

EYFS Parent Handbook

2024-25

“ The most important gifts you can give your child are a **quality education** and the **values** that will guide them through life ”

Sunny Varkey

EYFS Parent Handbook

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SCHOOL CONTACT DETAILS

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Dear Parents,

This booklet and the information contained within 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, 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 the 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.

Ms. Karen McBride

Deputy Head of Primary (EYFS)

THE BRITISH INTERNATIONAL SCHOOL, MADINATY

OUR MISSION

We want BISM to be the school of choice for staff, students and parents.

A place where everyone feels *secure, valued, accepted and able to grow by learning.*

Immersed in an inclusive culture that encourages us all to *think innovatively* as global citizens.

We will work as a family to achieve both *academic and emotional and social excellence*, with our students at the heart of all we do.

OUR VISION

Be YOU.

Inspire Others.

Seek Challenges.

Make a Positive Change.

Our guiding statements



PURSUING EXCELLENCE

IN ADDITION TO ACHIEVING ACADEMIC SUCCESS, WE ENCOURAGE STUDENTS TO COMMIT TO FINDING A DEEPER LEVEL PURPOSE THAT TRANSFORMS SOCIETY IN A MEANINGFUL WAY.

As a school we will:

- Provide all our students with a highly dynamic, progressive and personalised learning programme.
- Provide consistency of curriculum and learning between different classes in any year group with appropriate vertical articulation and through providing appropriate overall information on the academic performance of the school.
- Provide appropriate support and challenge for all students in identifying their interests and talents.
- Provide extensive communication to parents about overall and specific curriculum planning, learning objectives and appropriate feedback on individual student progress, whilst concurrently ensuring that a “listening culture” permeates all that we do.



LEADING THROUGH INNOVATION

WE BELIEVE THAT CONSTANTLY EVOLVING TECHNIQUES IN TEACHING AND LEARNING LEADS TO SUSTAINED INTELLECTUAL GROWTH IN OUR STUDENTS.

As a school we will:

- Provide access to the most innovative teaching and learning approaches, especially in 'STEAM'.
- Provide the appropriate educational tools and use the latest technology available to support learning, including the highest standards of remote learning or blended learning provision as necessary through both synchronous and asynchronous online educational provision.
- Provide enhanced communications with parents through a virtual learning environment and using other appropriate applications.
- Provide engagement for students and staff a range of innovation challenges and developments ensuring that they develop the appropriate 21st century skills and are part of a career-focused school, as well as providing innovative extra-curricular activities utilizing the latest digital strategies.



Global Citizenship

Through the GEMS Education experience, we help our students develop educated local and global perspectives.

As a school we will:

- Provide access to a wide range of global perspectives as part of the learning and teaching process
- Provide access to a wide range of local opportunities in Egypt as part of the learning and teaching process so all children appreciate the heritage of Egypt and engage with the local community
- Provide a wide range of extra-curricular activities and trips, which enhance the interest of children and meet the learning objectives of the curriculum
- Provide a range of age-appropriate community engagement activities to promote social responsibility throughout the school.



Growing by Learning

By developing each student's individuality, we can discover each child's true potential for growth.

As a school we will:

- Provide all students with positive support, encouragement and challenge during the learning process and appropriate additional support as necessary
- Provide teachers, who are role-models for fostering a love of learning throughout the school
- Provide innovation and interactive education using appropriate technology to encourage students to deepen their understanding
- Provide the teaching of life skills and moral values such as how to connect with yourself, be open-minded to new ideas, and how to cope with the challenges of life.

Our Jewels of Kindness



RESPECT

As a school we will:

- Provide clear guidance which ensures that all members of our school community are treated with mutual respect ensuring courtesy, confidentiality and equality of esteem
- Provide a respectful working relationship for teachers, and between administration and parents
- Provide an appropriate staff professional development plan and opportunities for all staff, teachers, Learning Support Assistants etc.
- Provide formative and supportive feedback and praise to all students and parents on how they can make enhanced progress in a collaborative manner, whilst seeking to address parent and student concerns as swiftly as possible.



EMPATHY

As a school we will:

- Provide our students with the learning opportunities to understand the different needs and perspectives of others
- Provide our teachers with the appropriate professional development and training to support all our students
- Provide our teachers with appropriate documentation and support inside and outside the classroom to support the needs of all our students
- Provide our students with appropriate assemblies, activities, trips and learning objectives to understand different situations.



COMPASSION

As a school we will:

- Provide our students with personalized support and celebrate achievements and successes to build confident global citizens
- Provide an appropriate personal and social education curriculum with emphasis on the importance of compassion as a human trait
- Provide our students with real life stories about compassion and facilitate opportunities for our students to be

compassionate both inside and outside of school

- Provide our students with appropriate rewards and encouragement, including public praise, for acting in a compassionate manner at all time.



HELPFULNESS

As a school we will:

- Provide you with all appropriate information regarding the learning progress of your child and ensure that you are kept fully informed of all- important developments
- Provide and ensure appropriate support is given by teachers to children (and parents) to understand difficult topics
- Provide understanding and acceptance that each child is different with different cultures, capabilities and potential and help them in keeping in mind all these things
- Provide an understanding that relationships are the most important aspect of the educational process for our students to develop and learn.

Welcome to Early Years Foundation Stage (EYFS)

The EYFS stage consists of three-year groups; Pre-school, FS1 and 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. We believe that the outdoor environment is crucial to enabling children to problem solve, engage in messy play and develop gross motor skills through teamwork and large-scale exploration opportunities. 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 and Matters 2021
- Day to day routines
- BISM procedures & policies

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 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 outcomes through an active child centred approach, 'Learning by Doing'. At this age – **play IS a child's work**. We encourage your child to support their development in Early Years by encouraging them to learn and understand vocabulary through fun games and activities.

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.

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 (9 – 12 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 young children to answer. It may help if you narrow down the question to “What story did you hear today?”, “What was your favourite part of the day?”, or “What was the most interesting thing you did at school?”. Your child’s Learning Story will be communicated to you by the teaching team for each child in their class on a regular basis via our online Learning Journal.

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

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

- How children 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. You are provided with a Learning Journal account, for communication with your teacher. Email and phone calls can also always be used.

As stated in the Communication Policy **teachers are unable 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 and VLE 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 standards.

- 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).**

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 the '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 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.

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 Early Years framework 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. 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 link - [EYFS Learning through Play Information.docx](#)

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	2.4 – 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.

www.education.gov.uk/publications

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 two LSAs (Learning Support Assistants) that will work alongside the teacher throughout the school day.

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

Your child will take part in Arabic and PE.

He/she will also attend Early Years Assemblies. Children will have access to the ICT facilities in their classrooms and the ICT suite. 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.

Outdoor sessions are available 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.**

Learning and Development in EYFS

We are very privileged at The British International School, Madinaty, to have dedicated members of staff who are specialised at working with our pupils specialised in EYFS.

Our EYFS department is responsible for supporting all 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 personalised learning 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.

If a child has a specific Learning Difficulties, we may recommend internal screening or external assessments 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.

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 at **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. These observations are noted in your child's Learning Journal, to which you have access to online at all times.

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 on the VLE. (Please ensure that the school Front Desk have your current email address and that you inform us if it changes).

Lost or Damaged Books

A charge will be made for all lost and damaged books, including Communication Books and Reading Record Books. A note 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.

PROCEDURES

Timings and Attendance

Preschool:

Morning drop-off (from 7:30am-Gates close promptly at 8:15)

- Parents enter **GATE 9**, go up the **stairs**, turn left through the small gate into **pre-school garden**. Drop off your child at the door to the classroom.

Afternoon pick up at 2:45-3:15pm

- Parents enter **GATE 9**, go up the **stairs**, turn left through the small gate into **pre-school garden**. Drop off your child at the door to the classroom.

FS1 - FS2

Morning Drop off timings:

- Students can be dropped off at gate 9 from 7.30 am - gates closed 8:15.
- All students are expected to be in class by 7.50 am ready for registration.
- **Any student that arrives after 8:15 am will be marked late.**
- **Students who arrive late more than 3 times in a month will be called in to meet with the Head of School and Social Specialist.**

End of Day Pick up timings:

- Students should be picked up at 3 pm.
- All gates will be closed at 3.20pm.

If you will be dropping off/picking up your child(ren) to/from school, please abide by the following rule:

- **All parents/care givers must wear their lanyard (Parent ID) while on the school premises.**

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.

PS Uniform



Polo Shirt

Boys & Girls



Boys Shorts



Girls Skorts



PE T-shirt

Boys & Girls



PE Melton Shorts

Boys & Girls

FS1-Y2 Uniform



Polo Shirt

Boys & Girls



Boys Shorts

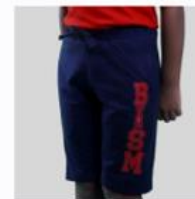


Girls Skorts



PE T-shirt

Boys & Girls



PE Melton Shorts

Boys & Girls

Health and Hygiene Guidelines

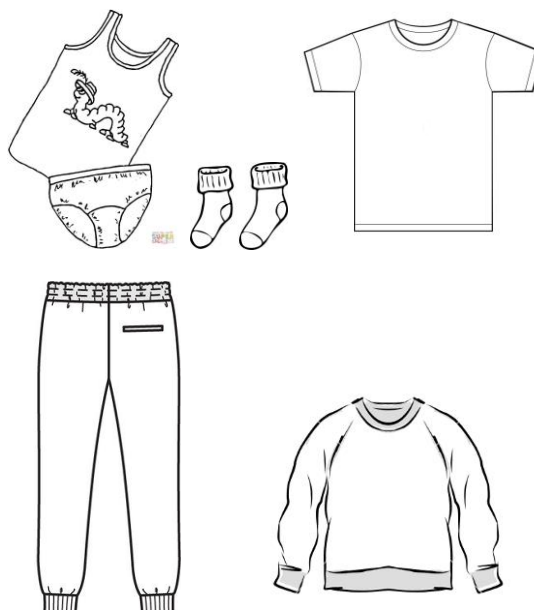
Toilet training, Wetting and Soiling

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 (see link at the end of this handbook). 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 near 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?

- **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

Popcorn may be brought in – **at own risk**, as it could be a choking hazard. Grapes must be halved, for a similar reason.

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
- ❖ **Nuts due to allergies**

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.



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.

PERFORMANCES, EVENTS AND TRIPS

CONCERTS, PRODUCTIONS and PARENT ASSEMBLIES

All children will participate in at least one Concert, Production or Assembly within the school year. These are another essential part of their learning and their school experience.

EVENTS

During the school year, parents or other family members are invited into school and into the classroom to participate in events. At some of these events we may need to limit numbers to ensure the safe management of numbers of visitors in areas of the school.

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.



POLICIES

BISM Educational Visits Policy – [BISM Trips Policy.docx](#)

BISM Intimate care policy – [BISM Intimate care policy.docx](#)

BISM Medical policy -[BISM Medical Policy.docx](#)

BISM Behaviour Policy – [EYFS Behaviour Policy.docx](#)

BISM Complaints & Concerns policy – [BISM Complaints & Concerns Policy.docx](#)