YEAR 3 GATE 2 All pupils to enter via walk in gate**

**YEAR 4 GATE 2 All pupils to enter via walk in gate**

## AFTERNOON FLOW

### Sign Out points:

PRE SCHOOL GATE 9 All pupils to be collected via preschool door

1. EYFS GATE 9 All pupils to be collected via classroom door

**YEAR 1, 2 & 3 PARENTS DRIVE IN THROUGH GATE 4, FOLLOW THE SIGNS FOR THE RELEVANT YEAR GROUP,  
THE TEACHER WILL BRING YOUR CHILD TO THE CAR, YOU EXIT AT GATE 3.**

**YEAR 4 & 5 GATE 2**

**(All year 1 -5 pupils will be at the exit gates waiting for parent collection).**

All pupils will be supported by LSA's and teachers to follow the directions to their class using social distancing measures.

Sign out will be monitored by LSA's and teachers, to help support social distancing measures.

Late pupils will be signed in by security and a runner will help them to their class.

Late pickups will stay in the shade with security and a late fee will be charged.

All staff car parks will be locked at 725am and re -opened at 315pm once all pupils have left the premises. This is for the safety of our pupils.

### **Absence, Lateness, Early Sign Out and Unauthorised Sign Outs**

Regular attendance at school is essential for your child's progress, development, and well-being. Repeated absence will be recorded and managed by the school administration team and could result in further communication from the Senior Leadership Team. Lateness has an impact on children's learning. All late students will need to be accompanied to the Front Desk (Main School Reception Area) so their attendance can be registered before they will be collected and escorted to their class by a member of school staff. No parents will be allowed to accompany their child to the class, as this will disrupt the learning and routines of others. Repeated lateness will be recorded and tracked by our school administration team. Children with persistent lateness will be dealt with according to the school Attendance Policy including a late note in the Communication Book and may result in a meeting with the School Leadership Team. Any children not collected by 3pm will be brought to Front Desk where they will wait with a member of staff. Please note a late pick up fee may be charged.

Any requests for Early Sign Out must be authorised by BISM Reception team by telephone call or a note in your child's Communication Book. **Please note the school does not accept changes to collection or pick schedules or times via bus matrons or unauthorised persons known to the child. Any unauthorised changes may result in a charge and cause distress to your child.**

### **Authorised Collections**

No child will be allowed to leave the school with anyone other than a designated parent or carer for that child. **All designated carers must display the school ID before they will be allowed to sign out their child. This will be checked by the Class Teacher or Learning Support Assistant. Failure to provide your parent / carer ID will result in you being prevented to take the child without prior calls and clarification.** Any requests for other persons to collect your child must be notified in advance to the Front Desk Administration Team before 12noon. In such cases a 'delegation' document will be prepared, including the I.D of the delegated person and the class teacher will be informed.

### **What should I do if my child is absent from school?**

Children should not attend school if they are ill. Please make alternative arrangements and keep them at home until they are well. If you must keep your child at home due to illness please send an explanatory note or medical certificate when he or she returns to school. **Contagious infections (including head lice), vomiting, diarrhoea and high fevers** require absence from school. (For 1- or 2-days absence a parent letter is acceptable. For

3 days or more a doctor's note is required). Please see Medical Arrangements Section for more information.

It is strongly recommended that you do not ever take your child out of school during term time but if this is unavoidable (e.g. serious family matters, essential family travel) please notify us in advance. ***Parents are advised that any absence can be very detrimental to a child's academic progress and are urged to make every effort to ensure that their child does not miss any school days unnecessarily.***

## School Uniform Guidelines

All children **must** wear the BISM school uniform, purchased from the uniform shop. All items of clothing must be clearly labelled with your child's name and class.

### BISM Approved School Uniform



#### FS1-Y2 Uniform



Polo Shirt

Boys & Girls



Boys Shorts



Girls Skorts



PE T-shirt

Boys & Girls



PE Melton Shorts

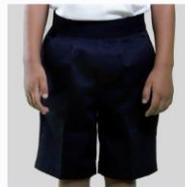
Boys & Girls

## PS Uniform



Polo Shirt

Boys & Girls



Boys Shorts



Girls Skorts



PE T-shirt

Boys & Girls



PE Melton Shorts

Boys & Girls



## Health and Hygiene Guidelines

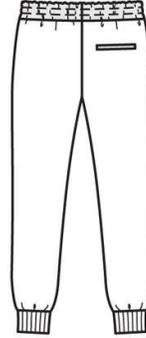
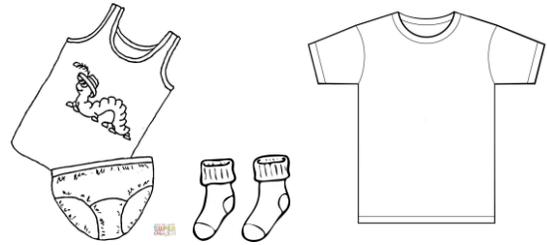
### Toilet training, Wetting and Soiling

Your child needs to be fully toilet trained prior to entering Pre-School, FS1 or FS2. Nappies and pampers are not permitted in school or on transportation. If this is found not to be the case, you will be asked to withdraw your child for 2 weeks until they are toilet trained. It is essential that you provide your child's class teacher with a complete change of clothes in a labelled bag which will be kept at school.

## Items to include in the clothing change bag:

- underwear (vest and pants)
- socks
- t-shirt
- pullover (jumper)
- trousers/tracksuit trousers/leggings
- a small cotton towel

*Please make sure all items are labelled with your child's name. If we find this has not been done, we will write their name on the item with a permanent marker.*



These clothes do not need to be school uniform but must be weather appropriate. **Pre-school children should have two full sets of clothes.**

If these spare clothes are used, they must be replaced as soon as possible.

We accept that 'toilet accidents – wetting and soiling' can happen; especially in the first few weeks of school. In these circumstances the Pre-school, FS1 and FS2 staff (with the assistance of nannies) will do their best to clean your child and change their clothes in accordance with BISM Intimate Care Policy. If your child proves to be uncooperative it may be necessary to involve the school doctor in this task or to call you in to assist. If this occurs because your child is thought to be sick the school doctor will telephone you, expecting you to pick up your child immediately, as per our school Medical procedure.

### **How can I avoid losing my child's property?**

Please clearly label ALL clothing with your child's name and current class. Please also label all possessions such as water flasks and lunch boxes. This will help us quickly return lost items to their owners. Lost items will be sent to 'Lost & Found' which is located behind the Front Desk. Parents can arrange to reclaim such lost belongings by contacting the school Reception. Please do not ask teaching staff or Teaching Assistants to do this for you.

## Stationery and Supplies Guidelines

### What does my child need to bring to school each day?

- You must send your child to school each day with the following **stationery items in a pencil case** with their name on it:
  - ✓ Glue stick (not liquid glue)
  - ✓ Whiteboard marker pen (blue or green)
  - ✓ Pencil (HB)
  - ✓ Eraser
  - ✓ Colouring pencils (thick if possible)
- **Spare clothes** - Please send a change of clothes (including underwear & footwear) and a small towel in a named plastic bag to keep at school in case of accidents (see previous page) and replace them if they are sent home wet or dirty. We accept that accidents happen. Additionally, children are involved in messy activities daily and aprons are an effective but not 100% mess-proof solution.  
*N.B All children attending Pre-School class are expected to be fully toilet trained. We cannot accept children wearing nappies (diapers) as we do not have the facilities or staff for hygienic changing.*
- **Food and drink**
  - An early morning **snack/breakfast** (packed in a separate, easily accessible container). This must be a healthy snack.
  - A **healthy lunch** (packed in a sturdy, clearly named lunch box which is easy to open and close) - nutritious food, such as sandwiches, fruit, vegetables, cereals, cheese, plain biscuits, yoghurt drink or juice.  
+ An additional afternoon snack if you wish - as above



As part of our duty to ensure the safety, health, and nutrition of all children at school we **DO NOT PERMIT**:

- ❖ sweets or chewing gum
- ❖ chocolates (including chocolate-flavoured milk, chocolate spread etc)
- ❖ fizzy drinks or drinks in glass bottles
- ❖ food purchased from fast food outlets (burgers, French fries etc)
- ❖ potato crisps or similar fried packet snacks

However, from time to time as part of a class or school celebration event, we may relax these rules and allow certain items into school (such as chocolate biscuits or potato crisps) as a treat. You will be notified in writing of any such occasions.

- A **water** drinking bottle with a nozzle to drink from.  
Please try to provide a flask with a strap, so that it can be hung up.



(During hot weather children should bring plenty of water each day.) Water may be re-filled up again from the school water dispensers.

- Hand-wipes/hand-gel (optional) - to maintain good health & hygiene children need to wash their hands frequently during the day. Wet wipes make this quick and easy for them. We do not allow children to share these for health and hygiene reasons.
- Small pack of tissues.
- A **school bag** large enough to hold their breakfast and lunch and other essential items. This must be clearly labelled with your child's name and class. If we find this has not been done, we will write their name on the item with a permanent marker.

### **What items should *NOT* be brought to school?**

1. Jewellery except for stud earrings and hair accessories (crowns).
2. Stickers (only teachers' reward stickers will be worn on school uniform).
3. Toy guns, knives, swords, or other items which encourage aggressive behaviour (including Superhero action figures) unless requested by the teacher as part of a costume/special topic.
4. Toy items or metal spinning tops (e.g. Fidget Spinners) that could cause injury.

5. Expensive toys, mobile phones, tablet devices, smart watches, or other electronic devices.
6. Sweets and chocolates.

### **Birthdays and Celebrations**

You are welcome to send along individual cupcakes, muffins, or cookies to share with classmates. Due to health and safety concerns we cannot allow large cakes which require knives, candles and matches!

Sweets, gifts, and decorations are not allowed. We are happy to distribute party invitations but please do not ask the teacher to do so unless you are inviting the whole class. **Please do not send gifts or party bags to the class to be distributed. Any gifts will be politely refused and sent back home.**



*Please contact the class teacher to arrange the day and time for celebrating your child's birthday in the class.*

*We do not allow siblings or friends from other classes to join in with this event during school time. Additionally, we do not allow parents or family members to attend in class.*

## School Transportation

It is the responsibility of parents to arrange to drop off and pick up children.

Bus transport is available to and from school. A schedule of routes and fares is available from the Transportation Office.

Children must be at the bus stop at the designated time. **Buses will wait for a maximum of two minutes. If a child is not there the bus will leave without the child.**

Young children must be met at the bus stop by a responsible adult. If a responsible adult is not at the bus stop the child will be returned to school and it is the responsibility of the parents to arrange collection.

***Any change of travel arrangements must be notified to the school, by telephone, before 12 noon.***

***It will also be appreciated if you can inform the class teacher by writing a note in the communication book – please ensure that your note is written on the correct, dated page so that we do not miss this vital information.***

***(it is not appropriate to expect the bus matron to pass on this information).***

### Behaviour on School Buses

Orderly conduct on school transport is essential both for the safety of the students and for the good reputation of the school. We always expect a high standard of behaviour and politeness .

For travel between home and school, the school assigns a supervisor to each bus and it is their responsibility to ensure that all students behave in a sensible manner.

The bus supervisor will assign a seat to each student. Students must remain seated, wearing the seat belt for the duration of the journey. Eating on the bus is forbidden, though your child may drink water. Your child is always expected to sit quietly and obey the instructions of the bus matron and teaching staff. For safety reasons, students must not lie across the seats or open windows without permission. Should any student misbehave in any way, the incident will be reported, in writing, to the school by the bus supervisor as described in the School Bus Policy.

### What if I have a Complaint about School Buses?

Please contact the school Transportation Manager.

## Contacting the School – Who to talk to?

01022230013/14/15/16

Please contact the school with any inquiries or to pass on information regarding your child:



### TRANSPORTATION MANAGER

Questions about buses, transportation or change of address

### MEDICAL CLINIC

To speak to the doctor about pupil illness or injury

### REGISTRAR'S OFFICE

Questions about the admission process

Change of any personal information

### FRONT DESK/RECEPTION

General enquiries.

## Performances, Events and Trips

### CONCERTS, PRODUCTIONS and PARENT ASSEMBLIES

All EYFS children will participate in at least one concert, production, or parent event within the school year. These are another essential part of their learning and their school experience.

- FS2 will perform a production and end of year Graduation Ceremony.
- FS1 will perform a concert.
- Pre-school will take part in a parent event.

### Audience Rules

Members of the audience are expected to abide by a set of rules when attending concerts, productions, or assemblies in order for these occasions to be enjoyed by everyone. These are:

- Please arrive on time: performances will start promptly as scheduled on the invitation. Late-arrivers will be asked to wait for an appropriate interval before being allowed to enter the hall to avoid disruption to the performance. Please cooperate fully with our staff who are responsible for managing the entry doors.
- Please switch all devices to silent. Please do not make/answer any calls inside the hall during the performance.
- Please always remain in your seat .
- Be aware due to the sound or content of some performances, we may request that Infants are not allowed to attend. Strollers should be kept in the side aisles only. Young children/infants will be your own responsibility in the school. They must

remain seated/on your lap. If they become unsettled and cause a distraction to the performance in any way you may be asked to take them out of the hall.

### **Important notes:**

- Members of the audience are **NOT PERMITTED** to take photos or videos during the performances (except for Parent Assemblies). Please cooperate fully with our staff who are responsible for managing “front of house” audience supervision.
- Siblings from other classes **cannot be withdrawn/signed out** to attend as an audience member on the day of the performance. Wherever possible, siblings will be able to attend during school hours to watch the Technical or Dress Rehearsals (only if the content of the performance is age-appropriate).

### **SCHOOL TRIPS POLICY**

A school trip includes any organised activity where pupils leave the normal school site. Each trip location will have been investigated and assessed for risks before the trip can proceed. We encourage you to send your child on these trips as they are planned to extend the learning experiences with activities not possible in school. The trips are considered as an essential part of your child’s learning.

### **AIMS**

- To broaden the curriculum beyond the boundaries of the school.
- To give ALL students the opportunity to experience cultural, environment, historical and sporting places, and events.
- To foster an enquiring mind and a spirit of wonder about the outside world.
- To encourage students to explore their own local community and beyond.
- To make trips enjoyable for both students and staff.

**What Parents need to do about trips** – Communication with parents/guardians includes a letter with an indication of the trip’s aims and how it intends to benefit pupils. It will also indicate clearly what the cost will be for the trip, and have a return slip attached for parental approval/ permission. Parents must give permission for children to attend trips/activities. A child may not go out of school without prior permission from a parent or guardian. Parents will be notified as to what they need to provide, e.g. pocket money, packed lunch etc. On all trips parents have the responsibility of ensuring that their child is following the school dress code, preparing their child for participation and accepting that a child who is a risk to the health and safety of either him/herself or others may be sent home early.

# Policies

## **BISM INTIMATE CARE POLICY**

All our team are committed to ensuring the following best practices are implemented and adhered too.

1. Children are encouraged and praised to be independent when using the toilet and washing their hands.
2. When assisting children with dressing, undressing, cleaning, and washing all members of staff should communicate with children first to help them understand how they will help them.
3. When dealing with body fluids, staff will ensure water is used to clean first and then only clean skin using tissue with gentle care and support to avoid any irritation. **No direct touch is permitted without tissue.**
4. All affected clothes will be bagged and sent home with a note from the class teacher in the child's communication diary.
5. Children are always cared for with gentle care and support.
6. Safe practices are maintained with regards to storing and use of cleaning products and hygiene in all toilet areas.

### **Parent Health and Self Care Policy**

As parents you can support your child's Health and Self Care development by;

- Encouraging them to be independent in dressing and undressing their clothes and underwear.
- Give children confidence to tell adults when they need the toilet.
- Encourage children to ask for assistance and communicate with adults when they need help washing, cleaning, or dressing.
- Helping your child at home to understand and gain bladder control to recognise the need for the toilet themselves.
- Teach your child the importance of hygiene; how to wash and dry themselves after the toilet and how to wash and dry their hands.
- To respect the toilet areas and the people who help them by placing all tissues in the waste bins.

## BISM MEDICAL POLICY

The school employs a female doctor in the medical clinic on site. Additionally, on our teaching team we have fully qualified Emergency First Responders in every department.



### **What happens if my child is sick?**

If a child is unwell or injured, they will be taken to the clinic by a member of staff.

From FS2 children can be sent to the clinic with a medical note from the teacher for minor issues (e.g. to receive a medication, a requested temperature check etc.)

All visits to the clinic are recorded in the medical log and a note will be sent home to inform you of any minor incidents which have been dealt with by the doctor.

The school doctor will contact you and request that you collect your child from school if she or he becomes too unwell to take part in lessons.

**Any child with a temperature over 38 degrees must be collected by a parent and taken home.**

**Any child identified with head lice (insects or eggs) will be immediately placed in isolation in the School Clinic and must be immediately collected by a parent.**

In cases of serious injury parents will be contacted immediately.

PLEASE MAKE SURE THAT YOU KEEP US INFORMED OF ANY CHANGES TO YOUR TELEPHONE NUMBERS.

PARENTS SHOULD ENSURE THAT THEY ALWAYS HAVE THEIR PHONES SWITCHED ON IN CASE THE SCHOOL NEEDS TO CONTACT THEM IN AN EMERGENCY.

### **CHILDREN ON MEDICATION**

If your child needs to take any medication at school, it must be clearly labelled with name, dosage, and the times at which it should be administered. This information should also be written in the Communication Book. It should be handed to the class teacher on arrival at school and will only be administered by the doctor or designated Emergency First Responder.

### **What should I do if my child is sick?**

If your child is sick, we insist that you keep them at home until they are well enough to come back to school. Please use your common sense in deciding whether to send your child to school. Ask yourself the following questions:

- Is your child well enough to do ALL the activities of the school day? If not, keep your child at home.
- Does your child have a condition that could be passed on to other children or school staff? If so, keep your child at home.
- Would you take the day off work if you had this condition? If so, keep your child at home.

It is important to inform the school if your child is going to be absent. On the first day of your child's illness, please telephone the school to tell them that your child will be staying at home. The school may ask about the nature of the illness and how long you expect the absence to last. If it becomes clear that your child will be away for longer than expected, please phone the school again to explain this.

A medical note will be required for prolonged absences (more than three days).

If your child returns to school having been absent due to sickness for longer than two days, the school doctor will examine them to ensure they are well enough to return to class. If your child is found to be sick you will be expected to return to school to collect them immediately.

### **Can my child miss any lessons due to illness?**

Your child may be excused from Swimming or P.E lessons due to an existing medical condition but only with an official doctor's note. This note must clearly explain the condition, the reasons for recommending your child does not participate in the activity and must also state the duration of the doctor's excusal notice.

No other excuses will be accepted for missing P.E. or Swimming lessons at school. P.E. and Swimming are essential curriculum lessons at BISM.

### **CHILDREN WITH INFECTIOUS DISEASES**

If your child develops a common childhood disease it is important to keep them at home until they are well enough to return to school. Many of these infectious diseases are contagious so it is important that you **DO NOT SEND** your child to school. Please call the Front Desk staff if your child develops any of these infectious illnesses so that the teacher can be informed to monitor the health of the rest of the class more closely. Please read the following recommendations for how long your child should remain at home for each illness mentioned and do follow your doctor's advice.

- Chickenpox – until all spots have crusted over
- German Measles or Measles – four days from the onset of the rash
- Hand, Foot and Mouth – Until the lesions are dry and healing.
- Impetigo – until all lesions are dry, crusted and healing
- Scarlet Fever – 24 hours after starting antibiotics
- Slapped cheek/fifth disease – children can return once rash has developed
- Pink eye/Conjunctivitis – please keep your child off until the infection has completely cleared up
- Shingles – keep at home if the rash cannot be covered or is weeping your child will feel very unwell and tired.
- Meningitis – keep at home until fully recovered
- Diarrhoea and vomiting – keep at home for at least 48 hours after the last incident
- Flu – keep child at home until fully recovered
- Head lice – child can return to school once the treatment has been administered

### **CHILDREN WITH ALLERGIES AND MEDICAL CONDITIONS**

If your child suffers from any allergies or other medical conditions, please inform the Class Teacher at the beginning of the school year. Remember to update the class teacher if this situation changes at all. Some medical conditions may require us to create an Individual Medical Plan to ensure correct procedures are involved and that all staff are aware of your child's specific needs.

## BISM BUS POLICY

### Bus Behaviour Policy

If a child receives a bus behaviour complaint the class teacher and senior leaders will be informed by email from the Transportation Manager who keeps a log of all incidents and actions.

### Bus Behaviour Policy

1. All students to behave in a sensible manner always whilst travelling on the bus.
2. The bus supervisor will assign a seat to each child.
3. All students will remain seated, wearing the seat belt for the duration of the journey.
4. Students must cooperate with the supervisor, driver, and adults on the bus.
5. Students must keep their hands to themselves, use polite language ensuring kind actions and words whilst travelling on the bus.
6. For safety reasons, students must not exit the bus unless instructed by the supervisor.
7. Students must be clear of the bus rules when riding the bus and follow them always.
8. Any misbehaviour will be reported and could result in temporary or permanent removal from bus.

- 1- على جميع الطلبة القيام بتصرفات عقلانية خلال ركوب الباص .
- 2- تقوم مشرفة الباص بتحديد مكان لكل طالب
- 3- على جميع الطلبة الإلتزام بأماكنهم و ربط الاحزمة خلال سير الباص.
- 4- يجب على الطلبة التعاون مع مشرفة الباص ، السائق و أى شخص بالغ فى الباص.
- 5- على الطلبة عدم إستخدام أيديهم، إستخدام لغه و تصرفات مهذبة خلال ركوب الباص.
- 6- لأسباب تتعلق بالسلامة غير مسموح للطلبة بالنزول من الباص مالم تقم المشرفة بطلب ذلك منهم.
- 7- يجب أن تكون تعليمات الواجب إتباعها خلال ركوب الباص واضحة للطلبة و عليهم الإلتزام بها دائماً.
- 8- سيتم الإبلاغ عن أى سلوك مخالف و قد ينتج عنه منع الطالب مؤقتاً أو نهائياً من ركوب الباص.

## Child Bus Rules

1. I will always use my best behaviour on the bus.
2. I listen to the bus matron and driver following their instructions quickly.
3. I will stay in my seat always with my seatbelt on.
4. I use kind words with everyone on the bus.
5. I keep my hands to myself and use kind actions with everyone on the bus.
6. I only leave or enter the bus, when asked by an adult.
7. I understand if I ignore these rules, I may not ride the bus.

- 1- سوف ألتزم بأفضل سلوك خلال ركوب الباص.
- 2- سوف أستمع و أتبع فورا تعليمات مشرفة الباص و السائق.
- 3- سوف ألتزم بمكانى فى الباص مع ربط الحزام.
- 4- سوف ألتزم بإستخدام كلمات مهذبة مع كل من فى الباص.
- 5- سوف ألتزم بعدم إستخدام يدى و التعامل بلطف مع كل من فى الباص.
- 6- لن أقوم بركوب أو الخروج من الباص مالم يتم توجيهى من شخص مسئول.
- 7- أتفهم أن فى حالة عدم إلتزامى بالتعليمات سيتم منعى من ركوب الباص.

### **Disciplinary procedure for misbehaviour on school transport (to and from school)**

#### First incident

The Transportation Manager will notify the class teacher of the incident. The class teacher will speak to the child and remind them of how to behave. They will send a behaviour note home in the communication Book. A copy of the note will be placed in the students file.

#### Second incident

The Team Leader will speak to the child and remind them of how to behave. A second behaviour note will be sent to the parents reminding them of bus behaviour expectations. A copy of the note will be placed in the students file.

#### Third incident

Parents will be requested to attend a meeting with the Deputy Head and/or Head of School.

#### Fourth incident

The Principal will issue a standard letter to parents, withdrawing the student from school transport for 5 school days. A copy of the letter will be placed in the students file.

Any further incident will cause the student to be withdrawn from school transport for the rest of the term and may result in a permanent ban.

Should a student be involved in a profoundly serious incident on a school bus, they may have school transport withdrawn permanently.

For travel between pick up points and school or on a school trip, the same high standards of behaviour are expected. Misbehaviour on the bus will attract the same sanctions as misbehaviour in lessons. Dangerous behaviour, or behaviour likely to have an adverse effect on the school's reputation, could result in a ban from attending school trips or events that require transportation.

# BISM BEHAVIOUR POLICY

## Developing Awareness of Appropriate Behaviour in EYFS

*'Good behaviour leads to good learning'*

We expect a high standard of behaviour from children in the Early Years Foundation Stage.

This means that children must learn how to behave in a way that demonstrates respect, care and consideration for self, others, and our environment.

We emphasise and encourage positive behaviour through our Positive Behaviours 4 Learning scheme, praise, encouragement, and rewards. However, some rules are necessary for the children's safety and well-being, and for the good of the school community. Once these rules are understood, it is expected that they will be adhered to.

Anti-social behaviour cannot be tolerated and is dealt with through a system of sanctions. Persistent offences will result in the class teacher requesting a meeting with parents since we feel it is vital that school and home support each other.

In the Foundation Stage we have a simple set of **Golden Rules** by which we operate and generally we find that when children understand and follow the Golden Rules, they enjoy their time at school. Parents are requested to discuss these rules with their children and reinforce them at home.

### **Positive Behaviours 4 Learning – Golden Rules**

#### ***Respectful***

*We are gentle, we do not hurt others.*

*We are good friends; we do not hit each other.*

*We are kind & helpful; we do not hurt anybody's feelings.*

*We play well, we do not spoil each other's games.*

*We listen to people; we do not interrupt.*

*We use polite manners.*

#### ***Responsible***

*We are honest, we do not cover up the truth.*

*We work hard, we do not waste time.*

*We follow all adults' instructions; we do not ignore adults.*

*We look after property; we do not waste or damage things.*

#### ***Leader and Learner***

*We are brave and confident to try again, we learn from our mistakes.*

*We like challenge, we take risks.*

*We make decisions, we think about how we can make things better.*

*We love learning, we are willing to try new things.*

*We are adventurous, we enjoy exploring.*

Our Golden Rules are referred to frequently (in a way a child can easily understand e.g pictures/photographs) and when talking about expected behaviour or dealing with unacceptable behaviour.

In addition, each teacher establishes a set of simple class rules and boundaries (again clearly displayed) to ensure the smooth running of classroom activities within a cooperative environment. These are.

- Inside voices
- Walking feet
- Gentle hands
- Put things away tidy up

## **TRACKING BEHAVIOUR**

We use a Rainbow Behaviour Chart system in all EYFS classrooms. All children begin each day on the Sun part of the chart, indicating that every day is a fresh start.

## **REWARDS**

We like to focus rewards on developing intrinsic values rather than through material objects and things. We acknowledge good behaviour, effort, and achievement with:

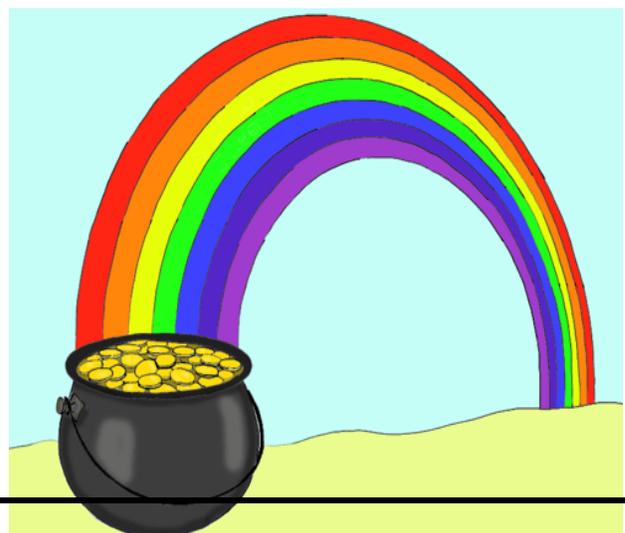
### **TEACHERS' REWARDS**

- Praise
- Recognition from friends
- Name placed on the 'rainbow' or 'pot of gold' on the class behaviour chart
- Star of the week certificate
- Notes to parents
- Hugs and high fives

When appropriate a sticker, certificate or play based activity treat.

### **TEAM LEADER'S REWARDS**

- visit to/from Team Leader's and praise
- Special stickers



- Team Leader Class awards
- DEPUTY HEAD'S REWARDS
- Praise in Deputy Head's office
  - Deputy Head Award special sticker
  - Deputy Head Class awards

HEAD TEACHER'S and PRINCIPAL'S REWARDS

- Visit to office for recognition and praise
- Stickers
- Head Teacher's Award
- Principal's Award

Gems Jewels of respect and kindness

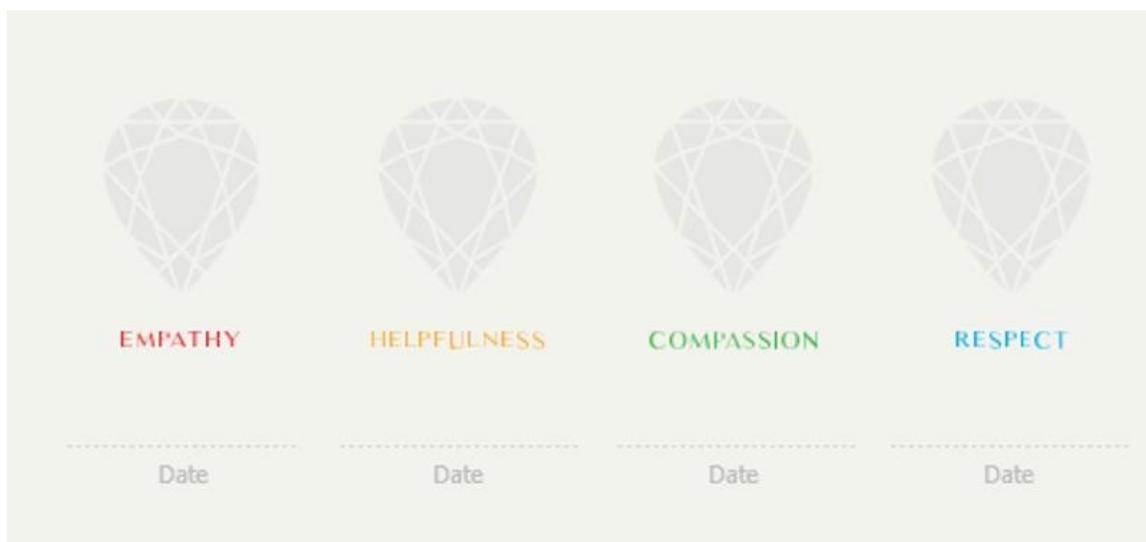
COLLECT YOUR JEWELS OF KINDNESS & RESPECT STICKERS

At GEMS we care about Values Education and seek to encourage our students to grow and develop their personal and interpersonal qualities.

We also value our partnership with parents: children learn best when there is close collaboration between home and school on similar core values.

Therefore, we have developed GEMS Jewels of Kindness & Respect as a means of encouraging all of our students to think about being Kind

(Respectful, Empathetic, Helpful and Compassionate are all kind qualities) to parents, grandparents and siblings at home.



It's very easy for students to receive recognition for kindness at home, examples being:

- Do chores (wash the dishes, help clear plates after a meal etc)
- Care for animals and pets
- Be happy and positive – spread some cheer
- Make a family kindness jar
- Help recycle

Collect stickers as often as you complete GEMS Jewels of Kindness & Respect – the more you do for your family, the more opportunity you will have to earn stickers for special recognition.

Ask your parents to send a message to the school explaining what you did, ideally with a picture, to receive a sticker.

## SANCTIONS

Children must understand that there will also be consequences when their behaviour breaks. During this time, the teaching team will provide the child with a calming space and environment to reflect on their behaviour. Teachers will talk to the child and help them understand what behaviour was inappropriate and how they can change it and/or manage it better. Teaching staff will persist in calm voices and tones ensuring children are approached respectfully.

### TEACHERS' SANCTIONS

- Verbal reminders and warnings – focus on what positive behaviour wish to see from child
- Name moved to the 'cloud' on the behaviour chart
- Movement of child's space
- Reflection time (supervised in calm space). This is an opportunity to have feedback from the teacher about expected behaviour. Following this reflection time the child will be given a chance to make better choices and return to the activity from which they were removed.
- Teacher to arrange meeting with parent about repeated behaviour concerns

### TEAM LEADER'S SANCTIONS

- Removed from class to another classroom with another adult
- Visiting team leader to discuss repeated behaviour and reflection time
- Team Leader arrange meeting with parents to discuss concerns

### DEPUTY HEAD'S SANCTIONS

- Reflection time with Deputy Head to reflect on behaviour and reminder of Positive Behaviour for Learning
- Meeting with Parents
- Referral to School psychologist for assessment and interventions
- Behaviour Report

#### HEAD TEACHER'S and PRINCIPAL'S SANCTIONS

- Further Parents meeting
- Inability to respond positively to the sanctions of the school may lead to short term and/or permanent exclusion, at the discretion of the Principal and Directors, in line with Ministry Regulations.

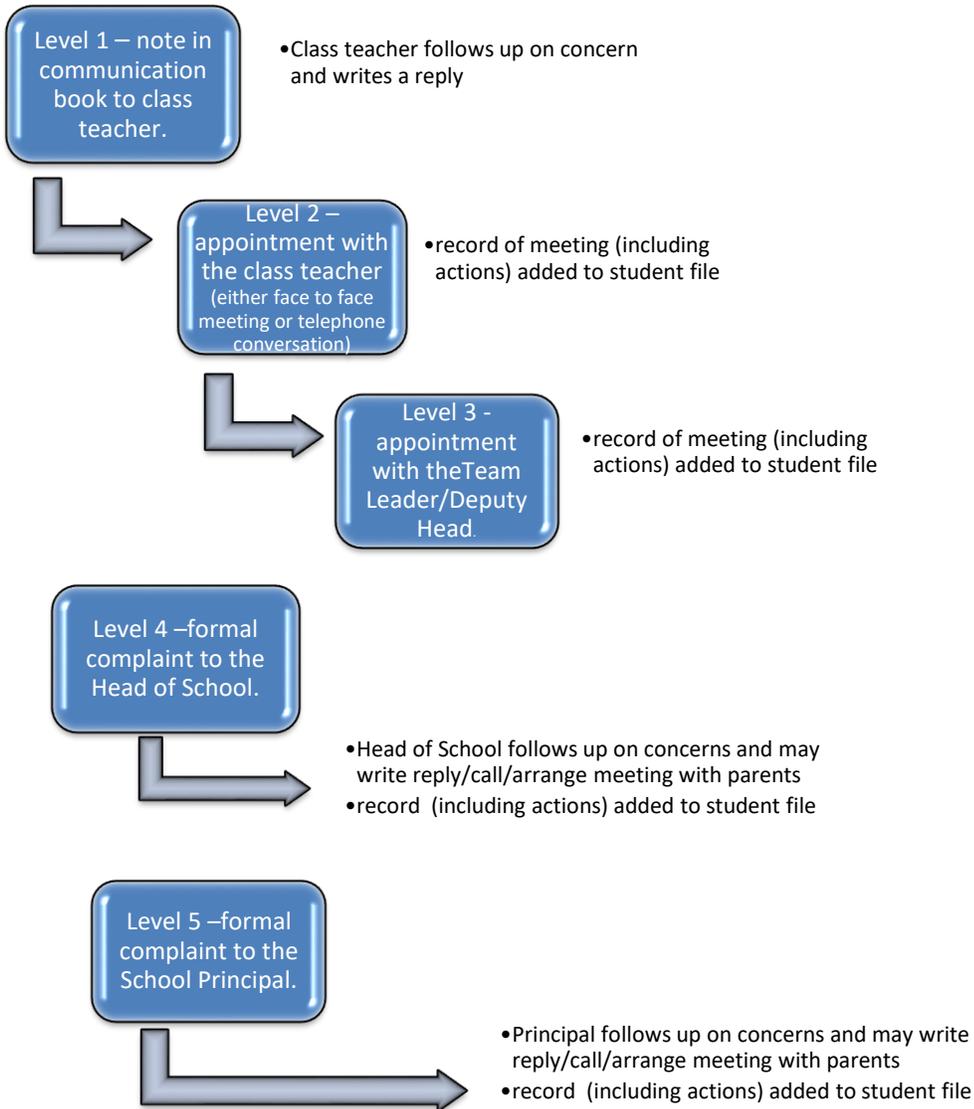
**PARENTS AND TEACHERS WORKING TOGETHER TOWARDS THE SAME GOALS CAN DO MUCH TO BUILD CHILDREN'S SELF-ESTEEM AND MAKE THEIR LIVES HAPPIER AND MORE FULFILLED.**

**THANK YOU FOR YOUR SUPPORT.**

# BISM COMPLAINTS and CONCERNS POLICY

## Summary of the policy:

The British International School Madinaty's complaints policy includes five levels of complaints procedure and guidance: -



## **Procedure for handling concerns and complaints at The British International School Madinaty.**

Each level offers the opportunity for concerns and complaints to be resolved as quickly as possible.

### **Level 1**

Parents or guardians should in the first instance write a note to the class teacher in the communication book. It is best to resolve issues at this point.

#### Guidance on level 1

- Complaints should initially be dealt with via the Communication Book if appropriate.
- Class teachers should write a response the same day as receiving a complaint. If further investigation is required, then the class teacher will inform the parents of this. A more detailed reply must then be given in a day or two once all the facts have been gathered.
- If the complaint is about a specialist teacher or an incident that occurred during a specialist lesson, then that teacher should write in the Communication Book.
- Complaints received via bus supervisors will be handled by the Transportation Manager. If a complaint is stated verbally to TAs, the parents will be asked to write to the class teacher.

### **Level 2**

If the complaint cannot be resolved via the Communication Book, then an appointment must be set with the parent. This applies to both class teachers and specialist teachers.

#### Guidance on level 2

- The class teacher should set an appointment to discuss the complaint as quickly as possible.
- It is important that the parents realise that the class teachers are busy, and it may not be possible to arrange an immediate appointment. Teachers should not meet with parents who arrive at reception and ask for an immediate appointment.
- Appointments will be arranged at a convenient time via the Communication Book or Front desk telephone call.
- Telephone conversations or face to face meetings with parents will be recorded (written record).
- The record of the call or meeting will be shown to the Deputy Head/ Assistant Head of Stage and then placed in the child's file.

### **Level 3**

Parents or guardians who are unsatisfied with the result of their meeting with the class or specialist teacher should ask for an appointment with the appropriate Team Leader/Head of Department or Deputy Head.

#### Guidance on level 3

- It is always best to resolve issues informally at the earliest possible time. Again, meetings must be arranged at a time convenient to staff involved. A record of the meeting will be shown to the Head of School and filed.

An issue that cannot be resolved by the informal levels 1-3 can now become an official complaint. Parents have the option of following Levels 4 a or b. In consideration of future home/school relationships everyone concerned will need to negotiate an agreement and concentrate on finding a resolution to the issue. If a resolution cannot be found, the parents will be given the option of removing their child from school.

#### **Level 4**

If the parent or guardian remains unsatisfied after meeting with both the class teacher and Team Leader or Deputy Head, they can make a formal complaint to the Head of School.

#### **Level 4a A formal written complaint**

Parents or guardians must write an official letter of complaint to the Head of School.

The letter must clearly state the issues that have been previously discussed during levels 1-3.

The letter must also state why they consider the complaint unresolved.

The Head of School will acknowledge the complaint immediately, will review previous meetings/actions and decide on next actions. The parents will receive a reply within one week of receiving the letter and if deemed necessary, will be invited to make an appointment for a meeting.

#### **Level 4b A meeting with the Head of School**

- Parents must request an appointment with the Head of School in writing or by calling the school Front Desk. Parents must clearly state the issues that have previously been discussed during levels 1 – 3 and must also state why they feel the matter is still unresolved.
- The Head of School will consider the appointment and decide if a meeting should be held.

#### **Level 5**

If the parent or guardian remains unsatisfied after meeting with the Head of School, they can continue the formal complaint process to the Principal of the School.

#### **Level 5a A formal written complaint**

Parents or guardians must write an official letter of complaint to the Principal.

The letter must clearly state the issues that have been previously discussed during levels 1-4.

The letter must also state why they consider the complaint still unresolved.

The Principal will acknowledge the complaint immediately, will review previous meetings/actions and decide on next actions. The parents will receive a reply within one week of receiving the letter and if deemed necessary, will be invited to make an appointment for a meeting.

### **Level 5b A meeting with the Principal**

- Parents must request an appointment with the Principal in writing or by calling the school Front Desk. Parents must clearly state the issues that have previously been discussed during levels 1 – 4 and must also state why they feel the matter is still unresolved.
- The Principal will consider the appointment and decide if a meeting should be held.

### **Complaints or concerns specifically about the Head of School or Principal**

The decisions that the Head of School or Principal makes as a result of a level 4 or 5 complaint does not become a formal complaint about any teacher involved. Only the Head of School or Principal can decide to take further disciplinary action concerning the actions of a member of staff. Such matters are completely confidential and will not be discussed with parents.

If the complaint is about the Head of School or Principal and cannot be resolved, then the Director of Schools may need to be involved.

### **Exemptions to the above complaint procedure**

If the parent has a serious complaint such as allegations of abuse, assault, or neglect then they can move straight to a level 3 or 4 complaint. Any complaints concerning the conduct of school staff will be handled in accordance with the school's internal disciplinary procedures. The details of such an investigation will remain confidential.

### **Racial Equality & Equal Opportunities**

All staff and children have an equal right to work and learn at the British International School Madinaty, regardless of their age, gender, race, religion. Complaints made by parents or guardians relating to any of these issues will be disregarded.