

PARENTS' **HANDBOOK**

2025-2026 (Lower Secondary)



Table of Content

Vision.....	3
Mission	3
Values.....	3
Anti-Bullying Policy.....	4
Arabic Studies	5
Arrival in the Morning	5
Assessment.....	6
Assemblies	9
Attendance Policy	9
Behaviour policy.....	10
Character Education.....	12
Computers and E-Safety Policy.....	13
Counselling.....	13
Curriculum Overview.....	15
Departure at the End of the Day	19
Early Departure	19
Eco- Friendly Campus Building and Facilities	20
Enrollment Letters and Certificates of Registration.....	20
Educational Trips.....	20
Evacuation Procedures	21
Forbidden Items.....	21
Homework	21
Home-School Communication.....	22
House System	24
Learning Support	25
Library.....	25
Lost and Found	25
Mobile Phones Policy.....	25
Nutrition.....	26
Safety and Security	26
School Equipment	27
School Transportation	27
Tutor Programme	30
Uniform and General Appearance	30
Visitors.....	31
Weather Policy.....	31

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.

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	
9	Grey	
8	Blue	
7	Yellow	
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.

For informal formative assessments, if a pupil has an authorized absence they may make up for a missed assessment during lessons of that subject, break time, or during their teacher's office hours.

Unauthorised absence during announced assessments will result in a zero score for the assessment grade.

In the Secondary School operates a progression policy. This means that pupil do not automatically progress from one year to the next.

If a pupil makes expected progress and their attendance is as school targets, then they will automatically progress to the next year group. If the school has concerns regarding a pupils' progress during the year, then we will clearly communicate this. The emphasis will be on identifying support needed and setting clear and precise targets for improvement. Pupil progression is determined by a variety of factors which include academic performance, attendance and behaviour

Pupils in Lower Secondary will have to retake failed End of Year Assessments, if their overall grade is below 50%. The retake will be administered during the second or third week of August under the supervision of the curriculum leaders of each subject or key Stage Head. Heads of Key Stages are responsible for communicating the schedule and requirements to parents.

In line with the school's Progression Policy, automatic progression to the following year may be declined if a child's overall academic progress means that their work is not at age-appropriate level and they have not reached the academic maturity necessary to progress to the following year.

Pupils in year 9 must repeat any end-of-year assessments in failed subjects as per MOE decree.

Failed MOE remakes or IGCSE Core/ Extended subjects may result in repeating the year.

All assessment tasks and assessment papers will be sent home after being marked, except for diagnostic assessments, 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.

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.

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
- 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

In Secondary School the Government Ministry and Cambridge stipulate that pupils must attend a minimum of 85%. Failure to do so can result in withdrawal from an examination course or progression to the next year not being granted.

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

At Ethos, we believe every student can make good choices. Our behaviour system is progressive and value-driven, helping students reflect, take responsibility, and repair harm when mistakes are made.

We begin with guidance and reminders, but if behaviour continues or becomes more serious, consequences increase step by step.

Behaviour Levels (At-A-Glance)

➤ Level 1 – Low-Level Disruptions

Examples: talking out of turn, minor distractions, not following instructions, brief misuse of devices.

Usual response: reminders, seat move, reflection activity.

➤ Level 2 – Moderate Misbehaviour

Examples: repeated low-level disruptions, ignoring instructions, disrespectful words,

skipping class, minor damage to property.

Usual response: break detentions (whole second break in the Reflection Room) with reflection, temporary loss of privileges, restorative tasks.

➤ **Level 3 – Serious Incidents**

Examples: bullying, swearing, public insults, unsafe behaviour, property damage.

Usual response: after-school detention, Behaviour Improvement Plan (BIP), suspensions (in-school or external), longer loss of privileges.

➤ **Severe Cases (Immediate Action)**

Examples: aggressive outburst at staff, discriminatory language, serious physical fighting, theft, leaving campus without permission.

Usual response: immediate external suspension with restorative project and loss of privileges.

➤ **Level 4 – Critical**

Examples: extreme or criminal behaviours (e.g., weapons, drugs, arson, severe violence).

Usual response: external suspension while investigating, involvement of authorities, possible expulsion.

What Consequences Mean

- **Reflection** – a guided task helping students think about their choices.
- **Break Detention** – the whole second break in the Reflection Room, paired with reflection.
- **After-School Detention** – structured time after school to reflect and carry out restorative tasks.
- **Restorative Actions** – repairing harm, e.g., apology, community service, helping repair damage.
- **Loss of Privileges** – temporary suspension from trips, clubs, or special activities.
- **Behaviour Improvement Plan (BIP)** – a personalised plan with goals and teacher support.
- **Suspension** – serious removal from lessons (in or out of school); work must still be completed.

Progression & Values

- Each repeat of an infraction usually leads to a stronger consequence.
- Missing a detention or task causes it to double in length; repeated misses escalate to the next level.
- Every consequence is tied to our Ethos values – teaching Integrity (owning choices), Respect (valuing others), Caring (repairing harm), Excellence (aiming higher), and Continuous Improvement (learning from mistakes).

Parents and students can expect a fair, consistent, and value-driven system. Small issues are corrected with guidance; repeated or serious issues lead to stronger consequences, ranging from reflection tasks to suspensions and, in extreme cases, expulsion.

Character Education

At Ethos, character grows hand in hand with learning. Our five core values—Integrity, Continuous Improvement, Respect, Caring, and Pursuing Excellence—form the Ethos Character Profile. This profile is not a separate programme, but a unifying framework integrated into every aspect of school life. These values shape how students learn, lead, serve, and treat one another, making them the foundation of both academic and personal growth.

Vision & Approach

Secondary school is a bridge from guidance to ownership:

- **Years 7–9:** Pupils explore what each virtue looks like in everyday choices through weekly Character Education and value-rich moments across subjects and activities, ensuring moral growth is part of daily school life.
- **Years 10–12 (Skill Up 2.0):** Pupils take greater ownership, leading clubs and initiatives that link real-world skills to chosen values—turning virtues into visible impact in and beyond the classroom.

How Character Comes Alive

- **Integrated practice:** Weekly lessons, daily reflections, mentoring, and cross-curricular projects ensure that values are consistently present and lived.
- **Service Learning:** Following the rhythm Notice → Plan → Act → Reflect → Share, students connect values with meaningful causes.
- **Varied pathways:** Leadership roles, design challenges, advocacy/media/enterprise projects, and reflective practices give every learner the chance to live out values in ways suited to their strengths.

Signature Experiences

- **Moonlight** (on-campus overnight): A values-focused night of sharing, reflecting, games, and bonding.
- **Adventurous Days:** Team challenges that stretch collaboration, resilience, and creativity through the lens of our values.
- **Overnight Camps:** Living and leading together with rotating responsibilities, service micro-projects, and nightly reflections that help virtues become lasting habits.

Growth Through Our Values

- **Integrity** – Honest choices, consistency, and trustworthiness—even when no one is watching.
- **Respect** – Listening well, speaking kindly, and honoring differences both on campus and online.
- **Caring** – Empathy expressed through action—supporting peers and serving the wider community.
- **Continuous Improvement** – Resilience, openness to feedback, and the courage to try, learn, and try again.
- **Pursuing Excellence** – Focused effort and craftsmanship that serve others.

Our Commitment

Through the Ethos Character Profile, values are lived, not only learned—ensuring students are prepared to succeed in school and beyond as responsible, caring, and ethical individuals.

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.

The school will operate Bring Your Own Device Scheme for lower secondary pupils. Parents are not expected to buy a specific device for this purpose; pupils should use existing devices they have access to. Guidance on suggested specifications - should you buy a new device - has been sent and is available from the school should you need a further copy.

All parents are required to sign a consent document which indicates their agreement to abide by the terms and conditions of the Bring Your Own Device scheme. Failure to do so will mean that a pupil cannot access the scheme. The school is not liable for the loss or damage of any devices brought to school. Provision for storage of devices during the school day will be made by the school.

Counselling

Counselling at EIS provides professional services and programs that help our pupils resolve social, emotional or behavioral problems and help them develop a clearer focus or sense

of direction. Counselling is a relationship built on confidentiality and trust—pupil trust, parent trust and teacher trust, which we pertain to at school. Pupils may be referred to the School Counsellor for individual and/or small group counselling by their teachers, HOD, self-referral and/or parents. Once a referral is made, the School Counsellor sets up a meeting with the referred student. You will be notified and a letter with a consent form will be sent to you for your approval before proceeding with the process. It is our aim to earn your trust and collaboration throughout this journey.

Who provides the counselling at school?

The school counsellor is Ms. Doaa El Karmouty, who is suitably qualified in school-based support and counselling. Counselling services provided:

Counselling focuses on providing support for the school-based context. This provision is not therapeutic. It includes:

- Individual /small group counselling sessions
- Year group /classroom guidance
- Consultation with teachers, parents, and administrators
- Special awareness events and assemblies
- Coordination with learning Support and CE

In complex cases, the school will recommend to parents to consult a specialist outside school.

Counselling process:

➤ Referral

If a child is referred to the school counsellor, the very word “counselling” may sound like a mysterious process, but it is not. School Counselling focuses on the personal, social, and behavioural development of pupils. Adequate information is the foundation of trust—all stakeholders must have information about the limits and processes of counselling. The following information describes the overall process of counselling.

➤ How does a pupil receive counselling at school?

- Referral of pupils for counselling services occurs when the pupil shows signs of underlying personal, social, or emotional problems or struggles.
- If the pupil is showing ongoing behavioral problems that are not responsive to any interventions, he could be referred to Counselling for further investigation.
- Students may be referred to the school Counsellor for individual and/or small group counselling by their HOK, self-referral or through a parent. Once a referral is made the school Counsellor sets up a meeting with the referred pupil and she proceeds with the process.
- If the pupil has an emergency, they should come to the counselling office immediately.
- The emergency is the 3 hurts (Pupil hurts himself/herself, pupil hurts someone else, someone hurts him/her)
- Parents referral occurs by completing the school counselling referral form through this link.

<https://forms.gle/CF2zQ46MZCwCVGsf7>

It is your choice to give consent for your child to receive counselling.

➤ **What will counselling for your child involve?**

Counselling may include small group or individual sessions. During the sessions, your child and the counsellor will work together to understand the problem, the present and future consequences, develop goals for change and a plan of action for change. Pupils sometimes may need a safe environment to share their challenges and feelings to be able to handle them by which Counselling can help.

➤ **How is information shared?**

Trust is the basis for effective counselling. The ethical guidelines of all Counsellor Associations emphasize the importance of confidentiality between school counsellors and pupils at the same time recognizing the rights of parents. As a parent or guardian, you must trust that the counsellor will "take good care of" one of your most prized possessions. Your child must know and trust that, what is shared with the counsellor will stay with the counsellor unless he or she gives permission to share information or if the counsellor suspects the child is in danger of being hurt by others, hurting himself, or hurting others.

➤ **Confidentiality:**

Trust and confidentiality work together. Counselling records do not become a part of the permanent record of the pupil except as required by school board. A record may indicate that a pupil was seen by the school counsellor; however, the topics discussed are not included unless required by the school board. The requirements of the Family Education Rights and Privacy Act (FERPA) are enforced, information will not be released to anyone outside our school without your written permission. The counsellor may talk with the classroom teacher about how he or she can help your child in the classroom; however, specific information will not be shared.

All pupils have the right to keep the information they are sharing confidential unless it involves any of the 3 exceptions. (Hurting oneself, hurting others, being hurt)

➤ **Possible outcomes:**

Through counselling, your child may be taught strategies to help him or her make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, and be more successful in school. We all must realize that changes take time; his or her problem did not develop overnight, nor will it disappear overnight. Counselling will be successful when pupils, school counsellors, teachers, and family members work together.

Curriculum Overview

Years 7 and 8

➤ **English**

The Cambridge Curriculum for English (0861) aims to:

- Empower learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication.
- Develop communication skills in English that they can apply in everyday situations and in study.
- equip them with transferable language skills for interrogating and producing spoken and written texts, and working collaboratively.
- Together the reading, writing, speaking and listening skills acquired through Cambridge Lower Secondary English support learners' overall intellectual, creative and social development.

➤ **Mathematics**

The Cambridge Curriculum for Mathematics (0862) aims to ensure that all pupils:

- encourages life-long enthusiasm for analytical and rational thinking.
- Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships.
- Learners become mathematically competent and fluent in computation, which they can apply to everyday situations.
- A unique feature of this curriculum is 'Thinking and Working Mathematically', which encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts.

➤ **Science**

The Cambridge Lower Secondary Science curriculum (0893) aims to ensure the following:

- Cambridge Lower Secondary Science supports learners in developing life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them.
- Learners will develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they require to access and excel at science in later phases of education and to make informed choices.
- The addition of a new Science in Context strand supports teachers in demonstrating the relevance of science to learners. Improving learners' awareness of science in the world around them develops their sense that 'science is for me' and starts learners on a journey of connecting themselves to the subject.

Year 9

➤ **English**

English as a Second Language and Literature, aims to ensure that it:

- develop learners' ability to use English effectively for the purpose of practical communication

- develop learners' awareness of the nature of language and language-learning skills.
- develop transferable skills to complement other areas of the curriculum
- promote learners' personal development and enjoyment.
- cultivate critical thinking, creativity, and effective expression within a globally aware and inclusive classroom environment. By developing the four essential English skills—listening, speaking, reading, and writing.

➤ **Mathematics**

In Y9 we follow a mix between the Cambridge core and the Edexcel frame works, both aims to ensure that all pupils:

- Develop a positive attitude towards mathematics in a way that encourages enjoyment, establishes confidence and promotes enquiry and further learning.
- Develop a feel for number and understand the significance of the results obtained.
- Apply their mathematical knowledge and skills to their own lives and the world around them.
- Use creativity and resilience to analyse and solve problems.
- Communicate mathematics clearly.
- Develop the ability to reason logically, make inferences and draw conclusions.
- Develop fluency so that they can appreciate the interdependence of, and connections between, different areas of mathematics.
- Acquire a foundation for further study in mathematics and other subjects.

➤ **Science**

In year 9 we follow the IGCSE core curriculum of the three sciences (Biology, Chemistry and Physics) to ensure pupils are able to:

- 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 scientific enquiry that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills, both in the laboratory, in the field and in other environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively
- Know the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- Understand the assumption that every effect has one or more cause
- Know that change is driven by interactions between different objects and systems
- Understand that many such interactions occur over a distance and over time
- Know that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- Understand that quantitative analysis is a central element both of many theories and of scientific methods of inquiry

Years 7,8&9

➤ **Art and Design**

The Cambridge 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:

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- Use accurate grammar, spelling and punctuation.
- Listen to a variety of forms of spoken language to obtain information and respond appropriately Transcribe words and short sentences that they hear with increasing accuracy

- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

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.

➤ **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

Departure at the End of the Day

The school day finishes at 3.00 pm for year 7,8&9, pupils and at 3.10 pm for year 10 pupils. Pupils from year 7 to year 12 will be granted self-dismissal cards where they can manage their departure from school more autonomously.

The Self-Dismissal Card will enable pupils to leave school premises without needing a parental sign-out, provided they adhere to all school guidelines and schedules. We believe this system will help foster responsibility and time management skills among our pupils. Pupils are not allowed to wait at the gates or outside school premises.

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

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.

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 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. Day trips will consist of a trip focused on identity, a trip purely devoted to fun activities and an adventures day, where they will

have activities that will enable pupils to apply values they have covered in the CE programme. 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.

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)

- 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

Homework

Homework is an important part of your child's education, helping to reinforce classroom learning and build essential study habits. 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.

Our system ensures a consistent approach to homework submission and accountability.

- Pupils who fail to submit homework on time:
 - Receive warnings the first and second time.
 - Complete the task during break time, supervised by the subject teacher.
 - Receive 50% of the total mark as a consequence for late submission (This needs to be on the following session in order to be marked by the teacher). Non-submission will receive a zero for that missed task and it will not be marked.
 - 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. Further steps apply:
 - A meeting is scheduled with the parents and the Head of Key Stage to discuss the issue.
 - A structured plan to help the child finish the accumulated homework until all missing work is completed.
- Persistent failure to submit homework, results in treating it as a behavioural concern and the situation is addressed in accordance with the school's behaviour policy. Upon Headteacher's approval, the following steps apply:
 - The issue is reported as a Level 3 behavioral incident, indicating consistent irresponsibility toward learning.
 - Parents are informed of the escalation
 - The head of the Key Stage decides on a consequence as per the behaviour policy. (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.)

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' 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 (Skorera)

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. If a hard copy is ever needed and a written signature is required parents will be notified in advance with clear instructions on the necessary procedures.

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.

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 adaptions 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

At EIS we do recognize and understand that Senior School pupils are old enough to be travelling home alone or have extra activities after school hours. Parents need to have a communication channel open with their children to ensure their safety. Senior School pupils are allowed to bring their mobile phones to school on a daily basis, with the

understanding that they will be switched off and handed to the discipline coordinator office.

Any usage of the phone during the school day will result in the confiscation of the phone and the parent will be contacted and informed about the confiscation protocol. The school is not responsible for loss or damage of the device.

Nutrition

EIS is committed to promoting healthy nutrition and encourages parents to provide healthy, balanced and nutritional packed snacks/lunches for their child to eat during breaktime. All pupils must also bring a large flask of water enough to keep them hydrated throughout the school day, especially during hot weather and on days with PE classes. Water dispensers are also available for pupils to refill their flasks.

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

We kindly request your cooperation in refraining from sending your child to school with 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 Secondary School. 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 strongly discourage food sharing within the school premises. This is 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.

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 ensure 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 personal use and organization. Individual teachers may ask for extra items not on the list or for a specific purpose during the year.

Secondary School

- Pencils HB, Eraser, Pencil sharpener
- 1 Large Plastic ruler (30 cm)
- 1 Small Glue Stick
- 1 Pair of kid's scissors
- Pens (Blue & Black)
- Highlighters
- 1 Calculator Y7&8 (Basic Scientific/FX-82)
- 1 Calculator Y9 (FX 991ES Plus)
- 1 Full Geometrical Set (Not Flexible)
- A4 Zipper Files (2 Red for English, 1 Purple for Science, 1 Orange for MFL, 2 Blue for Math, 1 Green for Arabic, 1 Yellow for Arabic S.S, 1 White for Religion)
- Some items might be required by subject teacher
- Pupils must come to school every day with:
- School Bag (not on wheels)
- Water flask (to be refilled in school)

School Transportation

EIS provides safe, efficient and reliable bus 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 3.20. 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.

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.

	Infractions	Responsible For Action
	1st infraction: Verbal reminder	Supervising Matron
	2nd infraction: Verbal warning	Matron / Transport Coordinator / School Office
	3rd infraction: Parents are notified	Transport Coordinator / Head of KS
	Additional infractions: Parent conference. Pupil may lose bus privilege for the remainder of the term	Head Teacher

Tutor Programme

For years 7-9 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.

Tutors will follow-up with pupils on specific issues either individually or in small groups.

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, black 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 (not smart) and small, studded earrings (for girls). (Note that nose pins are not allowed)
- 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 teacher explaining why.

Out of Uniform consequences:

The staff will perform uniform checks throughout the school day. Pupils who are coming out of school uniform will go through the process below:

- First incident: School office will notify the parents via Skolera
- Second incident: Pupil will receive a school uniform to use throughout the day to be charged on the parent's account.
- Second incident for jewelry: Confiscated and return at the end of the week.

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.