



GEMS

British International School
Madinaty

Lower Secondary School

Parent Handbook

2022-2023

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

Sunny Varkey

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School contact details

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Welcome to the Secondary Section of The British International School Madinaty

Dear Students and Parents,

This booklet, and the information it contains, is designed to ensure that your child has every opportunity to make a smooth transition from Primary to Secondary education. It acts as a guide to how the school operates during Key Stage 3 (Years 6, 7 and 8) and how your child can benefit from the high-quality British education we offer.

In this handbook you will find lots of useful information, ranging from the timings of the school day to who to contact if you have a need to discuss a particular issue. Please take the time to read through this and discuss it with your child. Look after this booklet as you may need to refer to it at various times during your child's time with us!

You have chosen The British International School because of our particular model of education, taught through the medium of the English Language. To ensure that your child is able to benefit from their opportunities here, we insist that only English is spoken in school (The obvious exceptions will be when students are speaking to an Arabic teacher or speaking the target language in French.) 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 depend upon the partnership between school and home to work towards our shared goal of fluency and accuracy in English. This is a highly desirable life skill which should also lead to easy comprehension of examination questions and the ability to answer in good English as the Examination Boards demand. In this way, students should achieve their true academic potential in the British examinations.

We at The British International School Madinaty regularly review and update our procedures and methods to ensure every child attains the best they can. 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.

Dr. Samantha Daisley
Head of Secondary

Our Vision and Mission

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.**

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

We will work as a family to achieve both **academic, 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 Values



CARE

I respect the needs of my stakeholders. I will ensure they feel listened to and cared for.

GEMS EDUCATION | OUR VALUES



EXCELLENCE

I dream big, setting ambitious goals, aiming to be the best at what I do.



ONE TEAM

I am a team player. I work with the bigger picture in mind. I put the team's needs ahead of my own.

Our values are at the heart of everything we do...



ALWAYS LEARNING

My open minded curiosity fuels my love for learning. I ask questions & listen so that I continuously learn & improve.

Our Jewels of Kindness

			
Empathy	Helpfulness	Compassion	Respect



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.

School Calendar 2022-2023



GEMS Egypt British International Schools Academic calendar 2022/2023

Aug 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Feb 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Sep 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Mar 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jun 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Jan 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jul 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Important Dates	
ELT return to school	Sunday 14 th August
New Staff arrival	Wednesday 17 th August
All staff return to school	Sunday 21 st August
Provisional Results day for:	
Cambridge AL/AS	Thursday 11 th August
Cambridge IGSC/OL	Thursday 18 th August
Edexcel IAL/IAS	Thursday 18 th August
Edexcel IGSE	Thursday 25 th August
Term 1	
New Parent Orientation Day	Monday 12 th September
Meet the teacher Day	Tuesday 13 th September Wednesday 14 th September
Start of term 1	Sunday 18 th September
Armed Forces PH	Thursday, 6 th October
Prophet Mohamed's Birthday PH	Sunday 8 th October
Mid-term break	9 th & 10 th October
Term 1 ends	Thursday 15 th December
Winter Break	18 th December 2022 to 8 th January 2023
Coptic Christmas PH	Saturday 7 th January 2023
Term 2	
Start of term 2	Sunday 8 th January
Revolution Day PH	Thursday 26 th January
Mid-term break	26 th February to 2 nd March
Ramadan begins	Thursday 23 rd March
Term 2 ends	Thursday 13 th April
Spring break	16 th to 20 th April
Eastern Easter PH	Sunday 16 th April
Sham El Nessim PH	Monday 17 th April
Eid El Fitr PH	21 st to 23 rd April
Term 3	
Start of term 3	Monday 24 th April
Sinai Liberation Day	Thursday 27 th April
Labor Day	Thursday 4 th May
Term 3 ends	Monday 26 th June
Eid Al Adha PH	27 th to 29 th June

	Start & End of term dates
	School Holidays
	Public Holidays (PH)
	Holy month of Ramadan
	New Parents Orientation Day
	Meet the teacher Day
	Provisional Results day for IGSE/AL
	Staff only days

The School Day, Attendance and Punctuality

Secondary School Timings

Registration 07:45- 08:00 - Students must arrive at school before 07:45 in order to be punctual for registration, during which they will perform the national anthem.

Students entering their form room after 07:50 are marked late in the register.

The school day

Registration	7:45 am – 8:00 am
Period 1	8:00 am – 8:45 am
Period 2	8:45 am – 9:30 am
Break	9:30 am – 9:50 1m
Period 3	9:50 am – 10:35 am
Period 4	10:35 am – 11:20 am
Period 5	11:20 am – 12:05 pm
Lunch	12:05 pm – 12:45 pm
Period 6	12:45 pm – 1:30 pm
Period 7	1:30 pm – 2:15 pm
Period 8	2:15 pm – 3:00 pm

Attendance

Full attendance whether this is by virtual learning or physically attending school is vitally important so that your child can benefit fully from their time at school. It is the student's responsibility to make up for lost time and to catch up with missed work. All lessons and work should be available on phoenix classroom. Parents should avoid making holiday arrangements during term time as this will undoubtedly have a negative effect on their child's progress.

Please do not assume that because examinations are completed that the school year is finished. A lot of preparatory work begins for the next academic year immediately after the end of year examinations. This is especially important at the end of year 8 when students will be starting work immediately for the IGCSE examination courses.

Parents are asked to inform the school, by phone, on the first day of absence. Failing this, the school will contact parents on the second day of absence. On their return to school, the student must bring a note of explanation, written in the student diary.

Please note that it is a Ministry of Education requirement that all students must attend 85% of all lessons in order to be accepted for entry to public examinations.

In our view, if a student miss 15% or more of their education, they will have serious problems catching up with work missed. Although the lesson content is available on phoenix classroom the actual lesson cannot be repeated, and there is no substitute for being present when the teacher introduces the work. Participating in discussions and contributing to question-and-answer sessions are an essential part of learning. Clearly, if a child is ill, they must stay at home but this is generally a rare occurrence.

Punctuality

As we all know, punctuality is extremely important in a large organisation. Students need to learn self-discipline and how to organise their time efficiently. These are essential skills for later life and for the world of work. In the modern world, poor timekeeping suggests a casual, irresponsible attitude to work and usually results in lost pay. In school it also signals a lack of respect for teachers and students whose work is disrupted by students arriving late. We want our students to build a good reputation for their serious approach to their education and develop habits which they will continue to benefit from in later life.

Students can enter the school through gate 2 from 07:30. Students will go directly to their form room. Registration starts at 07:45 and students who arrive after 07:50 will be marked late and sanctions may be applied. The Ministry of Education requires all students with Egyptian or dual nationality to attend the playing of the National Anthem at the beginning of the school day and so this will be done during registration every day at 07:55.

If a student is exceptionally late and misses registration when key information is issued for the day, this is more serious. Lessons begin at 08:00 and students arriving after this time must be signed in at reception. The Assistant Head will then be made aware each week of students who have arrived to school late. If a student is late three times after 07:50, sanctions will be imposed. It is important that parents support the school in this and arrange transport to ensure that students arrive in school on time.

Essential Classroom Equipment

STUDENT DIARY	4GB flash drive
Scientific calculator	Pens
Protractor	Pencils
Set Square	Ruler
Compass	Rubber
Pencil Sharpener	Colours
Pencil case	Pair of small, in-ear headphones for ICT
Glue	Scissors

Students must bring a full set of essential equipment every day. Lost or damaged items must be replaced promptly to avoid causing problems in lessons. The work of a whole group can be adversely affected if a student is without the item required for a particular activity.

The pencil case is vital to keep the equipment together and to keep it clean and in good condition. Good personal organisation is important in school where students have to pack up quickly to move on to the next lesson. It is also a signal that a student values their belongings and knows how important it is to be self-reliant and well-prepared.

Before School and at Break and Lunchtime - Where should I be?

The next page is addressed to students and tells them where they should be when they are in school.

Where should I be?

During the school day, the school is responsible for your safety and, so that the staff can fulfil their responsibilities, we need to know where you are at all times of the day. Your timetable tells you exactly where you will be during normal lesson times but where should you be at other times? The following timetable explains exactly where you should be at these other times of the day.

Arriving at school

Students should arrive in school, properly dressed in the correct school uniform. Before school, no Secondary students should be in the building unless using the toilets on the ground floor.

07.30 – 07.45 students should enter through gate 2 and go directly to their form.

07.45 – 08.00 Students attend morning registration.

Lunch time

Students are allocated a position either on the field or in the Quad Area

NB. Some areas are 'out of bounds' i.e. forbidden to students. These include:

- the Swimming Pool, unless accompanied by staff for a lesson
- the area behind the stages in hall
- the car parks
- the Primary corridors
- the reception seating area.

Secondary students should not be inside the building unless they are using the toilets or they have been instructed to keep an appointment with a teacher.

During lesson times, all students should be in classrooms unless they have permission from their teacher.

When moving around the school, students must walk on the left side and only use the Secondary corridors and stairs.

At the end of the school day, students should leave the site promptly and calmly, still properly dressed in our school uniform. The area around the school is often congested with traffic and parked cars so students must behave sensibly. Acting in a safe and responsible manner and taking care of younger students will contribute to the good reputation of the school.

Absence

We are requesting that parents either email, call reception or send a message via phoenix classroom to explain the reason their child is absent from school.

Homework

Homework is an essential part of the Secondary curriculum. Students need a quiet place to work with a chair and table but without distractions such as mobile phones, TV, loud music or the internet. Of course, use of the internet is sometimes expected for homework but parents must monitor this carefully to make sure that students are on task. Parents can see the homework set by checking the phoenix classroom along with the date it is due. They can then help students to plan their time and check that homework is done, ensuring that deadlines are met. Concerns about homework can be raised through phoenix classroom or by sending an email to the tutor or subject teacher.

Our Positive Achievement Strategy

Rationale

- We all thrive on recognition of our efforts and praise for our successes. Students need this, even more than adults, to motivate them to continue to work hard and conform to our expectations. Of course, the praise must be for a specific reason and the student must feel it is well earned, otherwise it has no value.
- We know that recognising and rewarding small successes motivates students to work hard. The converse is also true; if we fail to recognise students doing the right thing, they become demotivated.
- Our school community needs a calm, orderly environment to be able to function effectively. We need clear, unambiguous rules, focused on supporting effective teaching and learning.
- The majority of students will follow the rules and behave responsibly. Some who usually behave well will occasionally push the limits, as part of growing up and need to be redirected. A small minority of students may deliberately choose not to conform to our rules.

We intend to focus on applying positive discipline strategies and spend our energy on this rather than on the negatives.

Aims

Rewards should be accessible to all students. Small rewards should be available in every lesson and can lead to greater incentives. We aim to:

- Reward small successes with tangible praise.
- Reward the 'silent majority' who regularly do the right thing.
- Reward good work.
- Reward great or improved effort.
- Reward a willingness to help others.
- Provide incentives to sustain the desired behavior.

Outcomes

We will know the strategy is effective when:

- students know that doing the right thing will be recognized
- more teacher time is spent in positive and productive conversation with students
- students enjoy their success and are motivated to work hard
- teachers deal with troublesome behavior in a calm, non-confrontational way
- students accept the rules and react appropriately when warnings are given
- poor behavior in any classroom, earns the same response and punishment.

Clear expectations

We expect, insist upon and recognise good behaviour. Individual subject teachers will use class time, at the beginning of the academic year, creating class agreements with each teaching group. These discussions should illustrate the links between good organisation, good behaviour and effective learning as well as the responsibilities that each individual has when part of a class or smaller group. Students should be asked about what could go wrong and how that might affect the progress of the group so that they know why sanctions are applied.

Tutors must spend time in discussion with their tutees, going through the rules which apply outside the classroom, identifying why they exist and the consequences if students break them.

We are adopting the slogan BE THE BEST YOU CAN BE as part of emphasising positive achievement. Students will be reminded about our expectations of their behaviour by posters around the school and inside classrooms. Samples of the style and wording are shown below. Our aim is to encourage students to behave in a way that makes them proud of themselves and helps us to run the school efficiently and effectively.

BE THE BEST YOU CAN BE

In the classroom:

- Arrive on time
- Be clean and tidy
- Bring essential equipment
- Listen actively
- Work hard
- Speak only in English
- Respect others

In a Test/Exam:

- Bring all your equipment
- Line up calmly and quietly
- Sit where you are told
- Listen to instructions
- Do not ask for help
- Raise your hand for attention
- Speak only in English
- Respect others

In the corridor:

- Walk on the left
- Move quickly and quietly
- Do not stop to chat
- Line up sensibly
- Speak only in English
- Respect others

At the Kiosk:

- Form a queue
- Wait your turn
- Speak politely
- Say please and thank you
- No food or drink orders after the whistle

In the Quad Area:

- No running
- No shouting
- No play fighting
- Move on the whistle
- Speak only in English
- Respect others
- Put your litter in the bin

On the Field:

- No food or drink
- Play fair
- No dangerous play
- Do not exclude others
- Move on the whistle
- Speak only in English
- Respect others

On the Basketball

Courts:

- No food or drink
- Play fair
- No dangerous play
- Do not exclude others
- Move on the whistle
- Speak only in English
- Respect others

Rewarding success

Teachers will have their own ideas about recognising success. These are likely to include:

- Appropriate verbal praise; praise in front of peers.
- Using work or behaviour as an example for others to follow.
- Positive written comments on work, stickers.
- Student sent to show work to a colleague, tutor, Heads of Faculty, Head of Lower School, Head of Secondary or Principal.
- Using work for display.
- Giving the student a responsibility - class ambassador, monitor etc.
- Invite a member of SLT to see the class at work.
- Points awarded.
- Commendation/Award certificate.
- Greeting and showing visitors around school.
- Representing the school on a public occasion.
- Good comment on end of year report.
- A letter home.

The tangible evidence of our recognition will be points, House Points and prizes. At the end of the year, we also award prizes for 100% attendance.

Secondary Positive Behaviour & Achievement Strategy

Pupils will be expected to:

- conduct themselves around the building in a safe, sensible manner and show regard to others
- arrive on time to lessons, ready to learn with the correct materials and equipment
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- complete all class work and homework in the manner required
- show respect for the working environment
- follow the school rules (e.g. uniform, no chewing, one ball rule etc)
- speak English only inside the school building (apart from Arabic or French lessons).

In the Secondary school at BISM, we follow a points system:

- Positive points are recorded on the phoenix classroom and converted into house points.

Positive points are awarded for things such as:

- Showing an act of kindness
- Showing an act of respect
- Exceptional effort
- Excellent or improved behaviour
- Showing self-learning skills that exceed age level
- Volunteering, e.g., School Council, Parties, Bake Sales...etc.
- For outstanding individual pieces of work or contributions in class
- Won class-based competition

Assessment

As you are aware, in the British education system, we regularly assess students to establish what they have learned and to help teachers to plan future learning opportunities. We train students from Year 6 to prepare well for tests and exams, to bring the correct equipment in a clear plastic bag or pencil case, to be honest and to follow the rules which are the same for all. Sanctions will be applied if the rules are broken.

Assessment will take place in a number of different forms. This may be tests, project-work or an on-going extended piece of writing. Students are assessed using a range of criteria relating to skills, knowledge and understanding in each subject. Students assessments will be following the below levelling system.

	Year Group			
	6	7	8	9
Levels	P6	P6	P6	P6
	P7	P7	P7	P7
	P8	P8	P8	P8
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6
	7	7	7	7
	8	8	8	8
	9	9	9	9

Assessment Level	9	8	7	6	5	4	3	2	1	Primary levels
Descriptor in reference to British National Curriculum Age Related Expectations	Exceptional Performance		Working beyond expected level		Working at expected level		Working towards expected level		Working below expected level	

Teachers will constantly monitor and track students' progress and will intervene where necessary.

An effort grade will also be given as shown in the table below.

Grade	Description
A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory

Mobile Phones

Mobile phones are not allowed in school premises. Parents who need to relay an urgent message to a student should do so by calling reception. Students who need to relay an urgent message to a parent can ask for permission to call home.

Any student seen with the mobile phone will have their phones confiscated and parents will be required to collect them from reception at the end of the next working day.

Extra-Curricular Activities

The Secondary School ECA programme operates after school until 16.00, Mondays and Wednesdays. The students are given a choice of activities. These have previously included football, basketball, cricket, softball, tennis, table-tennis, cooking, jewellery making, painting and mask making. Students select a new activity at the start of each term. The purpose is to broaden their learning experience and have fun but of course punctuality, dress code and commitment are still very important.

The House System

The House System is used in the Secondary School to promote sporting and academic competition and teamwork. There are four houses: ruby, diamond, topaz and emerald

The students are put into a house at the beginning of Year 6 and remain in that house until they leave the school. All the teachers are also allocated a house when they arrive and they help in the selection, coaching and support of teams. House meetings are organised before the various competitions which take place throughout the year. A number of these competitions take place on the school field at lunchtimes and these are great vocal occasions!

House Points are also awarded for academic work, effort, attainment, participation etc. beyond our normal expectations. Individual certificates are awarded each term and at the end of the school year the House with the most house points receives a trophy. There are also trophies for some of the inter-house competitions.

Driving motorised vehicles to school

We understand that there are laws and age requirements governing the licensing of drivers and that none of our students are currently eligible for this. We expect students and families to comply with the law, particularly when the students are in our school uniform.

We have made it clear to students at BISM that it is forbidden to drive a motorised vehicle to or from school or near the school. It is also forbidden to drive anywhere on school business or to drive while wearing our school uniform. The school cannot be associated with law breaking.

If students ignore the school rule and the law, we regret that we will have to suspend their place at The British International School, Madinaty.

If your son or daughter reaches the age of 18 and you wish them to drive to school, please provide us with a photocopy of their valid driving license and a letter from you saying you give them permission to drive and that you take full responsibility for any injury or damage caused by vehicle or driver.

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.

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 their seat belt for the duration of the journey. Students must cooperate with the supervisor, driver and any other adult on the bus, speak politely and avoid shouting or otherwise annoying other passengers. In particular, for safety reasons, students must not lie across the seats or open windows without permission. Litter must be taken home.

Should any student misbehave in any way, the incident will be reported, in writing, to the school by the bus supervisor. Repeated or serious incidents will result in bus privileges being withdrawn on a temporary or permanent basis. Students will be made clear of the terms of using the bus at the beginning of the year.

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

First Incident: The bus supervisor records the incident and sends the report to the transport manager. The report is translated and logged and sent to the Tutor and Principal who will then meet the student. The incident is discussed with the student and a warning is written in the diary to inform parents.

Second Incident: The same process above is repeated with a yellow letter of warning being sent home in the diary to inform parents, a further complaint will result in a ban from the bus. Some further sanctions may be applied by the school to deter a repeat of this behaviour such as a ban from a house competition or school trip.

Third Incident: On receipt of a third complaint, the principal will issue a standard letter to parents, **withdrawing the pupil from school transport for 5 school days**; a copy is sent to the Transport Manager, via reception.

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 very 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.

Bullying

The following is a part of our Anti-bullying policy:

We believe that all forms of bullying among adults or children are anti-social, unacceptable and wrong. We must respond to all instances of bullying. Incidents must be brought out into the open so they can be discussed and strategies agreed to help resolve the problem. If we don't talk about bullying, we support the bullies.

What is Bullying?

Bullying is not the same as 'falling out with friends' or the small frictions which occur as young people mingle. Rather it is targeted, usually repeated, sometimes persistent behaviour intended to hurt someone physically or emotionally. Bullying is about power. Those being bullied feel powerless to stop it.

Children mirror the behaviour they receive. So, to combat bullying we need emotionally literate and aware adults to show children, by example, how to treat each other with respect, tolerance and care.

[After J C Piech 24.03.13]

Bullying can involve race, colour, religion, nationality, gender, special educational needs and can take many forms including:

1. Physical: e.g., hitting, kicking, taking or hiding belongings.
2. Verbal: e.g., name calling, teasing, insulting, writing unkind notes or emails.
3. Emotional: e.g., spreading rumours, excluding from groups, tormenting, staring.
4. A combination of the above: e.g., extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).
5. Cyber bullying e.g., by mobile phone, messaging services, social networks, internet.

Signs of Bullying:

Parents and teachers have a responsibility to investigate signs of distress in pupils as well as responding to reports of bullying. The following types of behaviour may be symptomatic of bullying:

- a) obvious signs of distress such as tearfulness or a constantly miserable expression
- b) an unwillingness to come to school
- c) frequent headaches, stomach aches or complaints of feeling generally unwell
- d) demands for money
- e) physical signs (bruises etc)
- f) isolation from other children
- g) a sudden deterioration in standards of work
- h) a reluctance to leave the classroom at the end of the lessons or at the end of the school day
- i) a tendency to stay close to staff during breaks
- j) damage to student property
- k) uncharacteristic behaviour

Bullies and targets

Any one might be a target for a bully but the characteristics or experience of some children may make it more likely that they will bully or be bullied. Some may be both bully and someone who is bullied. It is important to involve all those involved in an incident when seeking a solution, silent witnesses too.

Potential bullies may:

- display anti-social/poor behaviour, intrusiveness or a tendency to spread gossip
- be arrogant
- be large or small for their age
- be physically stronger
- underachieve
- be targets of bullying by parents/siblings/relatives

Potential targets may:

- lack close friends
- be shy
- have an over-protective family environment
- belong to a minority ethnic group
- have a disability
- have special educational needs
- not speak Arabic

Assertiveness Guidance/Training

We can help potential victims/bullied pupils to develop greater range of skills and responses when caring for themselves. Children can develop the confidence to take control of situations using responses which “de-escalate” conflicts. When bullied pupils use these strategies, they can reduce the risk of future bullying.

Encourage students to talk about bullying.

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Telling an adult can be direct and open or indirect and anonymous. Everyone must realise that not telling supports the bully. There are often several groups involved in an instance of bullying, the target, the bully, the friends of the bully who may take an active part and the silent observers.

Action

We treat all reports of bullying seriously and will involve the target, the bully and the observers in a discussion process to seek a solution which helps avoid future bullying. Where the incidents are persistent or cause serious harm, we will involve parents in the process.

The British International School Uniform

All students are expected to wear the school uniform purchased from the designated shop. Most items will show the BISM logo. Photographs can be seen on the website www.bism-cairo.com. The uniform must be clean, ironed and of a suitable size and length; skirts and skorts must be worn on the waist and reach the knees. Shirts must be tucked in.

If a student cannot wear an item of uniform on a particular day, parents should explain this to the tutor by writing in the diary. Without such a note of explanation, students' risk being sent home. NB. Jeans are never acceptable in school.

No jewellery is permitted except a small pair of earrings and a watch. Long hair should be off the face and tied back if necessary.

Lost and Found

Everyone loses things now and then. When students lose something, they can look for it in the **Lost and Found**. When students find something that belongs to someone else, they can take it to the **Lost and Found**.

Tips

1. Putting your name and form on your jackets, sweaters, and other personal possessions will make it easy to find them and return them to you in case you lose them.
2. Items that you don't need for school, especially valuable ones, are best left at home.

What to do if you lose something

Check for your lost item in the last place you had it. Perhaps it's in the classroom you were just in, so check around your seat and ask the teacher.

If you don't find it, check the **Lost and Found**. Check once right away. If you don't find it there, check again later or in a day or two because somebody might have found it and turned it in. If still not found, inform your form tutor.

Who should parents contact in the secondary school?

- If the matter relates to a particular subject, parents should contact the subject teacher. If the matter remains unresolved, they should then speak to the Faculty Head, Or Head of Lower/Upper School.
- For all other matters, parents should contact the tutor. If this matter remains unresolved, parents should contact The Key Stage Head.

On the rare occasions that the enquiry has still not been satisfactorily answered, parents should be referred to Dr. Samantha Daisley, Head of Secondary.

Home – School Agreement

The aim of our Home-School agreement is to make clear to parent/carers, students and staff that they all have an equal part in developing successful young adults. The success of each student will be built upon a mutual and supportive partnership between home and school.

We ask that you carefully read the agreement below and the behaviour policy with your child.

Pupils are expected to:

- have a positive work ethic and meet all deadlines.
- Enter classes, quietly and with a readiness to work.
- behave correctly to promote a positive image of the school in the community.
- act as a role model to younger students.
- wear the correct school uniform.
- arrive to every lesson fully equipped.
- arrive punctually to registration and lessons.
- Move through the school sensibly and with the minimum amount of noise so as not to disturb other classes.
- be respectful, polite and courteous to all members of the school and community.
- Respect other people's beliefs.
- take responsibility for their actions.
- respect the property of the school and others.
- hand all correspondence to parents on the day of issue (envelopes addressed to parents should not be opened).

- use English (except during Arabic and French lessons) while on the school premises (including the buses) as a means of inclusion.
- ensure that mobile phones are turned off and are not used during the school day.
- never use any device to record or photograph others without their permission.

Parents are expected to:

- read and abide by the Parent handbook
- take responsibility for the attendance and punctuality of their child.
- ensure their child arrives at school fully equipped.
- ensure their child arrives at school wearing the correct uniform and has the correct P.E. kit.
- attend, whenever possible, parents evening and other school events.
- check and sign the student's diary weekly.
- ensure that they are available when there is a request to attend a meeting about their child's behavior or progress.
- ensure all contact details are correct and notify the school if there are any changes.
- encourage and support their child's effort to learn by providing time and space to study.
- encourage their child to complete any homework set punctually.
- make the school aware of any special educational needs their child may have.
- inform school of any concerns or problems that might affect the student's work or behavior.
- support school policies and guidelines for behavior and support the school in enforcing any sanctions that are set.
- encourage the use of English.
- ensure any letter reply slips are filled in a returned prompt

