

# PARENTS' **HANDBOOK**

## 2025-2026 (Junior School)



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## Welcome to Ethos

Dear Parents,

We would like to extend a warm welcome to the new academic year to both our existing parents and those new to the school.

This handbook is designed to provide you with key information about our school routines and expectations. By working in close partnership with you, we can ensure that our shared vision and strategies translate into high levels of achievement and success across all areas of school life. We kindly encourage you to read through this information with your child, as it will help you support their learning journey and ensure a smooth and rewarding school year.

At Ethos, we take great pride in maintaining high standards across all aspects of our provision. Our commitment to excellence is reflected in our culture of continuous improvement. Each year we carefully review and refine our practices, which means that even if you are a returning parent, you may notice some changes in procedures. For this reason, we ask all families to read the handbook thoroughly, regardless of familiarity.

If you need further clarification or have questions about the content of this document, please do not hesitate to reach out. We are here to support you and your child.

We look forward to working in partnership with you to ensure the very best outcomes for every child.



**Sharon Kerlin**  
Head Teacher

## Vision

To be a vibrant educational institution that aspires to develop ethical individuals who are knowledgeable, skillful and with a deep-rooted sense of identity.

## Mission

To be a vibrant, deep-rooted educational institution which empowers minds and builds ethical characters while preserving identity through,

- Offering an engaging curriculum that accounts for different learning styles and creates lifelong learners.
- Attracting and retaining a highly competent workforce, that is highly trained and effectively monitored.
- Creating, maintaining and developing the facilities needed to offer our programme.
- Providing the educational tools required for effectively delivering our curriculum.

## Values

We live and breathe five values that form the basis of everything we do.

- Integrity
- Pursuing Excellence

- Continuous Improvement
- Respect
- Caring

## Anti-Bullying Policy

EIS believes that all pupils have the right to learn in a supportive, caring and safe environment. The school is committed to enforcing the Anti Bullying Policy and takes all necessary measures to ensure that sufficient supervision and monitoring takes place to prevent bullying and to deal with incidents appropriately as they arise.

Our anti-bullying awareness campaign is led by our Character Education team and all teachers are involved.

As a school we take all reports of bullying extremely seriously. Parents should be assured that when bullying is reported, they will be supported, and the incident thoroughly investigated.

Bullying is unwanted, negative or aggressive behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying can be short-term or continuous over long periods of time. Bullying can take place anywhere, in the classroom, playground, toilets, on school buses, on residential trips, family and social gatherings and cyberspace.

### Examples include:

- **Physical:** pushing, kicking, hitting, pinching, any form of violence, threats - One child hurting another.
- **Verbal:** name-calling, sarcasm, persistent teasing, insulting, making racist remarks
- **Psychological:** spreading hurtful rumors, excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or to acknowledge a person
- **Sexual:** unwanted physical contact, abusive comments.
- **Technological:** Cyber bullying through social networking, text messages, photo changing software, emails, prank calls

### Signs and Symptoms:

Children may indicate by signs or behaviour that they are being bullied. Parents should be aware of these possible signs and should investigate if their child:

- Changes in their usual routine
- is unwilling to go to school.
- becomes withdrawn, anxious, or lacking in confidence.
- starts stammering.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to make less effort with schoolwork than previously.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or "go missing."



- asks for money or starts stealing money.
- has unexplained cuts or bruises.
- becomes aggressive, disruptive, or unreasonable.
- is bullying other children or siblings.
- is frightened to say what is wrong with them.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.

If a pupil feels that they or their colleagues are being bullied, they are encouraged to do the following:

- Tell a friend.
- Tell their form tutor (years 7-9).
- Tell a teacher or adult whom you feel you can trust.
- Tell a parent or adult at home whom you feel you can trust.
- Discuss it during the Character Education lesson.

Parents should report bullying incidents to the Form Tutor which is recorded for investigation. The school will take all necessary measures to ensure the bullying is stopped and sanctions/interventions are provided to the child who is bullying. Parents of children involved are kept up to date with all measures taken by the school.

Important: Parents must involve the school and avoid sorting bullying incidents on their own.

The school highly discourages the use of social media and hopes that parents will adhere to the age limits assigned for social media usage. However, if you must allow it then the school expects the parents to supervise its content. We encourage the parents to share any bullying concerns that they witness on social media as it may highlight to us if there is an ongoing issue between the pupils, that might go undetected, as many bullying incidents usually do.

We have a zero tolerance to bullying, which means that any bullying incident will be considered a level three, regardless of a pupils' history, as we take bullying very seriously. Any pupils involved or who witness a bullying incident and do not report it will also be held accountable.

## Arabic Studies

EIS follows the Ministry of Education Arabic requirements. All Egyptian pupils must take Arabic and Religion starting Foundation Stage and National Social Studies starting Year 4. As of Year 1, pupils are assessed internally on a termly basis. MOE Arabic studies assessments take place for years 3 to 12 in accordance with the MOE regulations. Ministry exams for these year groups are scheduled by the Ministry of Education and are usually held in January and May.

## Arrival in the Morning

Punctuality is an important quality and time management is an essential skill.

The school gates are open for pupils from 07:35 am to 08:00 am. Pupils arriving after 08:01 am are considered late and will be supervised in the playground until 08:10 am, after

which they will be escorted to their classes to attend Lesson 1. Pupils are allowed a maximum of three lateness incidents per term between 08:01 am and 08:10 am. Parents will be notified after each lateness incident via Skolera. The school gates close promptly at 08:10 am; pupils from FS1 to Year 2 are the only ones permitted entry after this time. Pupils in other year groups arriving after 08:10 am will be sent home, regardless of the number of lateness incidents accumulated. Only in cases of extreme emergencies will exceptions be considered. For example, a car accident, a family member being hospitalized, flat tire or traffic congestion on a specific route (which is validated by the transportation department). The School Office Manager is the one to authorise any emergency case. Parents should notify school, if possible.

Should a parent be unable to collect their child and take them home then the child will remain safe at school but will not be able to attend classes for the day. Rudeness or aggression towards members of staff implementing this policy will not be tolerated.

### Assemblies

Assemblies follow a structured programme that enhances our Character Education values and themes. Assemblies also provide opportunities to celebrate pupil success, reinforce the school's expectations, develop our school spirit and communicate important announcements and information. Pupil-led assemblies may also take place during the year.

### Assessment

Assessment is integral to effective teaching and learning. It informs planning, identifies gaps in understanding, supports responsive teaching, and helps pupils know how to improve. We use a balanced approach to assessment—combining formative and summative methods—to ensure it is meaningful, manageable, and focused on improving pupils' outcomes. Teachers will use a variety of assessment tasks to gather a range of evidence to form a rounded judgement of your child's understanding and progress. Homework and classwork, as well as formal assessments will contribute to these judgements.

For any formal assessments such as end-of-unit and end-of-term assessments, teachers will upload to the school's LMS (Skolera) the topics/objectives to be included and make sure all resources needed and practice material to aid revision and preparation are uploaded early enough.

**Pupils' roles and responsibilities regarding assessments:** Pupils are accountable for:

- Attending the minimum number of days required (Refer to the attendance policy) to avoid the negative impact on their learning and therefore the validity of the assessments.
- Ensuring that all work submitted (formative or summative) is entirely of their own production.
- Reflecting on and applying feedback received.
- Taking charge of their own development and progress.
- Voicing concerns or queries regarding their work or feedback to their teacher
- Attending all announced assessments on time and prepared, unless there is an extreme emergency.

- Follow all exam protocols determined by the school.

### Evaluation Scales and Descriptors:

Read Write Inc. Levels		Expected Ranges		
Level	Colour			
10	RWI Graduate			Y2
9	Grey			
8	Blue			
7	Yellow			Y1
6	Orange			
5	Pink			
4	Purple		FS2	
3	Green	FS1		
2	Red			
1	Ditty			

Ethos Descriptors (Reporting Core subjects + MFL + Arabic Social Studies)		Equivalent GL Scale
M	90% - 100%	125<
S+	85% - 89%	121 - 125
S	80% - 84%	116 - 120
S-	75% - 79%	111 - 115
D+	69% - 74%	104 - 110
D	62% - 68%	97-103
D-	55% - 61%	91-96
E	40% - 54%	80-90
BE	0% - 39%	<80

Ethos Descriptors (Reporting Specialist subjects)	
M	90% - 100%
S	75% - 89%
D	55% - 74%
E	40% - 54%
BE	0% - 39%

Behaviour and Effort (per subject per reporting cycle)	
Behaviour	Scale from 1 to 3
Effort	Scale from 1 to 3

IG Grading System (OL)	Equivalency for Egyptian State University Entrance
9	Highest Grade
8	100%
7	95%
6	88%
5	82%
4	70%
3	Below 70% (Not accepted at universities)
2	
1	
U	

AS Grading System	Equivalency for Egyptian State University Entrance
A	95%
B	85%
C	70%
D	60%
E	Below 60% (Not accepted at universities)
U	

### Standardised Assessments

To ensure that we monitor and support every child's academic progress effectively, we use a range of internationally recognised standardised assessments.

From Year 4 to Year 7, pupils sit the GL Assessments in Mathematics and English at the end of each academic year. These assessments provide reliable,

benchmarked data that helps us evaluate attainment, identify learning gaps, and inform planning for the following year. They also allow us to track each pupil's progress over time using a consistent, standardised tool.

As for Year 8, pupils continue to take GL Assessments in English. In addition, they sit the Cambridge Checkpoint Assessments in Mathematics and Science. These assessments provide a valuable external measure of their knowledge and understanding, helping to prepare them for future academic pathways, including IGCSEs and beyond. (Checkpoint assessments are optional and come with an additional fee.)

By using a combination of these assessments, we ensure a robust, data-informed approach that supports high standards of teaching, timely intervention, and the best possible outcomes for every pupil.

### **Reporting and Recording**

Recording and Reporting are fundamental components of our educational framework. We aim at establishing a transparent, consistent, and comprehensive system for documenting and communicating pupil performance to all stakeholders. Our LMS provides a secure and accessible platform for reporting to parents.

Reporting occurs three times per academic year, aligned with the three terms: Autumn, Spring, and Summer for Years 1 to 9 and twice for Years 10 to 12. For students in Years 1 through 8, Autumn and Spring reports provide detailed assessments covering all subjects and their specific strands/skills. For students in Years 9 through 12, Autumn and Spring reports focus on overall performance, summarizing both ongoing and final assessments. Additionally, another Summary report goes out in October for years 1-8 in core subjects only. The purpose of this report is to orient parents on their children's performance early enough in the academic year. For pupils in years 10 through 12, they will receive two reports. Both Autumn and Spring reports focus on overall performance, summarizing both ongoing and final assessments.

### **Progressions and Retake**

All missed diagnostic assessments will be made up for, provided the pupil returns within the assessment window allocated to the specific assessment, unless it is an emergency case authorised by the Head of Key Stage upon Headteacher's approval.

Pupils in primary stage do not retake informal formative assessments; however, if they have an authorized absence they may (if time permits) make up for a missed assessment during lessons of that subject, break time, or during their teacher's office hours. Pupils are not allowed early departure on Assessment Days except in emergency cases approved by the Head of Key Stage. **Unauthorised absence during announced assessments will result in a zero score for the assessment grade.**

In the overwhelming majority of cases at the end of each academic year, a child automatically progresses to the next year. Should the school feel this is not in the child's best interests, your child's progress will be discussed with you on an ongoing basis



throughout the year, once the relevant developmental delay is identified. An effort will be put during the year to ensure each child reaches the age-appropriate level to be able to progress automatically. Non progression is a last resort and extremely rare in the Primary phase.

Each year, classes may progress to the next year level en-masse. Where it is in the best interests of a child's wellbeing or academic progress, they may be moved into a different group.

We urge you not to wait until the end of the year to address any issues your child may be facing. If you are concerned, please contact the staff relevant to your child so we can work together to address any issues immediately.

All assessment tasks and assessment papers will be sent home after being marked, except for termly assessments and end-of-year assessments. They are kept in school for documentation and are available for parents to check in school upon approval from Heads of Key Stages.

## **Attendance Policy**

Consistent attendance at school is directly related to a child's academic achievement and social development. Sporadic, repeated or prolonged absence can have a detrimental effect and cause academic difficulties in later years. Our Attendance Policy is designed to ensure that pupils spend the mandatory time at school and make good academic progress. As per Ministry of Education requirements and Cambridge International the mandatory attendance for a pupil to progress to the next year group is 85%. The school requires pupils to attend 90% of school days per term to allow for the extended enrichment programs and learning activities incorporated into the Ethos curriculum. The school reserves the right to deem absence as authorized or unauthorized.

### **Authorized Absence Requirements from Parents**

- An email from parents on day of absence
- Doctor's note or hospital report upon pupil return in case of illness
- Travel documents for pre-approval of absence in case of travel (Emergency travel only)
- Club / Federation documents for pre-approval in case of absence or irregular attendance for sports training and championships
- Phone call or email from parents in case of exceptional family circumstances

### **In Case of Authorized Absence**

- Pupils are allowed to submit late work upon returning.
- Pupils' work will be graded and subjected to the Grading Policy of the Key Stage for different assignment types
- Pupils can access the teacher for additional support

### **Unauthorized Absence**

- The school did not receive an email
- The school did not receive a doctor's note or hospital report

- The school did not receive travel documents for pre-approval of absence in case of travel
- The school did not receive Club / Federation documents for pre-approval in case of absence or irregular attendance for sports training and championships
- The School Office reserves the right to deem absence unauthorized at the school's discretion

### **In Case of Unauthorized Absence**

- Pupils are not allowed to submit late work
- The teacher is not obliged to offer the pupil support or assistance

### **Exceeding Absence**

Where there are issues with your child's attendance then the school will contact you and work together to resolve the problem. We operate a graduated 3 stage process that ensures transparency and clarity.

Please refer to the School's Attendance Policy for detailed guidance on the processes we operate.

### **Behaviour policy**

Our aim is to help every child live our five core values—Respect, Integrity, Caring, Pursuing Excellence, Continuous Improvement—so that school is consistently safe, positive and purposeful.

### **Our Philosophy**

- **Teach The Good** → behaviour expectations are explicitly taught, modelled and practised.
- **Notice The Good** → staff praise positive choices far more often than they correct mistakes.
- **Restore The Good** → when things go wrong, children reflect, repair and re-join the community.
- **Never use sanctions that cause pain, humiliation or fear.**

Framework adapted from PBIS (Positive Behaviour Interventions & Support) and fully integrated with our Character Education program.

### **Roles & Expectations**

#### ➤ **School staff will**

- Greet every pupil by name and build warm, trusting relationships.
- Keep classrooms calm, organised and safe.
- Teach, reteach and model the rules; apply consequences fairly and consistently.
- Communicate concerns promptly and celebrate successes frequently with families.

#### ➤ **Parents / carers should**

- Reinforce the school values at home and use respectful language when speaking about school matters.

- Inform the class teacher of any issue that might affect behaviour or learning.
- Use official channels—not social-media forums—to raise questions or concerns.
- Supervise online activity and share any bullying worries with the school.

➤ **Pupils will**

- Live by the **Five Golden Rules**.
- Ask for help when unsure and celebrate classmates' successes.

### **The Five Golden Rules**

- **Be Honest** — tell the truth and own your actions.
- **Be Responsible** — care for yourself, others and the environment.
- **Show Respect** — use kind words and actions.
- **Stay Safe** — think before you move.
- **Work Together** — listen, share, include everyone.

*(Rules apply everywhere: classrooms, playgrounds, hallways, cafeteria, library, buses.)*

### **Recognising Positive Choices**

- Immediate, specific verbal praise.
- House Points and Star of the Week certificates.
- Golden Speaker awards for excellent communication.
- Positive notes / phone calls home.
- Wall of Fame display & end-of-term celebration assemblies.

Children learn quickly that living the values brings recognition and pride.

### **When Things Go Wrong — Progressive Discipline**

We use a step-by-step system, so pupils see the link between actions and outcomes.

Stage	Examples of Behaviour	School Response
<b>Level 1</b>	Minor Class disturbances, lateness to class, intentional littering, pushing or running where/when not allowed. Minor Confrontations: Instigating or participating in minor verbal/physical confrontations.	Verbal reminder → rule retaught <i>If repeated:</i> second-break detention + brief written reflection
<b>Level 2</b>	Persistent Level 1, defiance, mild profanity, small vandalism, skipping class, repeated Dishonesty, cheating, unauthorized Use of Items.	Detention or temporary loss of privilege + email to parents <i>If repeated:</i> Behaviour Reflection Session + short Behaviour Intervention Plan
<b>Level 3</b>	Repeated level 2, bullying, fighting, dangerous act, theft, prohibited items, serious tech misuse, damaging or stealing Property, insubordination or Abuse : Verbal or physical abuse, or blatant disrespect towards a staff member,	In-school or out of school suspension (1-14days according to severity) + parent meeting Behaviour Intervention Committee, intensive

## **Consequences Explained**

### ➤ **Detention**

- Held at break; pupil completes reflection sheet or missed work under supervision.
- Parents notified by email the same day.

### ➤ **Loss of Privileges**

- Temporary removal from enjoyable activities (sports teams, "Stay & Play", trips, special lessons).
- Reinforces that privileges are earned by respectful behaviour.

### ➤ **Restorative Actions**

- Age-appropriate community service (tidying shared areas, helping in the library, supporting a school event).
- Children learn how to repair harm and contribute positively.

### ➤ **Behaviour Intervention Plan**

- Personalised targets, agreed with parents, reviewed fortnightly.

### ➤ **Behaviour Intervention Committee**

- Multi-professional team steps in for Level 3 cases or repeated Level 2 patterns; designs and monitors intensive support.

### ➤ **Suspension & Exclusion**

- Used only for serious misconduct; always includes a reintegration plan.
- Permanent exclusion is a last resort; parents have the right to appeal.

### ➤ **Behaviour Probation**

- One-term monitoring after repeated Level 3 issues; clear goals must be met to lift probation.

## **Bullying — Zero Tolerance**

- Any confirmed bullying is automatically Level 3.
- Bystanders who remain silent are coached to act differently next time.
- Parents: report concerns to the class teacher immediately; every incident is logged and followed up.
- We act on cyber-bullying that affects school life; families must supervise devices outside school hours.

## **Further Information**

- For questions, please contact your child's class teacher or the Head of Key Stage.

By joining Ethos International School, every family commits to these expectations so that, together, we create a caring, orderly environment where all children thrive.

## **Birthday Party Policy**

The school does not allow large scale birthday parties. If parents wish to celebrate their child's birthday with classmates in school, they must ask the class teacher one week in

advance for approval and can only bring cupcakes and juice for each class member. Giveaways are not allowed. Children are not allowed to distribute birthday party invitations at school unless the whole class is invited.

As we love celebrating special moments with our pupils. To help us keep celebrations enjoyable and well-organised, please note the following:

- **Foundation Stage (FS):** Parents are welcome to attend their child's birthday celebration. Please note that no siblings are allowed to be pulled out of classes to attend the celebration
- **Lower Primary:** Birthdays will be celebrated in class with pupils only. Parents are not able to attend. Please note that no siblings are allowed to be pulled out of classes to attend the celebration
- **Year 4 and above:** We do not hold birthday celebrations in school at this stage.

School Cafeteria is offering healthy Vanilla, Coconut and Banana & Honey cupcakes with no toppings or frosting (toppings will be added upon request). A picture of the child's favorite character will be attached with a toothpick on the top of the cupcake.

Please note that if the parent is interested in ordering cupcakes from the school cafeteria, you have to send an email to [cafeteria@ethosedu.com](mailto:cafeteria@ethosedu.com) a week prior to the birthday date after class teacher approval, mentioning all the below details: Pupil's name, Pupil's Class, Birthday Date and Time, Cupcakes count and flavor (only 1 flavor for the whole count), Favorite character (Picture or Name). Once you receive the confirmation email with the total cost, you are kindly requested to pay at the finance office within 2 days after receiving the confirmation email. And please send a copy of the receipt to [cafeteria@ethosedu.com](mailto:cafeteria@ethosedu.com) in order to proceed with your order.

## Books & Resources

Pupils are given a selection of readers that match the curriculum objectives for the year. Some of the books given to pupils are on a rent/ borrow basis, and are property of the school, these books will have the school stamp on the inside cover. School books must be returned in good condition when teachers ask for books at the end of the unit, term or the academic year and are the responsibility of parent/ child. Parents pay a fine for lost or damaged books or for books not returned before the announced deadline. Workbooks and one time use books and will not be returned to school at the end of the year.

The school issues copybooks and other printed materials to pupils according to subject requirements, in the case of a lost/ damaged resource, please notify the teacher and a replacement will be issued at a cost.

Additionally, the school makes use of online learning platforms, which provide stimulating learning experiences that children can access at home.

## Break Time Procedures

All pupils have two scheduled breaks during the day. Playgrounds are sectioned for different types of play, games and play facilities. Play facilities are specially designed for the different ages within the school. Pupils are not allowed inside the school building during break-time unless supervised by a teacher and must remain in the designated



playground area. At the end of break time, pupils are expected to line up with their teachers and will be escorted to their classrooms. Pupils playing football can change into their football shoes inside the football court so they can easily play their game and change into their regular shoes before they leave the football field.

Foundation Stage pupils have different designated slots for both breakfast and lunch. As a result, their break times are dedicated solely to playing.

Primary pupils are given the opportunity to eat their packed snacks/lunch at the beginning of every break. Pupils from year 3 upwards can purchase food from the school canteen, which provides a range of hot and cold meals. Sharing food is discouraged as some children may suffer from food allergies.

## Character Education

At Ethos, character is learned with joy and purpose. Our five core values—Integrity, Continuous Improvement, Respect, Caring, and Pursuing Excellence—form the Ethos Character Profile. This profile is not a separate program but a unifying framework integrated into every part of school life. From classroom lessons to playground routines, from art projects to assemblies, children don't just talk about values—they live them in natural, playful, and meaningful ways.

### Vision & Approach

Primary years are about seeing values, feeling them, and then living them. The journey is progressive and child-friendly: pupils begin by noticing and naming virtues, then practise them in everyday interactions, and eventually start leading with them. Our philosophy is to keep character education creative, joyful, and uplifting, while laying down a strong moral foundation for life.

### How Character Comes Alive

- **Integrated practice:** Values are woven into every subject—science experiments highlight honesty and accuracy, group projects practise respect and teamwork, PE lessons build resilience, and arts celebrate creativity with care.
- **Weekly lessons, daily practice:** Short, age-appropriate Character Education sessions spill into class routines, games, and celebrations.
- **Playful approaches:** Story circles, role-play, movement games, art/build tasks, and “share & shine” moments make values visible.
- **Values language everywhere:** “Was that Integrity?” “How did we show Respect here?” Children learn to name and choose the good in context.

### Service Learning

- **Age-appropriate and values-rooted:** Pupils learn empathy and giving back through simple classroom projects in lower years and more structured service in upper primary.
- **Progressive approach:** Activities grow with the child—starting small and practical, then becoming more student-led as confidence, responsibility, and empathy deepen.

## Signature Experiences

- **Adventurous Days:** Fun team challenges for all primary years that build resilience, cooperation, and Continuous Improvement.
- **Moonlight Camp (from Year 5):** A safe, supervised overnight at school—filled with games, reflections, and bonding activities that strengthen Caring, Respect, and Integrity.
- **Overnight Camps (from Year 5):** Residential experiences where pupils practise independence, teamwork, and leadership, with values woven into routines and reflections.

## Growth Through Our Values

- **Integrity** – Truthfulness and doing the right thing—even when it's hard.
- **Respect** – Kind words, good listening, and care for people and places.
- **Caring** – Noticing feelings and helping in practical, thoughtful ways.
- **Continuous Improvement** – “I’m learning this”—try, practise, try again.
- **Pursuing Excellence** – Focused effort, teamwork, and pride in doing our best.

## Our Commitment

The Ethos Character Profile ensures values are embedded across all subjects and experiences, uniting academics with personal growth. By integrating character into every part of school life, Ethos nurtures children who are joyful learners, responsible friends, and caring community members—prepared to flourish in school and in life.

**Know the good. Desire the good. Do the good.**

## **Computers and E-Safety Policy**

Computers and related technologies are a crucial part of life today and proper usage is a critical part of our pupils' learning. All pupils will receive inductions on E-Safety as well as guidelines on the use of all technology in school. Computers are available in different parts of the school for different needs as follows:

- school library for Internet research and library system searches
- classrooms for working on the Interactive Board, and for research
- computer labs, for computing lessons

All pupils must:

- save their work as per teacher instructions
- handle equipment carefully
- only access material approved by teachers (no Facebook, games and unauthorized websites)
- respect copyrights and intellectual property rights
- follow proper procedures of logging in and logging off

Any breach of these guidelines is considered a disciplinary matter and will be dealt with appropriately. Sanctions may include a temporary ban and/or restricted use.

It is the school's top priority, to keep its network and users safe. Inappropriate actions by any user that compromise these aims in any way, or that adversely affect the smooth running of the network, will be dealt with sternly.

It is the right of the school to examine or delete any files that may be held on the network and to monitor any visited sites on the Internet.

## Counselling

There are times when pupils may need dedicated specialist help with emotional, social and behavioural issues. This is rare in the Primary School where most cases can be handled by teachers and their assistants, to support their pastoral, emotional, social and behavioural development. The school employs a dedicated school-based counsellor; Ms. Doaa El Karmouty, who is suitably qualified in school-based support and counselling. Counselling focuses on providing support for the school-based context. This provision is not therapeutic. If the school feels a pupil needs access to the school counsellor, then this will be discussed openly with you and your agreement would be sought in advance of any work taking place. If as a parent you feel your child would benefit from access to school-based counselling then please discuss this with your child's relevant Head. In complex cases, the school will recommend to parents to consult a specialist outside school.

## Curriculum Overview

In the Foundation Stage at Ethos we offer the "Early Years Foundation Stage Framework (EYFS)"; which is set by the UK Department of Education. It promotes both teaching and learning and ensures that pupils are ready for their Junior Years. It gives pupils a broad range of knowledge and skills for good future progress through school and life.

The four guiding principles that shape this framework are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or care givers.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children using a multisensory approach and differentiated activities to ensure that every child's learning needs are being met.

Areas of Learning and Development	Aspects
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b> <b>Helps children develop a positive sense of themselves, and others; form positive relationships and develop respect for others; develop social skills and learn how to manage their</b>	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour

feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.	
<b>Physical Development</b> Provides opportunities for young children to be active and interactive; and develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.	Moving and handling
	Health and self-care
<b>Communication and Language</b> Gives children opportunities to experience a rich language environment; develop their confidence and skills in expressing themselves; and speak and listen in a range of situations.	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
<b>Literacy</b> Encourages children to link sounds and letters and begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials)	Reading
	Writing
<b>Mathematics</b> Provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describe shapes, spaces, and measures.	Numbers
	Shape, space and measure
<b>Understanding the World</b> Guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	People and communities
	The world
	Technology
<b>Expressive Arts and Design</b> Enables children to explore and play with a wide range of media and materials, as well as provides opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.	Exploring and using media and materials
	Being imaginative

## **Primary**

### **➤ English**

The National Curriculum for English aims to ensure that all pupils:

- read easily and with good understanding
- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate rich and varied literary classics.
- write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; pupils should be able to elaborate and explain clearly their understanding and ideas
- are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

### ➤ **Mathematics**

The National Curriculum for Mathematics aims to ensure that all pupils:

- cover the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalizations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematical skills to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### ➤ **Science**

The National Curriculum for Science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help pupils answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and applications of science, today and for the future

### ➤ **Topic & Humanities**

In Years 1–3, pupils have one weekly Topic lesson, where they begin to explore themes from History and Geography in an age-appropriate way. These lessons build curiosity about the world, introduce key concepts, and encourage children to make simple connections between the past, present, and places around them. Usually, a small project is linked to each topic, allowing pupils to carry out simple research or prepare a short presentation to share their learning.

From Year 4 onwards, History and Geography are taught as Humanities, integrated within the English curriculum. Here too, learning often connects with projects, independent research, or class presentations, giving pupils the chance to apply their knowledge in meaningful and creative ways. Our aim is to nurture curiosity, critical thinking, and a broader understanding of the world, while linking learning meaningfully with reading and writing. Pupils develop essential knowledge and skills such as:



- Locating and understanding significant places in the world.
- Exploring how people and environments change over time.
- Learning about past civilizations, societies, and key historical events.
- Using enquiry, research, and evidence to form and express ideas.

#### ➤ **Art and Design**

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- are introduced to drawing, painting, sculpture and other art, crafts and design techniques
- evaluate and analyse creative works using the language of art, crafts and design
- learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

#### ➤ **Computing**

The National Curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, confident and creative users of information and communication technology.

#### ➤ **Modern Foreign Languages**

The school currently offers a choice of two Modern Foreign Languages, namely German and French. In year 3 parents and pupils are asked to make their preferred choice of language for study. The school will endeavor to facilitate every child's first choice, but in exceptional circumstances, class numbers may mean that is not possible.

Once a child selects a language for study, they should stick with that choice, it is not possible for pupils to change their choice in subsequent years. New pupils entering the school should continue to study the Modern Foreign Language they learnt in their previous school.

The National Curriculum for Languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt

- discover and develop an appreciation of a range of writing styles in the language studied.

Pupils who demonstrate a flair for MFL may have the opportunity to study for Fit (German) or DELF (French) accreditation. These are internationally recognized formal qualifications in the relevant language; they are externally assessed. There will be additional examination charges for any pupil who takes FIT and DELF examinations. MFL staff will notify you if your child has the potential to secure external accreditation.

### ➤ **Music**

The Curriculum for music aims to ensure that pupils have the opportunity to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### ➤ **Physical Education**

The National Curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

#### Physical Education Rules:

- All pupils must wear PE uniform on the days they are scheduled for PE.
- No Black sole sports sneakers are allowed.
- Football boots are only allowed during the football course and breaktimes.
- All pupils must have water bottles.
- Pupils are allowed to wear plain caps (no writing/pictures).
- No jewelry, watches, necklaces, wrist band.
- Only stud earrings are allowed.
- Sports eyewear is preferred instead of regular glasses for protection and safety.
- During breaktimes, football pupils can change into their football boots inside the football court and change back into their regular shoes before leaving the football field.
- In case of injury or illness an email has to be sent to the PE coach/HOD maximum by 8 am on the PE session's day.

## Departure at the End of the Day

The school day finishes at 03.00 pm for Foundation Stage, lower primary & upper primary pupils. Pupils are escorted either to the bus departure area or to the designated supervised areas in the playground for parent/ guardian authorised pick-up. Pupils are not allowed to wait at the gates or outside school premises.

Pupils can only be collected by parents and nominated care givers. Anyone collecting a pupil must always present the Pupil's Collection Card, which will be provided to parents by the school office at the beginning of the school year. Parents must notify the school of any changes regarding collection procedures via email to the school officer before 1:00 pm, the collector must have a valid National ID to present to the school officer to receive a collection slip. Parents must be prompt when collecting their children and contact the School Office if they anticipate being late. Pupils may not carry their own collection cards.

## Early Departure

Each pupil is allowed a maximum of three early dismissals per term. Early dismissals will not be authorized by the school.

If a pupil exceeds three early dismissals in a term, the school reserves the right to take legal action in accordance with the regulations set by the Ministry of Education.

Parents must submit their early dismissal request through Skolera to the relevant school office at least one day in advance, during school working hours. Requests made on the same day will result in delays in the pupil's pick-up.

The policy does not apply in emergency situations such as a death in the family or hospitalization of a family member. It's important to note that doctor's appointments are not considered emergencies under this policy.

In case of sports competitions and sports events, a letter and the matches schedule (Stamped from the sports club or the sports federation) have to be submitted to the school office via Skolera 48 hours before the match day for approval.

Pick-up process during the school day takes around 10 to 15 minutes from the minute the parent shows up at the reception.

## Eco- Friendly Campus Building and Facilities

We believe that green design provides an opportunity to achieve an outstanding level of integration between the curriculum, our values, and mission of the school. Accordingly, the EIS building and campus have been intentionally designed and constructed to be environmentally friendly. Below are some features that illustrate our commitment to the environment:

- The campus is built on non-agricultural desert land
- All classrooms have been built facing the North, which allows for maximum natural lighting and ventilation.
- Wide windows allow maximum natural lighting and ventilation.
- All windows are double glazed to minimize noise pollution and thermal exchange
- All water used for flushing tanks and watering plants is recycled water

- Playground areas are equipped with artificial turf to reduce water consumption

### **Educational Trips**

EIS recognizes the importance of trips for the educational, social and moral development of children. School trips are an integral part of the curriculum and are extensions of learning in the classroom. School trips are designed to stimulate pupil interest by connecting learning with experiences outside of the classroom environment. Trips can be sports related, historical, cultural, for scientific purposes or of a geographic interest. Trips to amusement parks are strictly prohibited. Trips can either take place during the school day or may require pupils to stay somewhere on an overnight basis. All pupils attend at least two, day-trips throughout the year and Years 4 to 12 have one overnight trip planned into their academic year. All trips are risk assessed and approved by the Head Teacher.

Parents are required to sign a trip consent form at the beginning of the year allowing their child to participate in school trips. Prior to any trip, the school will send a more detailed letter indicating the trip purpose and itinerary. If parents do not want their child to participate in specific trips, they must not send their child to school on that day. If for any reason your child attends school on the day of the trip, s/he is automatically allowed to participate.

All school rules and disciplinary procedures apply to school trips. Misbehaviour is recorded and reported to the Head of Key Stage/ Head Teacher for investigation. Depending on the nature of the offense, the pupil may lose the privilege of participating in future trips.

### **Enrollment Letters and Certificates of Registration**

Parents who require official documents such as enrollment letters or certificates of registration for embassies, clubs, or other institutions should submit their request through Skolera to the relevant school office. Requests must clearly indicate the recipient organization and include any additional required details. The school will process and issue the requested document within a maximum of two school days, after which it may be collected from the school office.

### **Evacuation Procedures**

The school has an Evacuation Plan and an emergency communication tree in place to ensure the safety of all pupils, staff and visitors. The school also has a designated outdoor safe area for evacuation and routes have been designed to avoid any bottlenecks. We will run a fire drill each year to ensure that all pupils and staff are familiar with evacuation procedures as per the safeguarding policy.

### **Forbidden Items**

Pupils should only bring things to school which are necessary for their school day. We strongly recommend that pupils do not bring jewelry, money or items of value to school. The school accepts no responsibility for the loss or breakage of any personal belongings.

Please find below a detailed list of forbidden items: (These items are confiscated and parent must collect the items from the school Office)

- Mobile phones
- Mp3 Players

- Corrector fluid
- Electronic games.
- Toys and toy weapons
- Money unless requested by the school
- Laptops and tablets (unless requested)
- Laser pointers
- Fidget spinner
- Smart Watches

## Home-School Communication

The school believes that home-school communication is vital to the healthy development of pupils. There are a variety of channels available to ensure that parents are kept up to date and involved in their child's education. The school will operate one main channel of communication: through the school's LMS.

Parents are requested to check messages and announcements on the school's LMS regularly.

Communication using personal phones between parents and teachers is forbidden. Parents can send a message directly to class/specialist teachers or the School Office. Teachers will answer emails within 48 hours. Urgent calls should go via the School Office. The school always urges parents to submit their requests or concerns via the school's LMS rather than using phone calls. This will help streamline communication and reduce interruptions throughout the day.

### **The School Learning Management System (LMS)**

The school currently uses Skolera (<https://eis.skoleralms.com/>). Skolera also has a mobile app for parents to access it whilst "on the move".

### **All home-school communication is through our school's LMS (Skolera)**

### **Letters to Parents**

The school aims to send all communication electronically, however in certain circumstances, the school may also issue letters requiring parental permission and signatures. Parents must regularly check their child's school bag and abide by given deadlines when signatures and permissions are requested.

### **Parent Days**

Parents' meetings are a vital part of the school's approach to strengthening the partnership between home and school. They enhance communication, reinforce shared expectations, and support each pupil's academic and personal development. They are a structured and essential part of the school's commitment to high expectations, transparency, and partnership with families. Parents' meetings are held twice yearly, each with a distinct purpose.

#### ➤ **Purpose and Professional Expectations**

- Provide clear, accurate information on pupil attainment, effort, and progress.
- Highlight strengths and areas for improvement.
- Set specific, shared goals for the next stage of learning.



- Strengthen the relationship between school and family to improve pupil's outcomes.

➤ **What Parents Should Expect**

- **October Parents' Meeting (Early Connection and Insight):**
  - A snapshot of the child's overall start to the year.
  - A chance to share context or observations from home.
  - A clear message that their child is known, supported, and being guided purposefully.
- **Post-Autumn-term Parents' Meeting (Progress Review and Support Planning):**
  - A focused discussion supported by assessment data and teacher insight.
  - Constructive feedback and tailored support suggestions.
  - Reassurance that their child's needs and achievements are recognised.

**Additional Meetings**

Additional meetings may be scheduled at any time deemed necessary. These meetings can be scheduled directly through the School Office. Reasonable notice must, however, be given to ensure the availability of staff involved.

**Parent Conferences**

The school may schedule Parent Conferences at any time during the academic year. Parent conferences address concerns regarding pupils' academic performance and behavioural issues. They are collaborative in nature and involve parents, teachers and the Key Stage head/ Head Teacher.

**Parental Volunteers**

The school greatly values and encourages parental expertise and volunteer contributions. There are many ways for parents to become actively involved, such as supporting community service projects, assisting with sports team training or sponsorships, attending matches as enthusiastic supporters, helping with after-school activities, or sharing their knowledge by delivering educational lectures in their areas of expertise.

**Parental Concerns/Complaints Procedure**

Parents should follow closely the development and activities of their children, and to report any concerns promptly by following the school's established procedures.

For academic or behavioural concerns, the first point of contact is your child's subject teacher. If the matter remains unresolved, parents should then contact the Head of Key Stage or Head of Department. Should further escalation be required, concerns may be directed to the Head Teacher via Skolera. If the issue persists, the Head Teacher will refer the matter to the Executive Committee for review.

Other concerns should be directed to the designated staff responsible. For example, transportation concerns should be addressed to the Transportation Coordinator, and medical concerns to the School Doctor.

All parent concerns are formally documented, treated with the utmost confidentiality, and addressed in a timely and professional manner.

## **Phone calls**

In order to ensure that our teachers are able to focus on their core responsibilities in the classroom, teachers will not be available to take phone calls, except in cases of safeguarding concerns or very urgent matters.

All other communication with teachers will be directed through Skolera. This will help us to better manage our communication, ensuring that your messages are addressed promptly and effectively.

## **Homework**

Homework at our school is designed to extend and reinforce learning in a meaningful, purposeful, and manageable way. It is not a matter of quantity, but of quality. We view homework as an opportunity to deepen understanding, promote independent learning habits, and strengthen the connection between school and home.

Our approach is rooted in the understanding that well-designed homework can have a positive impact on learning, particularly when it:

- encourages self-regulation, time management, and responsibility
- uses well-designed tasks that consolidates and extends classroom learning.
- is acknowledged and followed up with feedback that promotes further learning or reflection.

Teachers write comprehensive feedback on selected homework assignments to promote pupils' progress and help them identify their areas of strength and development.

## **How Parents Can Support Homework at Home:**

- Create a calm, distraction-free space for your child to complete homework.
- Encourage a consistent routine and help your child manage their time.
- Show interest and ask their child about what they are learning and doing.
- Avoid doing the work for them—prompt, question, and encourage instead.
- Use the school's LMS to monitor homework tasks and deadlines.
- Communicate with the school if their child regularly finds homework too difficult or too easy.

## **Foundation Stage Homework System**

In FS1 and FS2, the purpose of homework is not to introduce formal academic tasks, but rather to:

- Support the development of communication and language through home-based experiences.
- Foster positive attitudes towards learning and early literacy/numeracy.
- Encourage positive parental involvement and strengthen the home-school partnership.
- Build routines that support a smooth transition into more structured homework in Key Stage 1.

## **Role of FS Parents**

- Help children build positive attitudes toward learning, by showing interest in the activity, engaging with the task together, and demonstrating that learning is valued at home
- Provide guidance and support to assist children in understanding the task, especially when engaging with early reading, phonics, or number games.
- Ensure the child has a clean, quiet, and calm space free from distractions, where they can engage comfortably in home learning.
- Offer praise, celebrate small achievements, and foster enjoyment in learning to build the child's confidence and enthusiasm.
- Establish routines to support the development of good habits by setting aside consistent time for reading or completing simple tasks each day or week.
- Encourage children to take ownership of small tasks, such as packing their book bag or choosing a story to read to promote independence.
- Encourage the child to communicate with his teachers and express any difficulties they face during homework.

## **Lower Primary Homework System**

In Lower Primary, homework plays a crucial role in reinforcing learning and identifying areas where pupils may need further support. It is essential that pupils complete their homework independently—unless the task is research-based or follows a flipped classroom approach. All homework is thoroughly explained in class, and teachers dedicate 5–10 minutes throughout the week to address questions and re-explain as needed.

Pupils receive a printed Homework Pack containing English, Mathematics, and Science tasks, designed to review and reinforce concepts taught in previous weeks. Pupils receive the pack every Sunday to be submitted on Wednesday. A soft copy is also uploaded to the school's LMS by Sunday for parents' and pupils' reference. Homework also includes platform-based tasks in English and Mathematics.

Grading is not based solely on accuracy, but also takes into account effort, neatness, and punctuality.

### **Non-Submission procedures:**

This system aims to promote accountability and ensure parents/carers are involved in supporting consistent homework habits.

- Pupils who fail to submit homework receive a zero for that task and parents are informed.
- Late submissions result in 50% of the mark.
- On the third missed homework, pupils are required to complete it during break time/office hours

## **Upper Primary Homework System**

In Upper primary, it is essential that pupils complete their homework independently—unless the task is research-based or follows a flipped classroom approach. Teachers must introduce homework clearly in class. Tasks and due dates are sent to pupils and parents via the school's LMS on the same day of assigning the homework, ensuring transparency and parental involvement. Parents receive a homework schedule that applies and include all upper primary pupils' subjects. Homework includes platform-based tasks in English and Mathematics tracked by teachers.

Grading is based not only on content and research but also on a clearly defined rubric, which is shared with pupils and included in the project letter. Assessment criteria would include planning, research, presentation skills, creativity, and confidence in delivery.

### **Non-Submission procedures:**

To promote accountability and ensure parents/carers are involved in supporting consistent homework habits, the following procedures apply:

- Pupils who fail to submit homework on time:
  - Complete the task during break time, with the teacher or TA supervising.
  - Receive 50% of the total mark as a consequence for late submission. (This needs to be within a week in order to be marked by the teacher)
  - For authorized absence, pupils are encouraged to submit within a week.
- If a pupil fails to submit homework three times, the teacher must contact the parents directly to discuss the concern and plan a way forward.
- Persistent failure to submit homework will result in a consequence decided by the Head of Key Stage, like losing a privilege such as: a fun day, a school event, or an extracurricular activity for a set period, depending on the frequency and severity of neglect.

## **House System**

It is traditional in British Schools to operate a 'house system'. This is a friendly competition between pupils and staff and involves pupils from all year groups working together to accumulate points for their house. All pupils and staff are assigned to one of four houses, Gladiator, Knights, Musketeers and Samurais. Siblings are assigned to the same house.

The House System is an essential component to the development of our school spirit and points can be awarded for any aspect of school life e.g., good behaviour, effort, initiative, academic excellence, athletic tournaments, etc.

## **Learning Support**

Ethos International School encourages all children to develop their full potential but understands that not all children progress at the same rate. If your child is not progressing as expected, you will be notified. Where resources permit, the school may accommodate children by providing additional support during school hours. Instances may arise where the school will need external assessment to be carried out and, in some cases, children

may need to receive additional specialist support outside of school. It is very important that we work in partnership with your support in such circumstances.

In specified cases of learning support, teachers will be given guidance as to accommodations and adaptations they should make within the classroom to try to maximise the performance of the learning support pupil and scaffold access to the curriculum. Where the accommodation becomes a standard way of working in Key Stage 3, the school may be able to apply to examination boards to apply these accommodations and adaptations to IGCSE study and examinations.

## **Library**

All students can borrow books from the library that are appropriate for their age. Borrowed books should be returned in good condition by the due date, which is usually one or two weeks later, depending on the book. If more time is needed, borrowing can be renewed once by visiting the library. As well as a place to borrow books and read for pleasure, the library also functions as a Learning Resource Centre. Teachers may take their classes to work in the library to support their classroom learning or projects.

Books are also available through English teachers, who will work closely with the librarian to track late, damaged, or lost books. If a book is overdue, parents will receive a reminder through the school's LMS. For damaged or lost books, the school will notify parents and the finance department to arrange payment.

Students cannot borrow new books until overdue or lost books are returned, or payment is made. All books must be returned three weeks before the end of the academic year to ensure everything is in order.

## **Lost and Found**

Parents/ Pupils can reclaim lost articles of clothing and other items from the lost & found area. Unclaimed items will be given away to charity at the end of each term without prior notification.

Parents must follow the school visitor policy to access the lost and found facility.

## **Mobile Phones Policy**

To maintain a productive and respectful atmosphere within the school, the use of mobile phones or any other electronic devices is strictly prohibited at school. Any violation of this policy will result in the confiscation of the device and the parents will be contacted to collect the device. The school is not responsible for loss or damage of the device.

## **Nutrition**

We believe that a healthy diet plays a crucial role in promoting the overall well-being and academic success of our students. In line with our commitment to creating a supportive and health-conscious environment, we have implemented a Healthy Food Policy aimed at encouraging the consumption of nutritious meals and discouraging the consumption of unhealthy food items.

All pupils must bring a large flask of water, enough to keep them hydrated throughout the school day, especially in hot weather and during PE lessons. Water dispensers are also available for pupils to refill their flasks. Packed snacks/lunches must be brought to school



in clearly labeled lunch box containers. Lunch boxes should not contain any glass bottles or jars.

Pupils in Foundation Stage have their snack/lunch in their classrooms and all other pupils eat their lunch in the school playground or in the dinner. Parents of children in Foundation Stage and Years 1 and 2 may choose to enroll their children in our termly meal plan.

Pupils from Year 3 upwards can purchase food from the school canteen, which provides a range of healthy hot and cold meals, freshly prepared on site every day. Parents must make sure they charge their children's balance on their canteen card. At the beginning of the year, parents are informed of prices and the range of meals.

Pupils in Foundation stage and year 1&2 should not bring the following items to school (These items will not be returned to parents if they are brought in.)

- Packaged pudding of any kind (e.g. Danette)
- Doritos/ Chips
- Soda/ fizzy drinks
- Store bought bakery items (Molto, Todo, twinkies)
- Sweets of any kind
- Chewing gum
- Popcorn
- Nuts in shells (Pistachios, Peanuts, etc.)
- Chocolate, chocolate biscuits (e.g., Oreos, Cadbury, Snickers, M&Ms, etc.)
- Nutella
- Energy drinks (prime etc.)

Exceptions:

- Pastry or bakery items, biscuits etc. that are homemade and or plain.

Pupils in Year 3 & Upper primary should not bring the following items to school (These items will not be returned to parents if they are brought in.)

- Soda/ fizzy drinks
- More than one sugary item of any kind
- Chewing gum
- Energy drinks (prime etc.)

We kindly request your cooperation in refraining from sending your child to school with other unhealthy food items such as heavily processed packaged foods, sugary snacks, and items containing excessive preservatives. We believe that a balanced diet enhances concentration, cognitive function, and physical health, and we aim to cultivate these positive habits within our school community.

Our staff members are dedicated to promoting healthy choices among our students. In instances where students bring in food items that may not align with our health-focused goals, our staff will discreetly guide and educate them on making healthier choices. While we understand that dietary preferences and family traditions vary, we hope to foster a culture of wellness and mindful eating.

It is important to note that while we encourage healthy food choices, we will not engage in confiscating food items brought by students in year 3 & upper primary. We believe that parental guidance and collaboration are pivotal in promoting the understanding of healthy eating habits. Instead of confiscation, our staff will engage in open conversations with students about their food choices, aiming to create awareness about nutritious options.

To ensure the safety and well-being of all students, we have implemented a strict policy against food sharing within the school premises. This policy is in place to prevent allergic reactions, dietary conflicts, and other potential health issues that can arise from food sharing. We kindly request your understanding and cooperation in adhering to this policy.

We appreciate your support in creating a healthy and nurturing environment for our students. By working together, we can empower our young learners to make informed and positive choices regarding their dietary habits.

#### Emergency meals-Year 1&2

In cases where a pupil requires an emergency meal, the school will offer one of the following two options only:

- Cheese sandwich
- Cucumber and carrot snack

Items from the regular meal plan menu will not be used as substitutes for emergency meals.

Additionally, in situations where it is clear that a pupil does not have any food, we will not contact parents beforehand. Instead, the pupil will be provided with one of the emergency meal options listed above, and the cost will be charged to the parent.

To ensure the safety and well-being of all pupils, we kindly remind you to complete and return the medical form previously sent by the clinic. This form is essential for us to be aware of any food allergies or medical conditions that may impact your child's dietary needs. If your child has any allergies that would prevent them from consuming either of the emergency meal options, this must be clearly indicated on the form.

### **Safety and Security**

The safety and security of our pupils and staff are of the highest priority. Facility Management conduct a weekly risk assessment of the school premises taking into consideration all entrances, playgrounds, bathrooms, reception areas, classrooms, buildings and pathways, isolated buildings, access points and the perimeter of the school. Facility Management also ensures that entrances to school are limited. The school campus is monitored by security cameras and security guards are employed throughout the school in designated areas. In addition, there are hall supervisors on every floor. There are always staff on duty to supervise pupils in the playground and canteen areas. Pupils are also encouraged to play safely on the climbing apparatus and with the other equipment. All pupils are escorted when going to specialist lessons such as Music, Art and PE. When moving around the school at break time or between lessons, all pupils must:

- walk on the right-hand side of the corridor and stairs

- walk quietly and sensibly
- walk in single file

## School Equipment

Equipment used as whole class will be part of the pupils "Books and Resources" provided by the school. The following list is of Items that are expected to be in the pupils' bag for their daily personal use and organization and to be replaced by the parent when damaged/lost. Individual teachers may ask for extra items not on the list or for a specific purpose during the year.

### **Foundation Stage Equipment:**

- 2 Blue zipper file size A4
- 2 Green envelope files

### **Lower Primary Equipment:**

Pupils should come to school with a pencil case every day containing the items below, files will be used back and forth:

- 2 HB Pencils
- 2 Erasers
- 1 Small Pencil Sharpener
- 2 Glue Sticks
- 1 Large Plastic Rules
- 1 Pair of Metal Kids' Scissors
- 2 Whiteboard Markers
- 2 Pens (Can be blue/purple/green/purple/dark clear colours)
- 1 Highlighter
- 2 Blue Zipper File (bigger than A4)
- 5 Blue Envelope Files
- A4 Zipper Files (2 Green for Arabic, 2 white for Religion)
- A4 Zipper File (1 Orange for MFL for Year 3 Only)

### **Upper Primary Equipment**

- 4 HB pencils
- 1 Eraser
- 1 Pencil sharpener
- 1 large, transparent ruler (30cm)
- 3 glue sticks
- 1 pair of metal kid's scissors
- 4 white board markers
- 2 pens (one black and one blue)
- 2 highlighters
- 1 Green Zip file, bigger than A4 (Science)
- 2 Orange A4 zip files (one for topic, one for MFL)
- 4 Red zip files, bigger than A4 (English)
- 1 A3 zipper blue file (Math)
- 2 Blue envelope files (Math)
- 1 Transparent protractor (Year 5)

- 1 Full geometric set, not flexible (Year 6)
- 3 green envelop files for Arabis, 3 yellow envelopes A4 for social studies and 3 white envelope files for religion

**Pupils must come to school every day with:**

- School Bag (**not on wheels**)
- Lunch box & Water flask (to be refilled from school)
- Pencil case
- **For Foundation Stage pupils only:** 1 Set of clothes same color as uniform (to be left in bag)

## **School Transportation**

EIS provides safe, efficient and reliable services to all pupils. The school organizes monitors and takes immediate action to safeguard pupils and ensure they are comfortable and safe at all times. The on-campus Transportation Office handles day-to-day operations. The school's responsibility begins when the bus picks up a pupil in the morning and ends when the bus returns the pupil to his drop-off point in the afternoon.

Parents must fill in a transportation Form and pay the transportation fees according to the payment schedule. Bus matron is to contact the parents for bus numbers, pick up and drop off times, as well as mobile phone numbers of the bus. Parents can contact the Transportation Office from 7:30 a.m. to 4:30 p.m. Sunday to Thursday. Arrival times may vary during the first days of school while routes are being established.

**General Bus Rules:**

- All buses are air conditioned, equipped with functioning seatbelts and all necessary safety tools and monitored with GPS locators.
- All bus drivers have been cleared for Drugs by official testing labs and are tested regularly.
- All buses are air conditioned, equipped with functioning seatbelts and all necessary safety tools. First Aid kits are available on all our buses as well.
- Only one pickup and drop-off address is permitted per pupil.
- Bus services cannot be provided on a route where there are a minimum number of pupils requesting the service. The school reserves the right to cancel any bus route service with less than the minimum required number of pupils
- Buses are not permitted to change route nor to return to pick up the pupil
- The school has the right to alter routes, move students from one route to another, or change the designated pick-up time after giving due notice of less than one week to affected students.
- Buses will wait only 2 minutes maximum for the pupil and then leave (even for siblings)
- Bus supervising matron will contact the parents in case of any bus lateness in the morning or in the afternoon.
- Buses receive safety checks on a regular basis by the school using a safety checklist.

- The school reserves the right to cancel/delay the bus service due to weather conditions which may affect the safety of the journey. In the event of delay, the bus matron will contact the parents of the bus concerned.
- It must be clearly understood that the first child to be picked up will not necessarily be the first to be dropped off: However, we will do our best to apply this on all routes
- Do not give tips or gifts to the bus matrons or drivers
- Parents must model respectful behavior for students by treating the bus driver and bus matron with respect. Any intimidation or bullying of school transportation personnel—physical or verbal—will result in loss of bus privileges for their students

### **Students are expected to follow these bus rules:**

- Be ready and wait on time in a position where the bus driver can see you before stopping the bus.
- Parents/guardians are asked to ensure students are at the pick-up/drop-off points at least 3-5 minutes before the scheduled time.
- Sit in the assigned seat and put on the seatbelt and do not leave the assigned seat while the bus is moving.
- Enter and exit the bus with care, don't use loud voices
- Follow the instructions of the bus matron and call if in need of any assistance.
- Talk quietly and politely.
- Do not open the windows or put hands or arms out of windows.
- Do not throw any rubbish in the bus or out of the bus
- Eating and/or drinking on the bus are not permitted, except for water.
- Don't use pens/ pencils or other sharp objects on the bus
- Don't talk to the bus driver.
- Students will be held responsible for any damage caused to the bus by their negligence or vandalism and fine will be incurred

### **Pick-Up / Drop-off Guidelines**

It is important that parents abide by the pick-up and drop-off times given as bus drivers will only wait for 2 minutes. Authorized individuals must be present on the street to collect your child from the bus and must present to the supervising matron the Pupil Collection Card. Under no circumstances may bus matrons or drivers leave children unattended on the bus, except in the event of an accident, in which case the bus emergency procedures protocol will be followed. Hence, they cannot deliver your child to the door. In the case there is no one to collect your child in the afternoon; your child will be taken back to school until he/she is picked up. The transportation office will contact the parents of any child who is regularly late for pick up. In the event a child misses his/her bus, it is the parents' responsibility to transport the child to school.

### **One-Time Bus Arrangement Change Request**

Pupils are supervised during the morning unloading and afternoon loading and attendance is taken in the morning and afternoon to ensure that all pupils are on the correct bus. Any request to change bus daily arrangements, such as parents collecting

children from school, must be made directly to the transportation office via email or a phone call for approval. Verbal instruction and queries to the bus matron/driver will not be approved. Same-day requests will only be considered provided they are received before 12:00pm (Early Leave days) or 1:00pm (normal school days) for all grades. Changes in bus assignments and/or stops can be made only in case of an emergency. Please note that such changes are not regular occurrences and repeated requests for the same one-time change will be denied.

### **Permanent Bus Arrangement Change Request**

Any request to change bus arrangements or requirements for the long term (such as the move of residence) must be made directly to the Transportation office via email. Verbal instruction and queries will not be accepted, a minimum of two weeks' notice in advance is required. The school will make efforts to accommodate permanent changes; however, it will do so only if existing bus routes and seats can accommodate the change.

### **Buses Departures at End of School Day**

All students are expected to move to their bus promptly at the end of the day. Buses leave the school grounds at 3:20pm & 4:30pm (during the ECAs weeks for Y1 and above). Buses will not leave without all students unless the child is absent from school or parents have informed us (using the correct procedure) that their child will not be taking the bus home.

### **Late Departure**

Bus service for some routes is not available during Wednesdays at 1:00 pm for foundation stage pupils however they can use buses at 3:00pm or 4:30 pm (during ECAs weeks) instead. In this case, the pupil will be provided with after-school care under the supervision of the EY academic department. The school will provide a late bus at 4:30 during Extra curriculum activity (ECAs)

### **Student Absence / Not Travelling by Bus in Morning**

In the event a child is not attending school or is traveling to school by alternative means on any given morning, parents/guardians are expected to inform the bus matron via phone in advance of the child's pick-up time.

### **Belongings on Buses**

Students are responsible for their own belongings while on the bus. Students may not leave items on the bus in the care of the driver/matron. Any items found on the bus at the end of a run will be put in the appropriate school Lost and Found.

### **Complaints**

Parents are requested not to complain to the bus matron/driver in case of a problem, please report the matter to the Transportation office through an email.

Disciplinary issues are dealt with by the bus supervising matron. Pupils with repeated disciplinary issues are referred to the Head of foundation/Key Stage and/or the Head Teacher and pupils may be prohibited from using the bus service.

Not Following Bus Procedures And Misbehaviour	Infractions	Responsible For Action
	<b>1st infraction:</b> Verbal reminder	Supervising Matron
	<b>2nd infraction:</b> Verbal warning	Matron / Transport Coordinator / School Office
	<b>3rd infraction:</b> Parents are notified	Transport Coordinator / Head of KS
	<b>Additional infractions:</b> Parent conference. Pupil may lose bus privilege for the remainder of the term	Head Teacher

### Tutor Programme

Pupils in FS to Year 3 will have homeroom teachers. They will meet these teachers daily. Children build a strong bond with these teachers. The homeroom teacher will oversee the holistic development of each of the children in their class. As well as their academic development, they will deal with any behavioural, emotional and social issues that may emerge.

For years 4-6 each class will have an assigned form tutor.

The tutor will build a strong bond with the pupils, and they will support the child in their holistic development, emphasizing their emotional, social and behavioural development.

You should direct any academic concerns you may have for your child directly to their relevant teacher. Any other concerns regarding well-being or social and emotional issues should be directed to your child's Form Tutor.

### Uniform and General Appearance

Our uniform is a representation of our school and a means of reflection towards our identity and pride in our school. All pupils are expected to wear the correct uniform at all times.

- The uniform must be clean and in good condition
- All pupils must own one classic pair of pants to wear upon request for official occasions or when directed to do so by the school – other than that they are allowed to wear their P.E pants.
- Hairband colours should be black, white or green
- Veiled girls, veils must be grey or white only
- Pupils must wear plain black, grey or white shoes or sneakers.
- Sandals, flip flops, boots and crocs are strictly forbidden.
- Girls' hair must be neatly tied back and away from their face. Unnatural hair colours are not permitted.
- Boys' hair must be short, neat and tidy and kept out of their eyes.
- The only jewelry allowed is a wristwatch and one pair of small, studded earrings (for girls).
- All uniform can be purchased at the school uniform shop located on campus.



Important: If, for any reason, pupils come to school out of uniform, parents must always send a note to the class or form teacher explaining why. Starting Upper Primary, pupils who are not in the correct uniform are issued by their class teachers a 'Uniform Slip' valid for that day only. Pupils are expected to be in correct attire the following day. The school will contact parents if there are continuous concerns over uniform or general appearance.

## Visitors

As part of its commitment to safeguarding, EIS operates a strict visitor policy. The full details are below.

In summary, the school only accepts visitors for pre-arranged appointments. It is not possible to just turn up at school to see someone. Parents can make appointments with the relevant member of staff directly via Skolera or if necessary, call the departmental office. If you have an emergency, it is recommended to call the school office who will attempt to deal with the situation or if appropriate will arrange an immediate appointment.

All visitors must provide ID, where the badge provided. Visitors should not approach pupils or members of staff and should go directly to the staff member they are visiting. Once the visit is finished visitors should return to the Security office to return their visitors badge, pick up their ID and exit the school.

EIS welcomes all parents and visitors. For the safety of our pupils, visitors should use only designated parking areas and enter the school through Gate 2. Visitors must check in at Security, leave their ID and take a visitor's badge.

## Weather Policy

The school closes only in extreme weather conditions. In bad weather conditions (Sand, temperature above 38 degrees or heavy rain) the Head of PE announces that we will follow any or all of the procedures below:

- No Morning Assembly
- No First Break
- No Second Break
- Early departure
- Pickup from classes

Otherwise, considering that Egypt is a mild weather country our pupils enjoy playing outdoor year-round.