



Primary School Handbook

Academic Year 2026-2027

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Dear Parents and Guardians,

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

In the first section you will find lots of useful information ranging from the timing of the school day to who to contact if you have a need to discuss a particular issue. Please take the time to read through this as it is a useful reference point at various times during your child's time with us.

In the second section, you will find information about the curriculum and specific aspects of Teaching & Learning for each Key Stage.

You have chosen The British School of Egypt because of our particular model of education, taught through the medium of the English Language. To ensure that your child is able to benefit from their opportunities here, we insist that only English is spoken in school. (The obvious exception will be when students are speaking to an Arabic or French teacher.) Students need to develop their subject vocabulary and clear diction by speaking English as much as possible both in school, with their teachers and peers, and at home. We depend upon the partnership between school and home to work towards our shared goal of fluency and accuracy in English.

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

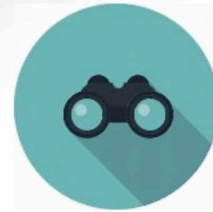
We look forward to working with you all and wish your sons and daughters every success in their endeavours here at The British School of Egypt.

Mrs. Yasmin Tabram

Executive Principal

MISSION

The BSE are committed to being a leading school with a positive and inclusive culture; highly respected internationally for innovation, progressive and personalized learning and a commitment to student and teacher excellence and well-being.



To provide rich opportunities for our pupils to be leaders, designers, creators and contributors; to prepare their young minds to understand, find solutions and succeed in a rapidly changing society; so they may impact on and improve the world.

VISION

THE BSE VALUES



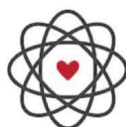
RESPECT

Respect for ourselves, respect for others, respect for difference and respect for property



RESPONSIBILITY

Being dependable, and also accepting that each of us are answerable and accountable for our actions.



COMPASSION

Recognising the misfortunes of others and responding with empathy and purpose (service).

RESPECT

RESPONSIBILITY

COMPASSION

RESILIENCE

MINDFULNESS

INTEGRITY

RESILIENCE

Resilience is not the absence of distress or difficulty but the ability to bounce back, again and again, with every obstacle we face.



MINDFULNESS

Developing the techniques needed to improve focus and reduce stress by not allowing our thoughts and worries to define us



INTEGRITY

Doing what you know to be right, under any circumstances, even when no one is watching!



Welcome to the Primary School

We are delighted to extend a very warm welcome to you and your child as you join the Primary School at The British School of Egypt.

At BSE, our Primary Department is a vibrant, caring and inclusive community where every child is encouraged to develop a genuine love of learning. We provide a carefully designed, progressive and creative curriculum that responds to the individual needs, interests and strengths of every pupil. Our aim is to nurture not only academic achievement, but also the personal, social and emotional development of each child, ensuring that we truly support the growth of the 'whole child'.

Throughout the Primary School, we embed seven core values that underpin our approach to education and guide the experiences we provide for our pupils. We are passionate about promoting '**Complete Well BSE-ing**', recognising that children thrive when their wellbeing, relationships, character and learning are developed together. By nurturing essential lifelong qualities such as resilience, responsibility, compassion and integrity, we aim to equip our pupils with the confidence and skills they need to navigate an ever-changing world and meet future challenges with determination and optimism.

We are excited to build strong and positive relationships with you and your children and hope that your journey with us will be both happy and rewarding. At BSE, we value the partnership between home and school and look forward to working closely with you to support your child's learning, development and wellbeing.

This Handbook has been designed to provide you with useful information about your child's education and experiences during the year. It includes important details about daily routines, expectations and procedures.

We hope you find the Handbook useful and informative and encourage you to share and discuss relevant aspects with your child, helping them to feel confident, prepared and excited about the year ahead.

Thank you for your continued interest and confidence in The British School of Egypt. We are very much looking forward to welcoming you and your family to our Primary School community and to working together to make this a successful, happy and memorable year for every child.

Kind regards,

Farah Samir
Head of Primary

Rana Massoud
Deputy Head of Primary

Patricia Dimitry
Assistant Head of Primary

Primula Rashwan
Assistant Head of Primary

Important Information for Parents

Starting School

There are many things which will influence how happily a child settles into school. Every child is different and each child will react to this new environment in their own individual way. It is important that children come to school feeling secure and as confident as possible. You can help by being very positive and talking about all the good experiences your child is likely to have each day.

Try not to use school as a threat. Comments such as, “You won’t be able to behave like that at school”, often worry a child needlessly. Also try not to build up the child’s expectations too much. Many children think they will learn to read and write on the first day. They may then become worried or disappointed when they don’t.

Children learn to walk and talk at their own pace, in their own time – so too, with the skills they will be mastering at school. We can all help by offering children support, encouragement and lots of praise as they develop their skills; and by discussing their learning with them.

Most children are very enthusiastic when starting the new school year and many will continue to be so. However some children appear to lose that enthusiasm fairly quickly and parents of these children may become disappointed and puzzled about what has happened. There may be many reasons for this.

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

School is a very busy place and children are often very tired by the time they get home. Parents need to be prepared for this. You can help by ensuring that your child gets a good night’s sleep (8 – 9 hours) and eats a good breakfast before leaving home.

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

School is the place where the children will spend many hours of their day. We all want this to be a happy, comfortable place for your child. The best way to achieve this is for the school and home to work together. Communication is vital. This can be done through our Communication Book or a quick chat if you personally collect your child. If you have any concerns at all, please make an appointment to speak with your child’s teacher.

Structure of the Day

What does my child do during the day?

Your child's timetable will consist of 6 lessons per day with a morning break and lunch break included. Your child will experience a rich and varied curriculum across the school week.

The structure of the school day will be as follows for all Year Groups:

Key Stage One (Years 1 and 2) and Year 3

Year 1	7.50 am 8:am	8:am - 8.50am (50mins)	8.50a m 9.15a m	9.15am - 10.05am (50mins)	10.05a m 10.30a m	10.30am - 11.20am (50mins)	11.20am - 12.10pm (50mins)	12.10p m 12.35p m	12.35pm - 1.25pm (50mins)	1.25pm - 2:15pm (50mins)	2:15p m 2:30p m
	Reg	Lesson 1	GR	Lesson 2	Break	Lesson 3	Lesson 4	Break	Lesson 5	Lesson 6	Pack Up
Sunday			GR	Literacy			PE				Pack Up
Monday			GR	Literacy							Pack Up
Tuesday			GR	Literacy							Pack Up
Wednesday		PE	GR	Literacy					Assembly		Pack Up
Thursday			GR	Literacy							Pack Up

Year 2	7.50a m 8:am	8:am - 8.50am (50mins)	8.50a m 9.15a m	9.15am - 10.05am (50mins)	10.05a m 10.30a m	10.30am - 11.20am (50mins)	11.20am - 12.10pm (50mins)	12.10p m 12.35p m	12.35pm - 1.25pm (50mins)	1.25pm - 2:15pm (50mins)	2:15p m 2:30p m
	Reg	Lesson 1	GR	Lesson 2	Break	Lesson 3	Lesson 4	Break	Lesson 5	Lesson 6	Pack Up
Sunday		PE	GR	Literacy							Pack Up
Monday			GR	Literacy							Pack Up
Tuesday		PE	GR	Literacy							Pack Up
Wednesday			GR	Literacy					Assembly		Pack Up
Thursday			GR	Literacy							Pack Up

Year 3	7.50 am 8:am	8:am - 8.50am (50mins)	8.50am - 9.40am (50mins)	9.40am 10.05a m	10.05 am 10.30 am	10.30am - 11.20am (50mins)	11.20am - 12.10pm (50mins)	12.10pm - 1pm (50mins)	1pm 1.25p m	1.25pm - 2.15pm (50mins)	2:15p m 2:30p m
	Reg	Lesson 1	Lesson 2	Break	GR	Lesson 3	Lesson 4	Lesson 5	Break	Lesson 6	Pack Up
Sunday					GR	Literacy					Pack Up
Monday		PE			GR	Literacy					Pack Up
Tuesday					GR	Literacy	PE				Pack Up
Wednesday					GR	Literacy					Pack Up
Thursday			Assembly		GR	Literacy					Pack Up

Key Stage Two (Years 4,5 and 6)

Year 4	7.50 am 8:am	8:am - 8.50am (50mins)	8.50am - 9.40am (50mins)	9.40am 10.05a m	10.05 am 10.30 am	10.30am - 11.20am (50mins)	11.20am - 12.10pm (50mins)	12.10pm - 1pm (50mins)	1pm 1.25pm	1.25pm - 2.15pm (50mins)	2:15p m 2:30p m
	Reg	Lesson 1	Lesson 2	Break	GR	Lesson 3	Lesson 4	Lesson 5	Break	Lesson 6	Pack Up
Sunday			PE		GR	Literacy					Pack Up
Monday					GR	Literacy					Pack Up
Tuesday					GR	Literacy					Pack Up
Wednesday			PE		GR	Literacy					Pack Up
Thursday			Assembly		GR	Literacy					Pack Up

Year 5	7.50a m 8:am	8:am - 8.50am (50mins)	8.50am - 9.40am (50mins)	9.40am - 10.30am (50mins)	10.30am - 10:55am	10:55am - 11.45am (50mins)	11.45am - 12.35pm (50mins)	12.35pm - 1pm	1pm 1.25pm	1.25pm - 2.15pm (50mins)	2:20p m 2:30p m
	Reg	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Break	GR	Lesson 6	Pack Up
Sunday							Literacy		GR		Pack Up
Monday			PE				Literacy		GR		Pack Up
Tuesday							Literacy		GR		Pack Up
Wednesday			Assembly				Literacy		GR		Pack Up
Thursday						PE	Literacy		GR		Pack Up

Year 6	7.50 am 8:am	8:am - 8.50am (50mins)	8.50am - 9.40am (50mins)	9.40am - 10.30am (50mins)	10.30am - 10:55am	10:55am - 11.45am (50mins)	11.45am - 12.35pm (50mins)	12.35pm - 1pm	1pm - 1.25pm	1.25pm - 2.15pm (50mins)	2:20pm - 2:30pm
	Reg	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Break	GR	Lesson 6	Pack Up
Sunday							Literacy		GR		Pack Up
Monday							Literacy		GR		Pack Up
Tuesday			PE				Literacy		GR		Pack Up
Wednesday			Assembly			PE	Literacy		GR		Pack Up
Thursday							Literacy		GR		Pack Up

Early Morning and End of Day Procedures

Early Morning

- Pupils are welcomed on-site via the Primary School entrance from **7:40 AM**. Please note that gates will not open earlier than this.
- All children must arrive from **7:40 AM to 7:55 AM**.
- Pupils will be guided to their year group entrance and will go directly to their classroom after morning lines where they will be greeted by their class teacher and co-teacher.
- The register in class will be completed before 8.00 am.
- If you have anything you need to communicate to the class teacher in the morning please do so by emailing the class teacher directly or the Primary School office.

End of Day

- Gates will be open to parents at **2:30 pm**.
- Children who haven't been picked up by **2:50** will be escorted to the waiting room where they will be supervised by a staff member. Parents are contacted by this time.
- From **3:10** onwards, children will be left with security by the gate.
- All pupils must be collected by parents directly from the class.
- All Parents will enter the Building through **Entrance A - Main entrance by the Primary Gate**
- All classrooms are labelled, and staff will be available to assist if required.
- Parents with children in multiple-year groups are requested to start a collection on the top floor and work their way down to the ground floor.
- Older siblings will be permitted to collect younger brothers and sisters at the end of the school day. This must be arranged directly by parents with the key stage offices and permission cards will be issued to the oldest students.

What happens if my child is late?

Pupils will be recorded as late if they arrive **after 8:00 AM and are not allowed entry from the Primary school gate. Pupils will enter via the Admin building.**

- We understand that slight delays are inevitable on an occasional basis but the first half hour is particularly important. Lessons in Primary start promptly at 8.00am. Children who miss this time often miss crucial learning. Persistent lateness also leads to children feeling insecure, unsettled and unhappy during the day.
- Persistent lateness and any arrival after 8:00 am will be dealt with according to our school attendance policy.
- **Entry for the day will be refused to pupils if they arrive after 8:15 AM** (A common sense approach will apply in the event of extreme weather conditions, traffic accidents or road closures on nearby access roads and entry to the school will be at the discretion of the BSE Senior Leadership Team.
- **Pupils who arrive after 8:20 am will stay in a separate classroom until the first lesson finishes, so as to minimise disruption for their classmates as teaching and learning would have already taken place. A second offense of lateness will lead to the parents signing an agreement that there will be no repeat and that any further lateness can lead to ERT.**
- Please inform the school at the earliest opportunity if your child is going to be late. An informed decision will be made by the BSE Senior Leadership team as to whether the reason is valid and the pupil will be permitted entry.

Instructions for picking your child up

To ensure a safe flow of traffic all parents will **exit** the building at the **next available doorway using a one-way system**.

Polite Reminders

- Parents must ensure they have their Pick-up Gate Card for pupil collection.
- Kindly vacate the school premises as soon as possible after pupil collection.
- Please note that the end of the school day is a busy time for your child's teacher as he/she is supervising pick-up times. Kindly contact the teacher via email or via the PS office if you would like to talk to him/her.

Pupils will only be released to an adult when staff are presented with the school-issued Gate Card. No child will be permitted to leave the school premises without this card or with anyone other than a parent unless the PS Office has received a specific request from the parents.

In such cases, the parents must email the PS Office requesting to delegate another adult to collect their child, including the I.D of the delegated person and the class teacher will be informed.

To make a delegation for someone picking up your child please contact the Primary School Office directly.

Early Sign Out Requests

Your child is expected to remain in school for the full school day. We ask you to arrange medical appointments and other personal matters after school hours whenever possible. The Head of Primary or Deputy Head can approve urgent early sign-out for important family matters. You must be prepared to fully explain your circumstances as well as present the necessary documentation to the Primary management team if requested to do so.

What Should I Do If My Child is Absent From School?

If you have to keep your child at home due to illness please send an explanatory note or medical certificate when he or she returns to school.

Contagious infections, vomiting, diarrhoea and high fevers require absence from school. (For 1 or 2 days of absence a parent letter is acceptable. For 3 days or more, a doctor's note is required. Please see Medical Arrangements Section for more information).

Parents are advised that any absence can be very detrimental to a child's academic progress and are urged to make every effort to ensure that their child does not miss any school days unnecessarily.

Lesson Allocation and Timetable

We are very privileged here at The British School of Egypt to have a team of dedicated and experienced educators. The BSE is committed to providing an appropriate and high-quality education to every child who attends the school. We believe that all children, including those identified as having special educational needs, have an entitlement to a broad and balanced academic and social curriculum.

Teachers

Each class has an experienced class teacher, a specialist in the Primary Years and the British Curriculum, who is responsible for the day-to-day class teaching, organisation and routines. You must contact the class teacher for any questions or concerns. Your child's class teacher's email details will be shared with you in due course and parent/teacher communication is encouraged via this channel.

Co-Teachers

Each class will have one full-time Co-Teacher. Their role is to support Teaching and Learning in the class. The Co-Teacher works alongside the class teacher. Please do not contact the Co-Teacher to discuss your child's progress. **You must refer to the class teacher at all times.**

What Additional (Specialist) Classes Will My Child Participate in This Year?

In addition to the core subjects of English, Numeracy and Science, your child will take part in Arabic, Religion, P.E, Art, French, Drama and Music lessons each week. He/she will also attend Assemblies, visit the school library and will have access to the ICT room and Interactive Whiteboard in the classroom.

You will be informed of Assembly days, library days and P.E days by your class teacher. Children will take part in regular trips which are arranged to support the curriculum.

Subject Curriculum Allocations Primary 2026/2027

Yr1 - 4 Classes	Yr2 - 4 Classes	Yr3 - 4 Classes	Yr4 - 4 Classes	Yr5 - 5 Classes	Yr6 - 4 Classes
Literacy 5		Literacy 5	Literacy x 5		Literacy x 5
GR 5 x 25mins		GR 5 x 25	GR 5 x 25mins		GR 5 x 25mins
Maths x 5		Maths x 5	Maths x 4		Maths x 4
Arabic x 4		Arabic x 4	Arabic x 4		Arabic x 4
Religion x 1		Religion x 1	ESS x 2		ESS x 2
IT x 1		IT x 1	MoE+ x 1		MoE+ x1
French x 2		French x 2	Religion x 1		Religion x 1
Science x 2		Science x 2	IT x 1		IT x 1
Humanities x 1 (Topic)		Global x 1	French x 2	French x 2	French x 2
Assembly x1		Assembly x 1	Science x 1	Science x 2	Science x 2
SEL / PSHE x 1		SEL x 1	SEL / PSHE x 1		SEL x 1
Library x 1		Library x 1	Global Citizenship x 1		Global x 1
PE x 2		PE x 2	Assembly x 1		Assembly x 1
Art x 1		Art x 1	Library x 1 - (GR Slots)		--
Music x 1		Music x 1	PE x 2		
Drama x 1 lesson		Drama x 1	Music x 1		
MoE+ x 1 extra lesson (no TC)			Art x 1		
			Drama x 1 lesson		
35		35	35		

The Primary School Curriculum

We understand here at The BSE that the transition from EYFS to Key Stage 1 can be challenging for some students. The surrounding environment has changed, their teacher has changed and in some cases their peers have changed. We are very sympathetic to the needs of our pupils and aim to ensure that the transition for our students runs as seamlessly as possible, including the transition from the EYFS curriculum structure to the implementation of the National Curriculum for England.

We also encourage all pupils' independence and sense of responsibility when they progress from Key Stage 1 to Key Stage 2.

Name of Stage	Year Groups	Age of Pupils
Key Stage One and Year 3 <i>KS1</i>	Y1, Y2, Y3	5 – 7 years
Key Stage Two <i>KS2</i>	Y4, Y5, Y6	7 – 11 years

The National Curriculum for England - The Structure of the British Primary Curriculum

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

Pearson's Active Learn, Abacus, and Wordsmith are all top-quality schemes of work, which have recently been embraced throughout the Primary stage. The up-to-date and flexible nature of the content and planning approach allows our staff to productively deliver meaningful, objective-specific lessons that can be adapted to meet the needs of our pupils.

These exciting, UK curricula-designed schemes of work are rich in resources; from both an online perspective and practical level, encouraging pupil interactivity and independent thinking. The UK curricula-designed schemes of work provide our pupils with opportunities to explore, be enthused by, and progress within the areas of literacy and numeracy. Regular pupil assessments are conducted through both formative and summative techniques and on a regular basis using child-appropriate methods.

The sense of 'Britishness' and British Values are promoted throughout the Primary School, through curriculum content, our behaviour policy, school events and competitions. Our House Point System provides a much adored and positive approach to educating our pupils of the importance of collaborative teamwork, determination, healthy competitiveness, and personal achievement. Please find the following useful information for our core subjects

Literacy

Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. Pupils engage in discussion and ask relevant questions to build their vocabulary and extend their understanding and knowledge. They have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class and are taught to take turns. They learn to speak clearly, thinking about the needs of their listeners. The children use language in imaginative ways and express their ideas and feelings when working in role-playing and drama activities.

Reading

Reading consists of two dimensions: word reading and comprehension (both listening and reading). Pupils apply phonic knowledge and skills to decode words and focus on sentences to determine how they fit into whole texts. They read a range of texts and discuss why they like them or don't like them. Pupils explain clearly their understanding of what is read to them and they make inferences and predict what might happen on the basis of what has been read so far. Their interest and pleasure in reading are developed as they learn to read more confidently, fluently and independently.

Writing

Writing consists of: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Pupils begin to spell and punctuate accurately and use correct grammar and sentence structure. They start to enjoy writing, using adventurous and wide-ranging vocabulary, sequencing events and structuring it to suit the purpose and reader. They learn to communicate meaning through narrative and non-fiction texts. Opportunities to develop their writing and order their ideas through playing roles and improvising scenes in various settings are provided through drama activities.

Numeracy

Knowledge and understanding are developed through practical and mental activity, exploration and discussion.

Number

The principal focus of mathematics teaching is to ensure that pupils develop confidence and mental fluency with whole numbers, counting, fractions and place value. This involves working with numerals, words and the four operations (addition, subtraction, multiplication and division) including with practical resources [for example, concrete objects and measuring tools].

Geometry

Pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. They learn to describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Measurement

Pupils use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

Science

The principal focus of science teaching is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They will begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

Topic-based Thematic Teaching

Topic-based units are a vehicle for teaching a range of skills and content by integrating curriculum areas (such as History, Geography, Art and Design and Technology) around a topic. This method of teaching links curriculum strands and capitalizes on children's interests, creating a sense of purpose and community in the classroom. By building on their interests and life experiences, Children's attitudes, skills and knowledge are developed in meaningful ways.

Each class has a theme or topic running per term or half term. We choose these to match the Curriculum for that age group or because there is an exciting or interesting local connection we want to explore. Parents will be notified of our topic themes via our Weekly Overviews.

Reading

The curriculum enables children to become confident readers by developing a wide range of reading skills, habits and interests. Children will be encouraged to participate in a wide range of reading activities, including:

- Individual reading (home reader books which we ask you to listen to your child read at home)
- Guided Reading (a class teacher-led, group reading activity)
- Modelled reading and reading together (sharing a class text, hearing excellent models of reading, reading out loud in class or to a group)

Year One children will be assessed on their reading ability in the first month of Term One. This will ensure they are placed on the correct reading level for their ability. The Reading books that are allocated should be easily read by the child. The class teacher will provide more challenging books for your child to read during Guided Reading sessions at school. Your child will be assessed regularly to ensure they are on the correct level for their ability.

It is not essential that they read every book in each level before they progress to the next stage in the scheme. **Please do not ask the class teacher to move your child to the next level as they will know when your child is ready to do so.**

Please remember every child is different and has different abilities. Do not compare your child to other children in the class. The class teacher will inform you of any concerns they have.

What Homework Will My Child Receive?

Reading

An online Reading Book will be allocated to your child every week and a Reading Record will be brought home every day. Please make every effort to share the book and encourage your child to read to you and discuss the pages in the book.

Reading at home should be a daily occurrence. Please ensure that you sign the Reading Record book so the class teacher knows how often the book has been practised at home. Students may not sign their Reading Record.

Homework and Spelling

Numeracy, English, Science and Arabic homework will be assigned each week. Please encourage and support your child in completing this on time. Homework will be assigned online, through Active Learn Primary or other online educational resources and posted on Google Classroom. Further homework activities may be assigned, according to the planned work at the time.

Spellings are given out on a Sunday and should be practised every day using **Look, Cover, Write, Check** (your class teacher will be happy to explain this method to you). Spelling sentences should also be completed. Please help your child to learn their spelling words and to understand how to use them in full sentences.

Assessments

Throughout the school year, pupils' progress is monitored through a process of continual teacher-assessment, using the Learning Objectives defined in the 'The National Curriculum Handbook for Primary Teachers in England'.

This approach is Assessment for Learning (AfL). It focuses on day-to-day informal judgments made by the teachers which will be used to indicate how individual children can improve their work using "next steps" – these are ideas for improvement that the children can then build into their work. These next steps may be written in the children's books or discussed with the individual child. Students' progress will also be assessed at least termly in English, Numeracy and Science, using standardised progress checks. Students may also complete a GL Assessment in English and Numeracy during the academic year.

Over time, this gives the school a growing picture of the progress made by students. When measured at the beginning of the year, it also gives teachers information on each student's strengths and gaps in learning across key developmental areas. This informs the planning of learning and helps identify students in need of support or further extension in their learning.

Learning Support Department

We are very privileged at The British School of Egypt to have a team of dedicated staff in our Learning Support department working with our pupils, in addition to the support of their class teachers and co-teachers, to enable them to achieve their full learning potential.

They support a large number of children at different points on their learning journey at The BSE, helping them to meet their personal learning goals. It is of great benefit to many children to receive such support and we encourage parents to embrace any such support as a very positive means of enhancing their child's learning experience.

In Primary school children may be offered additional support to develop such areas as their Language skills, Phonics skills, Social skills, Mathematics skills or Motor Skills. This support might be provided in the classroom or in a small-group situation outside the classroom. This will enable them to keep pace with their Learning Objectives and have the best possible start to their education.

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

If a child has more specific Learning Difficulties we may recommend internal screening or an external cognitive assessment to diagnose any specific learning requirements.

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

In addition to supporting your child with their learning, we also offer individual personalised support in our counselling program.

Parent Involvement

At The BSE we truly value our home-to-school links and parent partnerships. In the coming years, we would like to develop this positive relationship further.

We are here to help and guide your children through this formative stage of their lives as well as to help you, as families, should you ever desire our help or advice. If we work together with your child's best interests at heart, at all times, they will achieve so much more.

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

Parental Expectations

In order for parents to keep up-to-date and stay informed with what is required of them to maximise the home-to-school partnership parents need to:

- Regularly check our school website for information, curriculum updates, Weekly Learning Overviews, newsletters and events information.
- Read the Parent Handbooks which are full of useful information. These are also available online.
- Ensure awareness and involvement in your child's welfare by knowing what our expectations are (Behaviour Policy / Code of Conduct / School Regulations).
- Attend school orientations, progress meetings and parent-teacher meetings.
- Inform the school of any change of circumstances that we need to know about regarding your child's welfare/family circumstances.
- Attend school events (in which your child is involved).
- Follow the appropriate communication channels to report concerns to the school. This must be via the class teacher in the first instance. See Parents Complaints Policy for further guidance.
- Inform the school of any concerns regarding your child or the school.
- Give us feedback (positive or negative) and suggestions on how to improve our partnership/school.

Additional Useful Information

What Should My Child Wear to School?

All children **must** wear The BSE school uniform, purchased from the uniform shop.

House T-Shirts

In addition to the uniform listed below, parents are also requested to purchase the relevant House t-shirt for their child. The House t-shirts will be worn to a variety of BSE House events throughout the academic year.

Winter Uniform

The BSE Approved Boys' Uniform:

- Dark Blue BSE Jacket with Zip or Dark blue BSE Hoodie
- Burgundy BSE Polo T-Shirt
- BSE navy blue trousers
- Black Shoes

The BSE Approved Girls' Uniform:

- Dark Blue BSE Jacket with Zip or Dark Blue BSE Hoodie
- Burgundy BSE Polo T-Shirt
- BSE navy blue trousers
- Blue, Burgundy or White Tights
- Black Shoes

Summer Uniform

The BSE Approved Boys' Uniform:

- Navy blue Shorts
- Burgundy BSE Polo T-Shirt
- Black Shoes
- White Socks

The BSE Approved Girls' Uniform:

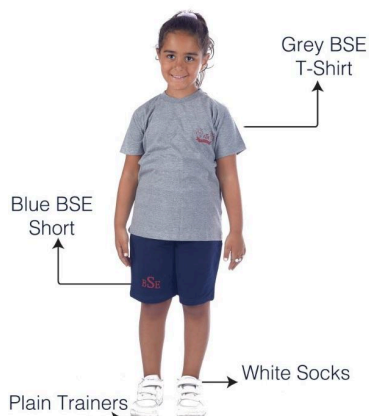
- Navy blue Shorts
- Burgundy BSE Polo T-Shirt
- Black Shoes
- White Socks

Primary PE Uniform (Girls and Boys)

- Blue BSE shorts
- Grey BSE Round Neck T-Shirt
- Plain Trainers
- White Socks

BSE Primary Summer Uniform

PE Kit Girls & Boys



Uniform Boys & Girls



BSE Primary Winter Uniform

PE Kit Girls & Boys



Uniform Boys & Girls



The BSE Uniform Policy will be applied to address any children not wearing the correct uniform.

Please find some important information below regarding uniform regulations

- The white polo shirt with the BSE logo is available in the BSE Uniform Shop.
- Leggings and skinny trousers are not acceptable for school.
- The uniform should fit the pupil properly, with proper length and size taken into consideration.
- Parents and guardians should consider purchasing more than one set of the BSE school uniform as there can be wear and tear as the year progresses.
- If uniform sizes are not available, the pupil is requested to provide a document from the BSE Uniform Shop stating so.
- Only plain black shoes. Shoes should not be patterned. Studded shoes are strictly not allowed. If a student wears studded shoes, they will not be permitted to join in any PE activities for safety reasons.
- Boys and girls are not permitted to wear sandals, Crocs, flip-flops or sandals with socks underneath, unless a medical note from an orthopedic physician is provided. •
- Girls are permitted to wear stud earrings only. Only one pair of earrings are allowed, with a single earring situated in each lobe (first hole). Any other piercings are not permitted in school.
- For safety reasons, other items of jewelry such as necklaces or bracelets should not be worn to school, with the exception of watches.
- Smart watches are not permitted.
- Nail varnish is not permitted due to health and safety in some subject areas. Students attending with coloured nail polish or gels may be asked to remove them or have a parent send nail-polish remover to school. If a parent is not available, the Key Stage office may call a pharmacy and the pupil could pay for nail-polish remover.
- Girls are not permitted to wear eye or other make-up on campus. If a girl is wearing makeup, she will be asked to go to the bathroom to remove it.
- Hair must not be visibly styled with products for both girls and boys.
- If a girls' hair exceeds mid-length, they are requested to tie their hair neatly. Exotic hair colours are not permitted for both boys and girls. Excessive two-toned styles are not permitted.
- Boys are not permitted to show shaved patterns in their hair. Boys' hair should not extend beyond the ear length. If it exceeds, it should be tied. Moustaches and beards, if present, should be shaved.

Unfortunately, some pupils still choose to attend school out of uniform and this has a negative impact on other areas of school life.

Please be informed that pupils who are not dressed in the BSE School Uniform will be sent home to change into the correct uniform.

Please be aware that if your child is unable to go home and change, they will complete the day's lessons in the Internal reflection room (IRT). Please be assured that they will be provided with all the same learning materials and activities as their peers and will be encouraged to make better choices in the future.

Outdoor Play

Breaks take place on the main Primary school outdoor areas. During this time, pupils have the opportunity to explore a variety of themed areas and activities, including large play equipment. Pupils are encouraged to eat a snack during this time and use the restrooms. Children are supervised at all times and are made fully aware that the same appropriate behaviour expectations apply during outdoor play or lessons.

Lessons can also take place within an outdoor area. Staff are encouraged to plan outdoor learning opportunities according to the topic being covered in class and are an essential part of the Curriculum. These sessions are an extension of the classroom. All children also have the opportunity to use the schools' other outdoor areas including the Sports' Courts.

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

What Happens if My Child Loses or Damages a School Book?

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

How Can I Avoid Losing My Child's Property?

Please clearly label **ALL** clothing with your child's name and current class. Please also label all possessions such as water flasks and lunch boxes. This will help us quickly return lost items to their owners.

Lost items will be sent to 'Lost & Found' which can be accessed by visiting the Primary School Office. Parents can arrange to reclaim such lost belongings by contacting the Primary School Office. Please do not ask teaching staff or Co Teachers to do this for you.

What Does My Child Need to Bring to School Each Day?

Essential school stationery items

A pencil case (with your child's name on it) containing the following:

- Pencils (HB)
- Eraser
- Sharpener
- Childrens safety scissors
- Ruler (30 cm)
- Colouring Pencils
- 2 Glue sticks (not liquid glue)
- 3 Whiteboard pen (blue or green)
- Mini Whiteboard (A4 size)
- Whiteboard eraser
- Canvas 35cm x 50cm

The Teachers will check this equipment regularly and you will be informed if any items need renewing or replacing.

Food and Drink

Your child must be provided with enough food (or money to purchase from the canteen) and drink to keep them suitably nourished throughout their busy school day.

Please provide:

- An early morning **snack/breakfast** (packed in a separate, easily accessible container). This must be a healthy snack.
- A **healthy lunch** (packed in a sturdy, clearly named lunch box which is easy to open and close) containing nutritious food, such as sandwiches, fruit, vegetables, cereals, cheese, plain biscuits, yoghurt drink or juice.
- An additional afternoon snack if you wish - as above

We do not permit:

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

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

- A refillable **water** drinking bottle with a nozzle to drink from (Clearly labelled with name and class)
- (During hot weather children should bring plenty of water each day.) Water may be purchased from water stations across the school.
- Hand-wipes/hand-gel (optional) - to maintain good health & hygiene children need to wash their hands frequently during the day. Wet-wipes make this quick and easy for them. We do not allow children to share these for health and hygiene reasons.
- Small pack of tissues.
- A **school bag** large enough to hold their breakfast and lunch and other essential items. This must be clearly labelled with your child's name and class. If we find this has not been done, we will write their name on the item with a marker.

What Items Should NOT be Brought to School?

1. Jewellery, except for stud earrings.
2. Stickers (only teachers' reward stickers will be provided)
3. Toy guns, knives, swords or other items which encourage aggressive behaviour (including Superhero action figures) unless requested by the teacher as part of a costume/special topic.
4. Heavy/ sharp items, metal spinning tops (e.g. Fidget Spinners).
5. Expensive toys, mobile phones, tablets, smart watches or other electronic devices.
6. Hard footballs or basketballs. Ball games are permitted and suitable balls will be provided by the school. Hard footballs and basketballs, which can cause damage or injury, will be confiscated.
7. Nee-doh or any similar item (approval is needed if a child is using Nee-doh to replace any sensory needs).

Can My Child Celebrate his/her Birthday at School?

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

Sweets, gifts and decorations are not allowed. We are happy to distribute party invitations but please do not ask the teacher to do so unless you are inviting the whole class.

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

Please ask the class teacher to communicate any dietary requirements for children in the class so we can make sure that everyone can join your child's birthday party.

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

Student Progress

How Will I Find Out About My Child's Progress?

Parent Meetings and Reports

There will be an opportunity to get to know the staff and discuss the curriculum and school expectations at our Parent Orientation Meeting **before the start of the school year.**

We hold Parent Meetings where parents are invited to discuss the progress of their child with the Class Teacher. There are two parent meetings held each academic year, during the first and second terms.

Written progress check reports will be issued at the end of each term and a Parent Teacher conference will be held twice a year. This gives parents the opportunity to discuss their child's progress and ask any questions.

Our regularly updated Year Group Curriculum Information can be viewed, along with the Weekly Learning Overviews, on your child's Google Classroom Forum.

Medical Arrangements

The school employs two full-time doctors to operate the two clinics on site with the support of the medical clinic team. Additionally, we have qualified Emergency First Aid Responders on our teaching team.

What happens if my child is sick?

If a child is unwell or injured they will be taken to the clinic by a member of staff. All visits to the clinic are recorded in the medical log and an email will be sent home to inform you of any minor incidents which have been dealt with by the doctor.

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

Any child with a temperature over 37.3 degrees must be collected by a parent and taken home. Any child identified with head lice (insects or eggs) will be immediately placed in isolation in the School Clinic and must be immediately collected by a parent.

In cases of serious injury parents will be contacted immediately. **PLEASE MAKE SURE THAT YOU KEEP US INFORMED OF ANY CHANGES TO YOUR TELEPHONE NUMBERS.**

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

Children on Medication

If your child needs to take any medication at school, it must be clearly labelled with name, dosage and the times at which it should be administered. This information should also be written and sent via a formal email to your child's class teacher. Medication will only be administered by the doctor or designated Emergency First Responder.

What should I do if my child is sick?

If your child is sick, we insist that you keep them at home until they are well enough to come back to school. Please use your common sense in deciding whether or not to send your child to school.

Ask yourself the following questions:

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

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

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

Children with Infectious Diseases

If your child develops a common childhood disease it is important to keep them at home until they are well enough to return to school. Many of these infectious diseases are contagious so it is important that you **DO NOT SEND** your child to school.

Please call the Primary School Office staff if your child develops any of these infectious illnesses so that the teacher can be informed to more closely monitor the health of the rest of the class.

Please read the following recommendations for how long your child should remain at home for each illness mentioned, and do follow your doctor's advice.

- Chickenpox – until all spots have crusted over
- German Measles or Measles – four days from the onset of the rash
- Hand, Foot and Mouth – children do not need to be kept off school unless unwell
- Impetigo – until all lesions are dry, crusted and healing
- Scarlet Fever – 24 hours after starting antibiotics
- Slapped cheek/fifth disease – children can return once rash has developed
- Pink eye/Conjunctivitis – please keep your child off until the infection has completely cleared up
- Shingles – keep at home if the rash cannot be covered or is weeping
- Meningitis – keep at home until fully recovered
- Diarrhoea and vomiting – keep at home for at least 48 hours after the last incident
- Flu – keep child at home until fully recovered
- Head lice – children may return to school once the treatment has been administered. Please be aware that they will be checked by the clinic on their return to school. If any head lice or nits are detected they will be sent home to complete the treatment again.

Please note any child sent to school with any of these infectious diseases will be placed immediately into isolation in the school clinic until collected by a parent.

Can My Child Miss Any Lessons Due to Illness?

Your child may be excused from Swimming or P.E lessons due to an existing medical condition but only with an official doctor's note. This note must clearly explain the condition, the reasons for recommending your child not participate in the activity and must also state the duration of the doctor's excusal notice. No other excuses will be accepted for missing P.E. or Swimming lessons at school. P.E. and Swimming are essential curriculum lessons at The BSE. Parent emails with no official medical note will not be accepted.

Children with Allergies and Medical Conditions

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

Contacting the School

Parent to School Communication- Who to talk to?

For the majority of enquiries, parents are likely to contact their child's class teacher directly or the Primary School Office on the details below.

Primary School Office (PS Office)

General enquiries and appointments to meet Class Teachers, Team Leaders, Deputy Head, Head Teacher or Principal.

+20 100 003 1253 / +20 100 003 1257

ps.office@bse.edu.eg

Additional Departments

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

+20 106 955 5550 / +20 120 878 7015

Transport Manager

Questions about buses, transportation or change of address

Medical Clinic

To speak to the doctor about pupil illness or injury

Student Affairs

Questions about the admission process change of any personal information

Communication Channels

How Can I Communicate with My Child's Teacher?

Messages from your class teacher will often be posted on Google Classroom or sent to parents via email. **Please ensure that the contact details that you provide to the school are always up to date and accurate.** Please notify the Primary Office of any changes to personal contact details at the earliest of opportunities.

Please read, complete and return any reply slips or Google Forms promptly, as failure to do so may result in your child being excluded from activities.

Questions, Concerns or Requests for Information

You can write your child's teacher an email, alternatively you may wish to call or email our Primary School Office team to arrange an appointment to meet the Class Teacher or Year Group Coordinator. Teachers are not allowed to meet parents without a prior appointment, due to teaching commitments.

What if I Have a Serious Concern?

We welcome constructive feedback at The BSE. We take concerns very seriously. Your genuine concerns will be taken seriously and dealt with appropriately. We have a structured process for managing parent complaints/concerns.

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

Please refer to the Parents Complaints Policy at the end of this Handbook to follow the methods of Communication and procedures we have in place to ensure your concern/complaint is dealt with efficiently and thoroughly.

School Communication

Throughout the school year parents are kept informed of events, activities and their child's progress in a variety of ways:

Half-Termly Newsletter

A whole school edition shared with all primary students and parents including special announcements, events, messages and reminders.

Weekly Learning Overviews

A regular outline of children's learning detailing activities, objectives and special events in your child's year group and ideas for how you can support your child at home.

Parent – Teacher Meetings

Teachers or parents may request additional meetings to discuss specific issues throughout the year. These may be held with the presence of the year group coordinators or the primary deputy head teacher and can be arranged via the Primary School Office.

School Website & Google Classroom

To check the latest information and updated school calendar.

Parents' Orientation Meeting

A meeting held at the beginning of the year with your child's class teacher to discuss the curriculum, policies and activities planned for the year.

Progress Meeting and Student-Led Parent Conference Meeting

Held in Terms 1 and 2 to discuss individual pupils' progress.

Progress Check Reports

Sent at the end of each term detailing your child's progress and achievements.

Concerts, Productions and Parent Assemblies

All KS2 children will participate in at least one Concert, Production or Assembly within the school year. These are another essential part of their learning and their school experience.

Costumes

Whilst we aim to keep additional costs to a minimum at The BSE, we aim for a high standard in our public performances. If your child is involved in a main school production (this does not include the Parents Assemblies) the school will design and order costumes for every child. You will be informed of this by letter well in advance of the performance.

To ensure consistency in presentation, colour and design, your child must be provided with a school costume in order to participate.

CD Package (Video and photos)

For large productions/concerts we provide for sale a CD package including a professional video and collection of photographs.

Parents will be politely reminded to refrain from taking photographs and videos during the performance.

Audience Rules

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

These are:

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

Important Notes

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

Events

During the school year, parents or other family members are invited into school and into the classroom to participate in events. At some of these events we must insist on limiting who attends to ensure the safe management of numbers of visitors in areas of the school.

School Trips Policy

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

Aims

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

What Parents Need To Do About Trips

Communication with parents/guardians includes a letter with an indication of the trip's aims and how it intends to benefit pupils. It will also indicate clearly what the cost will be for the trip, and have a return slip attached for parental approval/ permission.

Parents must give permission for children to attend trips/activities. A child may not go out of school without prior permission from a parent or guardian.

Parents will be notified as to what they need to provide, e.g. pocket money, packed lunch etc. On all trips parents have the responsibility of ensuring that their child is following the school dress code, preparing their child for participation and accepting that a child who is a risk to the health and safety of either him/herself or others may be sent home early.

Please note that we ask parents not to make their own way to the trip venue and attend. This will cause severe disruption and will distract from the student experience.

Developing Awareness of Appropriate Behaviour

'Great behaviour leads to great learning'

We expect a high standard of behaviour from children in Primary School. This means that children must learn how to behave in a way that demonstrates respect, care and consideration for self, others and our environment.

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

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

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy, caring and secure learning environment. The BSE is a place where all pupils, regardless of race, disability, gender or religious belief, are encouraged to demonstrate an understanding of self-discipline and respect to all members of their school community and do their best. This policy applies to all pupils.

We have very high expectations concerning behaviour and hope to develop children's understanding of the impact of the choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. This is delivered through PSHE lessons, circle time and assemblies. We aim to start each day off on a positive note through being a welcoming face to children and parents/carers and by being punctual. Children are expected to be in their classrooms and ready for learning by 7.55am so that teachers are ready to start learning in classrooms at 8.00am.

Whole School Expectations

We have established four whole school expectations. We will teach pupils what each expectation looks like in all the different areas of the school from the classroom to the playground, bathrooms, cafeteria and buses.

- **Be Respectful**
- **Be Responsible**
- **Work Together**
- **Be Safe**

Behaviour Management Approach

The BSE has developed a positive and restorative approach to whole school discipline. This means that we reward good behaviour and we implement sanctions for inappropriate behaviour. This system is designed to encourage the children to make positive independent choices and strive to meet expectations. The whole school system of rewards and sanctions is explained to the pupils and applied consistently by all members of staff within the school community. All staff will strive to avoid confrontation and defuse situations wherever possible by talking with pupils in a calm, but fair manner, using restorative language.

Primary School Reward System

The BSE Primary School is delighted to present the reward system. Our reward systems are complimented by the use of individual and group House points systems. Pupil Houses serve to promote a sense of identity around the school. The House System is inclusive of all learners in different age groups and is related to Physical Education as well as other academic subjects. Our House System aims to promote belonging, integrity, pride, teamwork and peer learning.

The BSE adopts different methods for rewards such as individual and group-based rewards.

Individual Rewards

Individual Pupil House Point Online System

Individual pupil house point booklets will be issued to every pupil at the beginning of the academic year. Teachers will use online systems to track progress by marking off a square once a pupil has received a House point.

Class teachers are requested to keep an accurate record of the total of each pupil's House point total and input the total onto Behaviour Tracker on a weekly basis. This total will be referred to when awarding milestone achievements such as House point certificates and rewards.

House points are connected to rewards. They are gathered on a weekly basis (at the end of the week on a Wednesday). Each 70 House points that are earned give pupils a turn to participate in a random card draw on Thursday. Reward cards are universal and can be used across all subjects/lessons. This is done by the student gaining a Reward Pass and presenting it to their teacher in any lesson they prefer.

Please refer to the following page for more information on Housepoints and how they are rewarded.

Housepoints (HP) guide

Academics:

- 1 HP for excellent homework
- 1 HP for excellent classwork
- 1 HP for creativity
- 2 HP for meeting targets

Behaviour:

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- 1 HP for good behaviour
- 2 HP for meeting behavioural targets
- 2 HP for good teamwork
- 3 HP for showing the BSE values (respect, resilience, responsibility, integrity, compassion, mindfulness)
- 3 HP for being kind/helpful
- 3 HP for good table manners at the cafeteria



Examples of individual reward cards prizes

Year 1 & 2	Year 3 & 4	Year 5 & 6
Sit on the teacher's chair. Win an A3 colouring sheet (your favourite cartoon/book character). We will print it and laminate it for you. Show and tell: bring an item from home to show to the class during morning register time. Win a special sticker. Win 10 minutes of free time in class. Have a snack in class (once). Sit anywhere you want in the lesson (once). Be the co-teacher for a day. Choose a song to listen to during register time. Bring a toy to school to keep on your desk for a day. Play a game on the class's computer for 10 minutes after finishing your work (supervised).	Out of uniform day. Wear any shoes you want for the day. Win 10 minutes of free time in class. Sit anywhere you want in the lesson (once). Your class will receive a planned reading lesson outdoors (planning in advance with SLT). Take the class's attendance for a week using the "Question of the day" activity. Be the co-teacher for a day. Play a game on the class's computer for 10 minutes after finishing your work (supervised).	Out of uniform day. Wear any shoes you want for the day. Hall pass- leave the lesson 10 minutes early and choose a friend to accompany you (only applied in lessons before breaks). Support younger students (FS or Y1 in a reading lesson once). Support younger students in a PE lesson (coaching). Present your homework 2 days past the due date. Win 10 minutes of free time in class (after finishing your work). Have a snack in class (once). Sit anywhere you want in the lesson (once) Your class will receive a planned reading lesson outdoors (planning in advance with SLT is required).

Individual Rewards (other examples)

Students who demonstrate excellent behaviour and exert consistent effort inside and outside of class are provided with Leadership opportunities such as representing the school in special events such as:

- Leading/ coaching during sports days with the PE department
- Leading charity events in school
- Attending and representing the school in charity events/other special events outside of school

Social Rewards

Building on the success of the House Captain system at The BSE we are introducing a Student Council (it will be called Student Voice) into Primary & KS2. The SV will complement the work of the House Captains and be established as a group of motivated and committed pupils that represent their peers and are focussed on developing, supporting and improving all aspects of the school environment and academic culture.

The House Captains will continue their excellent work representing their Houses and will maintain their focus on supporting Special Events throughout the school and all of the House Competitions.

Together the HC and the SV will be a very positive representation of the Primary school and play an important role in the Primary School development.

The SV committee will provide a platform for students to express their ideas and concerns and through regular meetings. Their aim will be to support and implement positive change that will benefit all pupils. The SV will have the opportunity to work closely with the staff to resolve student concerns and support the school standards, expectations and values of the school.

Group-Based Rewards

The House Cup

The house that has earned the most points over the course of a term will receive the house cup. This is celebrated during theatre assemblies.

Marble in the Jar

A marble in the jar can be rewarded for behaviours that the class accomplishes collectively by working as a team. Examples include walking nicely in a straight line, appropriate movement around the school, super tidying up and pack-up time, taking care of our classroom and more! The class with the most marbles within the year group wins such as pyjama day, out of uniform day or movie at the theatre day. When a class achieves 100 marbles, a class reward will be awarded.

Class Rewards

The class that receives the most house points in a year group wins a group-reward pizza/dish party or a reward trip. Reward trips are conducted under special circumstances and depend on the timing within the school year.

Note: there are internal class rewards such as table points.

Types of Sanctions

Parents are informed about incidents that affect the learning process/environment. Students may receive any of the following in line with the tables detailed in the following pages and at the discretion of the school leadership:

- Breaktime Reflection periods
- After School Reflection periods
- Internal Reflection Time (IRT)
- External Reflection Time (ERT)

The duration of any sanction reflects the severity of the behaviour shown and is directly linked to the guidance tables below produced by the MoE.

Break Time Reflection lasts for any length of time at the teacher's discretion and can be used to establish expectations and reinforce the teacher standards from the lesson. This may be a 'quick conversation' or the majority of the breaktime.

After School Reflection periods for unfinished homework or classwork are year-group led by rota. The student stays 40-60 minutes after school hours to finish their assigned task(s). The student may leave if they have finished their work before the 40-60 minute timeframe.

Parents must be informed about the After School Reflection at least 24 hours prior. The school will not be able to provide transportation for bus students who have received After School Reflection. This is the responsibility of the parent to organise.

IRT is also known as Internal Reflection or Internal Suspension. It takes place in a classroom known as the IRT room (situated in Primary School or Secondary School Buildings). During this time, the student conducts a session with our qualified Positive Behaviour Officer (Secondary School) or with SLT (Primary School).

They will encourage the pupil to reflect on the incident, and support him/her with identifying strategies they could use to avoid being involved in incidents in the future. The student will be provided with classwork in the IRT room and they will be able to follow up on their specialist teachers' input via Google Classroom.

IRT is applied by The Primary School SLT as per the policy. YGCs are involved in investigations.

ERT is also known as External Reflection Time or External Suspension. ERT is applied on school days and does not include any counts for weekends or official holidays. During this time, the student remains at home and completes all the work posted on Google Classroom. ERT is applied with the approval of the Executive Principal.

Parents are asked to monitor this to ensure that there is no loss to learning. Parents are also asked to reflect on the incident with their child and support them with identifying strategies they could use to avoid being involved in incidents in the future. Any ERT results in a Behaviour Agreement which must be signed by the parent and child.

Application of Sanctions

When sanctions are applied - most notably IRT or ERT the School will consider the impact on formal examinations (internal & external) and any associated revision classes before setting the dates and informing the parents. This also applies to MoE Examinations.

In some circumstances, students may be allowed to attend exams during ERT days and go home afterwards for their sanction. The school will not be able to provide transportation for bus students who have received ERT and have exams.

Once the dates are set they are fixed and must be adhered to. Lengthy and unnecessary duration between misbehaviour actions and the required sanctions being applied are to be avoided.

Use of Cards & Link to Behaviour Policy

Yellow	Yellow Cards are issued to support the sanctions applied to low level misbehaviours or first level violations and actions. These are issued by class teachers and recorded centrally. Most yellow cards serve as reminders or warnings. A student may lose 5 minutes of their breaktime.
Amber	Amber Cards are issued to support the sanctions applied to repeated low level misbehaviours and actions for first level violations. A student loses half of their breaktime and stays in class. Students are allowed to eat during reflection.
Red	Red Cards are issued to support the sanctions applied to repeated low level misbehaviours and actions or second level violations. These are issued by class teachers and recorded centrally. A student loses their whole break time and stays in class. Students are allowed to eat during reflection. These cards have an impact on trips, rewards and inclusion in ASA and Special Events at the discretion of SLT.
Purple (IRT)	Purple Cards are issued to support the sanctions applied to repeated second level violations and misbehaviours or third level violations. These are issued by SLT and are recorded centrally. These cards have an impact on trips, rewards and inclusion in ASA and Special Events. At the discretion of SLT.

Accumulation of received cards

In the case where a student receives accumulated cards, please find the below information:

- 2 red or amber cards in 1 day will lead to After-School Reflection time (ASR) until 3:30-pm or IRT, with no breaks during the day. Break times are administered in the IRT room.
- 3 red or amber cards on separate days in any 5 day period will lead until ASR to 3:30 pm, or IRT as above.
- Repeated After School Reflections in any 3 week period will also lead to an IRT day.
- 2 or 3 IRTs or Purple cards will lead to ERT.
- The accumulation of behaviour cards/incidents leads to exclusion from trips, at discretion of SLT.

Confidentiality

- **All school records of an incident or issue are confidential and will not be released to parents.**
- Any actions to be taken are at the school's discretion according to policy and will not be shared.
- Parents are to be informed of actions taken with their child only.
- Any sanctions applied to anyone involved in an issue will remain confidential, the school will not enter into discussion as to the nature or the severity of the action being taken or disclose the details of sanctions applied to other students.

The British School of Egypt - House System

At The BSE we aim for the House System to be a positive experience for everyone involved.

We aim to develop positive social interaction between different age groups within the school and foster healthy competition. Furthermore, The BSE aims of **Respect, Responsibility, Compassion, Resilience, Mindfulness and Integrity** are incorporated through the use of 'House Days' and events which enable children to learn to work together with one another towards achieving a common goal whilst developing their skills.

On entry to The BSE, each child is placed into one of the four houses and remains a member of that house throughout their time at the school. Siblings are placed in the same House team where possible. House Captains are elected from KS2 and KS3 pupils and they provide positive leadership to the children in their House and the various competitions and events organised throughout the year. Teaching and non-teaching staff also belong to a House, and they encourage and support the children in positive team building through the House system.

House Events

Periodic events that foster a spirit of friendly rivalry and enable our students to develop a sense of pride in working for others as well as for themselves through Inter-house competition.

Each week, House Points are collected from each class. The points from these house events are added in once they are completed. The weekly results are then announced at each assembly so the children are aware of how well their house has done over the course of the week.

The BSE House System

This Year we continue with the BSE House system introduced in 2021. The four houses are below and will form the basis of the rewards system in both Primary & KS3. All staff and students have been assigned to houses - throughout the year there will be House Games, Sports Days and Aqua Sports Week.

Balmoral	Cardiff
	
Stormont	Windsor
	

The four Houses are all named after British Castles and represent the Countries of the United Kingdom; England, Scotland, Wales and Ireland.

What Does Each House Shield, Crest and Colour Represent?



Balmoral Castle is in Scotland and has been the historic Scottish home of the Queen for many centuries. linked to creativity, wisdom, dignity, peace, pride, mystery, independence, and magic. The Scottish Thistle features strongly in the House crest keeping the close links to this famous Castle and Country in the UK. The colour purple is a colour associated with royalty, nobility and ambition. Purple also represents meanings. The Griffin with the head of an eagle and the body of a lion is one of the most powerful mythical creatures known for strength, grace, fierceness and nurturing.



Windsor Castle is the residence of the monarchy in the UK and is represented here with the colour red and the rose. The rose is the national flower of England and was adopted by Henry VII as England's emblem of peace. The colour red is the colour of physical energy, courage, power, will and achievement. Red symbolises stability, security, courage and action. The unicorn is a symbol of freedom, healing and beauty - the unicorn's powers are both magical and mystical. Representing freedom the unicorn is impossible to catch.

The open visored knight helmet facing forward is reserved for the highest ranks of nobility - the knight symbolises having dreams and letting nothing stand in the way of success.



Stormont Castle is the historic traditional home of the Prime Minister for Northern Ireland and is represented here with the colour Green and the Irish Shamrock at the heart of the crest. The colour Green symbolises nature and the natural world and this is reinforced in the shield with representations of land animals, fish from the sea and birds from the air. It represents tranquillity, vitality, freshness, growth, balance and health. Stormont House at The BSE will be the House with a focus on the environment and nature - raising awareness of conservation issues and promoting environmental and conservation practice throughout the school.



Cardiff Castle is located at the heart of the Welsh capital city of Cardiff and has over 2000 years of history associated with it. The colour yellow symbolises optimism, energy, joy, wisdom, intellect, happiness and friendship. Included in THE crest the crossed keys symbolise the ability of the keys to unlock the gateway to friendship. The castle represents the foundation of power and protection through comradeship with others. At the centre of the crest is the National flower of Wales the Daffodil - always seen blossoming in the early spring after the winter frosts the daffodil symbolises new beginnings and the start of a new season.

The House Uniform

During House Events, pupils will be requested to wear their associated House t-shirt. The unity allows all members of the House to feel a sense of belonging, pride and community. Further information on how to purchase the specially designed House Event t-shirts will be provided.



Annual Reward

The House who has earned the most points over the year will have an end of year special activity day. This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups.

Transportation

What Are the Bus Rules?

- Be sure your child is at his/her pick up point on time, the buses are **NOT** allowed to wait.
- Eating on the bus is forbidden, though your child may drink water.
- Your child is expected to sit quietly and obey the instructions of the bus matron and teaching staff.
- At the end of the day, someone must be present on the street to collect your child from the bus. The matron has been instructed not to leave other children unattended on the bus. She cannot deliver your child to the door.

Any change of travel arrangements must be notified to the school, by telephone, before 11.00 am. It will also be appreciated if you can inform the class teacher by writing via school email. (It is not appropriate to expect the bus matron to pass on this information).

School Bus Procedures

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

Bus transport is available to and from school. A schedule of routes and fares is available from the Transport Office. Children must be at the bus stop at the designated time. Buses will wait for a maximum of two minutes. If a child is not there the bus will leave without the child. Young children must be met at the bus stop by a responsible adult. If a responsible adult is not at the bus stop the child will be returned to school and it is the responsibility of the parents to arrange collection.

We expect a high standard of behaviour and politeness at all times. School rules of behaviour apply on school buses. Children who misbehave on the school bus will be returned to school for collection by parents. Persistent offenders may be refused permission to use the bus for a period of time.

Bus Behaviour Policy

Orderly conduct on school transport is essential both for the safety of the students and for the good reputation of the school. For travel between home and school, the school assigns a supervisor to each bus and it is their responsibility to ensure that all students behave in a sensible manner.

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

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

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

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

The BSE Cashless Spare System

The BSE campus is cashless. This means that coupons or using cash are not available to purchase or use in the school canteen.

In partnership with Spare, the system uses contactless technology connected to a mobile application, through which you can ensure that your child is eating healthy while they are away at school.

The system provides a wealth of benefits for parents and students, from setting spending limits to monitoring exactly what items are purchased each day.

To further improve the school experience for our valued parents we will also be using the Spare system to receive payments for trips, visits and events. This means no long queues or unnecessary trips to school.

Please see the information below which explains more about the system, how easy it is to use and its wide range of benefits.

How do I set it up?

1. Purchase your child's wristband

Our wristbands are made of premium quality silicone, and are waterproof and shock-proof.



2. Download the app

Spare - Schools Made Smarter



Create your parent account

3. Tap on "Add family member". If you have more children, you can add them through your Profile page.

4. Recharge your account through credit or debit cards, or by visiting the campus.

You can set spending limits, allergies & more by going to your child's page and tapping on the settings icon.

If you have more than one child, there is no need to recharge more than once. They all share the same family balance.

Your spouse can also access your family account. To do this, simply log in on their phone using the same phone number.

For detailed information about the Spare system and its usage, please visit the link below:

[The BSE Parent Guide for Spare](#)

Important reminders about the Cashless Spare System:

Reminders for parents:

- Please be reminded to regularly charge your Spare account, as we will not be allowing phone calls from the PS Office to remind parents about charging it as this causes major disruption to the school daily operations. We will only make phone calls if a child does not have any food at all.
- Parents are reminded to familiarise themselves with how to use the spare system, including how to set restrictions on food items and how to set spending limits.
- Talk to their children about taking care of their spare hardware and keeping it safe.
- Remind their children to tell their teacher if they have lost their Spare card or band.
- Remind their child that in the event that their child found a band or card anywhere, that it is their responsibility to give it to an adult at school or take it to the PS Office.
- If a child used someone else's Spare account, the parent is responsible for reimbursing the complete amount which has been spent. Please be assured that our investigations are accurate. The school is equipped with cameras at the cafeteria and we are able to accurately identify who purchased an item through looking at the camera and linking the item purchased with the Spare system's clock as well as the camera clock.
- Remind your child that they should not buy items for other children, as this causes problems.
- **Refrain from using the Code method to buy items, as the code gets easily lost and may get misused. If your Spare card or band has been lost, please purchase a new one.**

Reminders for students:

- Listen to the school and parent's reminders on how to use Spare and keep it safe.
- Not use anyone else's Spare account.
- Not buy any items for any other child using their own spare card, as this causes problems.
- Not buy any items for any other child (in the event where a child gives the Spare card to his friend and asks them to buy them things).
- Give any lost Spare card or band to an adult or the PS Office.
- Understand that we can see and monitor who uses the bands and when and that each child will be held responsible.
- Uphold our BSE value of integrity whilst dealing with Spare.