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2026/2027

Student/ Parent Digital Handbook

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All Students are expected to abide by the rules and requirements stated within this Student/Parent Handbook and any subsequent official communications. Any breaches may expose the student to warnings, detention, suspension & possible expulsion.

Manchester International School reserves the right to amend/update any content within this handbook and its policies without prior notice subject to the operational needs of the school and decisions of its directors.



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Clinic

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2026/2027 Academic Calendar



Month	Su	Mo	Tu	We	Th	Fr	Sa	Term	Wk	Notes
Aug 2026	2	3	4	5	6	7	8			
	9	10	11	12	13	14	15			
	16	17	18	19	20	21	22			
	23	24	25	26	27	28	29			
	30	31	1	2	3	4	5			New Comers parents' School Tour (31 st Aug), Back to school 1 st Sep(Y11-12)
Sep	6	7	8	9	10	11	12	1	1	Back to School:6 th (Y7toY10),7 th (Y5-6),8 th (Y3-4),9 th (FS1-Y1-2),10 th (FS2)
	13	14	15	16	17	18	19	1	2	
	20	21	22	23	24	25	26	1	3	Spirit Week Y9-12 (20 th - 24 th)
	27	28	29	30	1	2	3	1	4	
Oct	4	5	6	7	8	9	10	1	5	6 th October Observance* (8th) -TBC
	11	12	13	14	15	16	17	1	6	School Photo:Y1-Y4 (11 th),Y5-8 (12 th),FS+Y9-12 (13 th), FS1-Y8 Parents Teachers meeting (17 th)
	18	19	20	21	22	23	24	1	7	University Fair (22 nd)
	25	26	27	28	29	30	31	1	8	Achievers Ceremony (26 th), Half Term Break FS1-Y12 (27 th to 29 th)
Nov	1	2	3	4	5	6	7	1	9	
	8	9	10	11	12	13	14	1	10	
	15	16	17	18	19	20	21	1	11	MUN (19 th)
	22	23	24	25	26	27	28	1	12	Sports Week Y1 to Y8 (22 nd to 26 th)
Dec	29	30	1	2	3	4	5	1	13	Sports Day Y9-12 (3 rd Dec)
	6	7	8	9	10	11	12	1	14	Term 1 Exams Y9-Y10(9 th to 15 th)
	13	14	15	16	17	18	19	1	15	Term 1 Exams Y1-8 (13 th to 15 th),Y9 to Y12 Parents Teachers Meeting (17 th)
	20	21	22	23	24	25	26			Winter Break FS1-Y10 (16 th to 31 st),Winter Break Y11-Y12 (20 th to 31 st)
Jan 2027	27	28	29	30	31	1	2			
	3	4	5	6	7	8	9	2	1	Term 2 starts (3 rd),Coptic Christmas Eve* (6 th)-TBC,Coptic Christmas (7 th)
	10	11	12	13	14	15	16	2	2	Egyptology Week (10 th -14 th)
	17	18	19	20	21	22	23	2	3	Epiphany Day* (19 th)-TBC, Gymnastics Festival (21 st)
	24	25	26	27	28	29	30	2	4	Police Day Observance *-Day Off (28 th)-TBC, FS1 to Y8 Parents Teachers meeting (30 th)
Feb	31	1	2	3	4	5	6	2	5	Science Week Y1 to Y8 (31 st Jan- 4 th Feb)
	7	8	9	10	11	12	13	2	6	1 st Ramadan* (9 th) -TBC
	14	15	16	17	18	19	20	2	7	Half Term Break FS-Y12 (16 th to 18 th)
	21	22	23	24	25	26	27	2	8	Book Week(21 st to 25 th)
Mar	28	1	2	3	4	5	6	2	9	
	7	8	9	10	11	12	13	2	10	Eid ElFetr (10 th to 12 th)*- TBC
	14	15	16	17	18	19	20	2	11	Term 2 Exams Y9-10 (17 th to 23 rd)
	21	22	23	24	25	26	27	2	12	Term 2 Exams Y1-8 (21 st to 23 rd), Y9 to Y12 Parents Teachers Meeting (25 th)
Apr	28	29	30	31	1	2	3			Spring Break FS1-Y10 (24 th Mar to 8 th Apr),Spring Break Y11-12 (28 th Mar to 8 th Apr)
	4	5	6	7	8	9	10			
	11	12	13	14	15	16	17	3	1	Term 3 starts (11 th), Y10 Mock Exams (11 th to 15 th)
May	18	19	20	21	22	23	24	3	2	Swimming Competition (20 th to 22 nd)
	25	26	27	28	29	30	1	3	3	Sinai Liberation Day*,Palm Sunday* (25 th),Holy Thursday*(29 th)-TBC
	2	3	4	5	6	7	8	3	4	Coptic Easter (2 nd),Sham Elnesim(3 rd)
Jun	9	10	11	12	13	14	15	3	5	FS Annual Show (13 th)
	16	17	18	19	20	21	22	3	6	Eid AlAdha* (16 th -18 th) -TBC
	23	24	25	26	27	28	29	3	7	Term 3 Exams Y9 (23 rd to 31 st)
	30	31	1	2	3	4	5	3	8	FS2 Graduation Ceremony (3 rd)
Jun	6	7	8	9	10	11	12	3	9	Term 3 Exams Y1-8 (6 th to 8 th) / IGCSE Graduation Ceremony* (12 th)-TBC
	13	14	15	16	17	18	19			Summer Break starts FS1-Y8 (9 th)
	20	21	22	23	24	25	26			
	27	28	29	30	1	2	3			

* Online sessions may apply for the IGCSE students during the Half Term Breaks , Winter and Spring Breaks.

* TBC- To be confirmed subject to the national holidays official announcements.

	Back to school		Day Off
	Exams		Assessment
	PTA		Activity/Event
*	Subject to change		



Message from the Chairman – Mr. Adel El-Sheikh

Dear Parents, Students, and Friends of MIS,

It is both an honour and a privilege to welcome you to another academic year at our school. As the Chairman of Manchester International School, and with many years of experience in the field of education, I remain deeply committed to ensuring that our school continues to uphold the highest standards of British education here in Egypt.



Manchester International School vision is to provide a learning environment that combines academic excellence with character development, integrity, and responsibility towards both community and country. Over the years, it has been a source of great pride to see this vision become a reality through the dedication of our staff, the achievements of our students, and the unwavering support of our families.

Since our initial opening in 2014, we have overseen the stringent selection and ongoing retention of our ever-growing team of dedicated, experienced staff members from across the world. We have assembled individuals who meet our extensive criteria of being passionate and professional educators, who are motivated and share our mind-set of continually aiming to develop the international educational experience we deliver each, and every day.

Our aim has never been limited to examination results, but rather to prepare our young people for life in an increasingly complex world. By fostering resilience, curiosity, compassion, self-reflection, benchmarking, and continuous improvement we seek to nurture students who are not only successful in their studies but also equipped to contribute positively to society as self-confident individuals whilst valuing and respecting others.

We instil that academic excellence is expected and achievable, whilst underpinning an understanding that they are in control of their own learning experience & achievements through dedication and commitment to their studies.

We have invested heavily in providing a purpose-built campus equipped with modern and high-tech facilities to provide the perfect learning experience and tools to deliver world-class British education in a safe, caring and nurturing environment.

I believe strongly that education is a partnership, and the collaboration between our teachers, parents, and students is the cornerstone of our success. Together, we will continue to build on our foundations, providing every child with the opportunities, guidance, and inspiration they need to flourish both personally and academically.

As we look ahead, I remain confident that Manchester International School will continue to serve as a beacon of excellence in education—preparing future generations to meet challenges with confidence and to embrace opportunities with vision. As we delve into our 13th operational year, I would like to state how I look forward with anticipation to the advances and achievements of the coming academic chapter.

No doubt in MIS tradition, it will be one of excitement, memories, and success.

With sincere pride and warm regards,

Mr Adel El Sheikh

MIS Chairman



Message from School Director – Mr. Adam El-Sheikh



Dear Parents, Students, and Friends of MIS,

It is with great pride that I welcome you to another inspiring academic year at Manchester International School. Our school community continues to thrive as we blend academic excellence with values that prepare our students to become responsible, confident, and compassionate global citizens.

We are proud to celebrate the achievements of our students in both Checkpoint and IGCSE examinations, a reflection of their dedication and the tireless support of their teachers and families. Alongside this academic success, we remain committed to nurturing well-rounded individuals through a rich variety of opportunities both inside and outside the classroom.

This year, our students continue to explore Egyptology, a subject that not only deepens their appreciation of Egypt's extraordinary heritage but also strengthens their identity and pride in their culture. We are equally proud of MIS Greenhouse, where students cultivate, harvest, and learn first-hand about sustainability, healthy living, and responsibility through hands-on agricultural projects. In parallel, our recycling initiatives and environmental programmes reinforce the importance of caring for our planet.

Our commitment to personal growth and social responsibility extends through community service projects, international camps, and summer internship opportunities that help students connect learning with real-world experiences. We are also honoured to be recognized as an Anti-Bullying Alliance Member (ABA), ensuring that our community is one of respect, safety, and inclusivity.

At the heart of our philosophy is the belief that education extends beyond academics. Through parenting development workshops, student awareness programmes, and character-building sessions, we work hand-in-hand with families to support the holistic development of every child.

Together, we aim to empower our students with knowledge, values, and experiences that will guide them to success in their future studies, careers, and lives.

Thank you for being an integral part of our journey. I look forward to seeing our students continue to grow, achieve, and shine as proud ambassadors of our school.

Warm regards,
Mr. Adam El Sheikh
School Director

Vision

We are committed to helping students achieve their goals. With a strong focus on education, we will nurture critical thinkers who are intellectually curious and effective communicators to ensure that every student can reach their full potential.

Mission

Manchester International School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships between students and staff. We encourage our parents, teachers, and community members to become actively involved in our students' learning.

Aims

Our students will:

- Become independent thinkers and lifelong learners.
- Develop a love for learning, an understanding of excellence and how it can be achieved both educationally and creatively.
- Develop high levels of self-respect, self-esteem and respect and care for others.
- Set high personal standards for their learning.

We shall achieve these aims by:

- Continually seeking to improve our standards of teaching, learning and citizenship.
- Teaching students how to learn effectively.
- Making learning stimulating, challenging, exciting and enjoyable.
- Encouraging students to learn from their inevitable mistakes.
- Using teaching and learning strategies matched to individual learning styles.
- Constructively correcting negative attitudes and behaviour.
- Creating opportunities for students to apply their learning to entirely new situations.
- Presenting achievable but challenging opportunities for success.
- Rewarding positive attitudes, behaviour, and success.
- Giving students increasingly responsible roles within the school.
- Encouraging students to help and care for others.
- Teaching students the fundamental importance of positive human relationships.
- Providing opportunities to make a positive contribution to their environment and community.
- Working with parents in close partnership, offering regular consultations, encouraging involvement and support in their children's learning, and ensuring accessibility and participation in the life of the school.



Safeguarding Statement

MIS takes its responsibility seriously in the protection, safeguarding and general welfare of all our students.

Our vision is to be a leading school committed to investing in the safety of our students as a school where employees and directors work in partnership with parents, local authorities and the British Council in providing a caring and safe environment for all members of our school.

Back in November 2017 we began working on a flagship co-operation project with The British Council, Egypt and its forum of local British schools regarding the implementation of a suitable system and guidelines to improve this area within Egypt.

Safeguarding for Students

We deliver fully age-appropriate sessions to our students which have been specially developed to **help prevent abuse** from happening to any child. We believe in teaching and empowering our students with important **safety skills** without giving explicit information or telling scary stories.

Whilst as a parent you may feel this is a sensitive area to be discussing with your child, we know that sharing these messages with children at an early age is the most beneficial way to protect them. Research by the **UK NSPCC** also suggests that they are the most valuable when taught at a young age.

MIS Mottos:

Safety

Respect

Responsibility



Eco-Friendly - Plastic Clever School and MIS Greenhouse:



It is no secret that the past actions of humankind have had an unhealthy effect on the earth's ecosystem and the world in which we live. With this in mind we are actively incorporating new ways of both educating our students to be eco-friendly citizens and through our actions as a school.

We began our eco-friendly quest back in academic year 2018/2019, when we looked at the effects of water misuse and how we can use it more effectively at both school, and home in our day-to-day routines.

Then in 2019/2020 we stepped up and started to become a "Plastic Clever School".

This required our school to take appropriate action needed to reduce our use of single-use throw-away plastic products, including the BIG 4 plastic polluters (cups + lids, straws, bottles, and bags), plus cutlery and crockery. Our students implemented their "Save the Turtles" social action project to educate the school on the impact of waste on turtles closer to home in both the Red Sea & Mediterranean.

We continue this initiative by asking our parents and students to support our initiatives by reducing the amount of plastic sent into the school, such as single use plastic cutlery, non-reusable water bottles and especially the use of plastic bags.

During the pandemic in 2020/2021, we used our digital shift to reduce the amount of paper we use, by shifting to online platforms/email etc. to communicate directly with parents wherever possible. This saw the removal of paper-based channel books. These processes continue today, hence why this book is distributed digitally and is no longer distributed in print.

We also installed segregated recycling bins across our campus for paper, plastic and non-recyclable rubbish. Our eco-friendly initiative also crossed over into our community charity work when we support the Egyptian Clothing Bank by donating unwanted items of clothing meeting the re-use, repair and recycle goals.

When we returned to campus-based learning in 2021/2022, the safety requirements of the pandemic meant we began to see a rise in the use of single-use items, one of which was large plastic bottles which contained the sanitizer used to keep our campus safe. Our Y9 students saw this as an opportunity to recycle and reuse these containers by creating a giant living work of art which can be seen at the entrance of gate one which represents diversity and our stance against racism. A video of the process was created by our students and submitted to the British Council's 'Your World' Global Film Competition 2022, where we took first place against all of Egypt and progressed with compete at regional level across the Middle East & North Africa.

In 2022/2023 we have introduced an eco-friendly PE t-shirt to our uniform which is partially made using 6 plastic bottles.

In February 2023, MIS celebrated the opening of MIS Greenhouse in collaboration with our Science Department.

The project started in September 2022 and our first round of cultivation was on 1st March 2023. MIS believes in educating our students about planting, sustainability and reviving the urban farming and gardening in Egypt through introducing and simplifying the plants growing cycle using modern techniques such as hydroponics, deep water culture system (DWC), Nutrient film techniques (NFT), Dutch Bucket System and much more.

Our harvest is sent to the cafeteria to be used in preparing the students' meals.



Accreditations & Partnerships

British Council Partnership School

Since 2014 we have been and continue to be a Partnership School of The British Council, Egypt working co-operatively in order to bring the latest educational curricula, practices and qualifications to our students and teachers.



British Council Attached Centre (Examination Venue)

We are a British Council Attached Centre which means we are an official examination venue for the British Council, so our students do not need to leave the school to sit their official exams. Our facilities have been inspected and verified as acceptable for the invigilation of international examinations.

Cambridge Assessment International Education (CAIE)

Manchester International School is accredited to teach and assess students using the CAIE curricula across Primary, Lower Secondary, Upper Secondary and Advanced Level.



Pearson Edexcel

We are accredited to teach and provide International GCSE examinations for Pearson Edexcel.



Oxford International AQA Examinations

. We are accredited to teach and provide International GCSE examinations for Oxford.



PASCH Partnership School

We are a partner school within the project PASCH "Schools: Partners for the Future", hosted by the Goethe-Institute since we opened in 2014. Two MIS Students won a scholarship to Germany from the Goethe Institute in both 2015 & 2017 and to date all participating MIS students have achieved 100% success rate.



Cambridge Professional Development

MIS is an accredited and registered Cambridge School and an official Cambridge training host for **Cambridge Professional Development** in Egypt for teachers and school leaders.



FH Aachen University of Applied Science – Germany – Freshman Institute Family Partner Program

All graduating senior MIS students including non-German speakers are eligible to apply for entry to the Freshman Program. The Freshman Year is a simultaneous technical and linguistic bridge between MIS and German university studies.



British Values

Following the standards of the UK national curriculum, MIS aims to install the following values into everyday school life and activities.

Truth & Justice

- We have agreed rules & expectations to ensure our school is a safe & happy place for everyone.
- We learn about fairness & justice.
- We pride ourselves on our integrity.

Democracy

- We learn about the importance of freedom of speech.
- We discuss our views & opinions.
- Our student voice is at the centre of everything we do.

Peace & Tolerance

- We learn about tolerance and respect for people of different races and backgrounds.
- We aim to stamp out ignorance & fear from misconceptions.
- We aim to live in peace and harmony.

Mutual Respect

- We learn about and appreciate everyone's differences.
- We break barriers on stereotyping.
- We always challenge prejudice or discriminatory behaviour.

Individual Liberty

- We take responsibility for our own actions.
- We learn about and build our own identities.
- We nurture the development of self-esteem & confidence.
- We have **ZERO** tolerance towards bullying.

Charity

- We believe in helping those less fortunate.
- We believe we can make a difference.

Parents at MIS

Positive Parenting Partnership

some of the biggest questions our parents present us with usually begin with “how do I....?” Parenting is not easy, nor is there a magical one-fits all solution, however there are some tried, tested and useful steps that can easily be integrated into your everyday interactions with your child to get your off on the best start as prevention is the best course of action.

Independence...

Form a routine and stick to it. Set and enforce a timely wake up time, insist your child prepares themselves for school every morning, including ensuring they have everything needed in their school bag and that their appearance is to a high standard.

Healthy Sleeping Patterns

Ensuring at least 8 full hours of sleep per night is crucial in supporting the learning and wellbeing of your child. Children without structures, push boundaries and become easily irritable. Students need to be well rested and woken on time to ensure they are alert and ready to learn to best of their abilities. Try to ensure your child goes to bed without devices and switches them off at least one hour before their scheduled bedtime.

Homework

Homework should be completed independently. This allows us to assess your child's understanding of what they have learnt during the day, any assistance will falsify their ability and may mean they miss crucial support & feedback. Do not allow your child to encourage you to do the work for them. Make it clear to your child that you value homework.

Create a healthy mind-set regarding the importance of homework, including encouragement and praise especially upon completion, but do not result to bribery.

You can assist your child by providing a quiet, suitable setting in your home, free from distraction. Prompting them to start their tasks as early as possible and the importance of completing them on time to the standard required.

Regularly oversee your child is on-task especially if it requires use of technology.

E-Learning... at Home

We all know from the past few years that we should be prepared to switch to online learning including a hybrid format if instructed to do so. Preservation of the continuity of the delivery of education as safely as possible is always paramount.

With that being said, all of the requirements to support e-learning at home, are also the basics required to support your child with their learning at home, such as accessing homework via the online platform, researching for projects and for parental communication with the school.

- Students should have a desk in a quiet location free of distractions
- A laptop or tablet with webcam & sound facilities – mobile phones are not acceptable.
- Headphones are recommended
- Internet connection
- Printer
- Scanning device



Language Development

Having chosen to have your child educated in English, whilst submerged in a country whose first language is Arabic, means your child will become at the least bi-lingual during the foundation stages and then tri-lingual when they begin a second language of French or German from Y1.

If English is not your family's first language or widely spoken within your social circles, please try to integrate some unstructured exposure to develop and support your child's skills.

This can be supported by general daily conversation in English, encouraging descriptive responses beyond just yes and no. May be try learning new songs and singling along together.

Whilst there are plenty of videos on the internet and on TV in English, please bear in mind that too much screen time is unhealthy, and should not be relied on as these types of media only operate one way without real human interaction or correction.

Reading... at Home

This is the most crucial help you can give your child at home.

Learning to read is about listening and understanding as well as working out what is printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

It is important for them to understand how stories work too. Even if your child does not understand every word, they will hear new sounds, words, and phrases which they can then try out, copying what they have heard.

For younger readers try to make time every day, to listen to your child read their **reading scheme book** and ask them to talk about what they have read.

For older more advanced readers try to provide a multitude of interesting books in English within your home for their enjoyment outside of academic requirements.
Fostering a personal love of literature will enhance your child's abilities.

Parent Engagement and Development

The school regularly organises a range of informative and engaging sessions for parents, including specialist workshops, seminars, awareness sessions, refresher courses and social or recreational events.

Parents are encouraged to participate and are welcome to suggest topics and areas of interest for future workshops and activities, helping us to provide meaningful and relevant opportunities for our parent community.

Communication Policy

We believe by following these easy steps we can make communication between the school and parents more efficient for everyone.

STEP 1 Online Platform (Blended) - Direct communication with the teachers.

STEP 2 Online Platform (Blended) - Direct communication with Department Office.

STEP 3 Telephone

STEP 4 Meeting with the Head of Department

STEP 5 Meeting with the Senior Management Team (SMT)

- **Online Platform (Blended) FS1 to Y8:**

This is the key tool of communication between teachers, department administration and parents. This is where all the homework, updates and notifications will be uploaded. Please ensure you check it **daily**.

Teachers review the online platform daily to assist you with your concerns, comments, and inquiries. Please note correspondence is only checked during school hours.

-Email is used primarily by the school administration such as the Finance Department (see page 2) and should be checked on a **daily basis** aligned with the Online Platform.

E-mails are used as well for the communication at the IGCSE department (Y9-12) via:

IGCSE @manchester-international-school.com

- **Telephone**

Telephones are answered by the **Department Coordinators** who will be pleased to help with any enquiries or arrange a time for the Head to call you back. Calls will be returned in the order they were received.

Please note that phones work only during the school hours between 8am and 2:45pm.

FS1-FS2	+20 11 00 222 718
Y1-3	+20 11 11 78 33 55
Y4-6	+20 11 00 222 719
Y7-8	+20 11 40 84 222 1
Y9-12	+20 11 5666 9991

Emergencies

In the event of any serious emergencies within the school day, you can phone the school reception via **+20 115 6666 940 or 022 3456 031**

- **Meeting with the Head of Department***

A weekly meeting can be held to discuss the parents' concerns. Please contact the department office to set an appointment.

Years	Day
FS1 & FS2	Wednesday
Years 1 to 3	Tuesday
Years 4 to 6	Tuesday
Years 7 & 8	Sunday
Years 9 to 12	Monday

**(Subject to change as per the operational needs of the school)*

Parents should **not** expect to see a teacher or Head without a scheduled appointment.



Please note that if you show up to the school without an appointment the Head will be unable to see you.

Please note that if you are late for your appointment, the time will be discounted from your appointment and/or you will have to re-schedule another appointment, however this is subject to the meetings schedule and availability.

- **Meeting with the Senior Management Team (SMT)***

If your concern has not been resolved in the previous four steps of communication, please address to the school reception to fill out the complaints form or schedule an appointment with the Senior Management Team.

- Kindly note that the school Administration communication with the parent will be through Blended Platform and the mentioned emails on Page 5 subject to the school needs please check your inboxes and your Platform on daily basis.

Parents' Meetings

During the academic year, the school depending upon availability will organise 2-3 Parents Meetings as per the academic calendar. These meetings give parents an opportunity to discuss student's progress with their teachers and Department Head.

Parent Conduct and Communication

We, strongly believe that our campus should be a welcoming and safe place for our students, staff, parents, and visitors alike and that our parents should share that belief.

The school expects all parents and guardians to uphold the highest standards of courtesy, respect and professionalism in all interactions with members of the school community.

Any concerns, complaints or recommendations should be formally addressed through the school's designated communication channels, enabling the matter to be reviewed and investigated appropriately.

Communication may be restricted if it becomes unacceptable.

Any form of verbal abuse, intimidation, threatening behaviour, or an inappropriate conduct towards a member of staff will be considered a serious breach of the school's code of conduct and will be addressed in accordance with the school's policies, procedures and internal regulations policy.

This may include parent's restricted access to the school premises and, where deemed necessary, referral to the appropriate legal authorities.

School News

We will update parents via multiple outlets such as the online platform, school website, email, social media, text message and/or letters.

Social Media

MIS uses social media such as Facebook and Instagram to communicate school information and to share regular updates on school and student activities including photos and videos*. Please ensure you follow & like the following accounts to stay up to date.

<http://www.facebook.com/manchester.eg>
www.instagram.com/manchester.school.eg/

The school attempts to take as many photos as possible of students' activities, however it is not always possible to ensure all students feature on the photos or that all activities are captured. The school will select a small number of approved photos for general publication. All photos taken remain property of Manchester International School, and the school will decline all requests for the release of individual photos

**Please note that the school will not comment via social media on any internal school issues as these are deemed private and confidential.*

Social Media Statement – Parental Conduct

Manchester International School considers social media websites are used for the best interests of the students or the whole school community.

Any concerns you may have must be voiced through the appropriate channels by as per our communication policy, so that they can be dealt with fairly, appropriately, and effectively. In the event that any student or parent/guardian of a child being educated at Manchester International School posted libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site.

All social network sites have clear rules about the content which can be posted, and they provide robust mechanisms to report contact or activity which breaches this.

In serious cases the school will also consider its legal options to deal with any misuse of social networking and other sites.

Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by any member of the school community to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

- Parents should make complaints through official school channels as per the communication policy rather than posting them on social networking sites.
- Parents and students should not post malicious or fictitious comments on social networking sites about any member of the school community.

Permission Requests

Permission slips must be completed and returned as soon as possible to prevent delays in planning. Slips submitted after deadlines will not be accepted.

Student Records

Parents are kindly informed; that it is imperative to keep the school informed of any change in details. This includes all changes in contact details (email/phone/address/emergency contacts) and in the event of any medical issues or issues at home which may affect student's physical, mental, or emotional wellbeing.

Privacy Notice – General Data Protection Regulation (GDPR)

MIS is a data controller based upon the purposes of the General Data Protection Regulation. We collect information and hold information and may also receive information from previous schools and the Learning Records Service.

We hold this personal data and use it to:

- Support teaching and learning
- Monitor and report on progress
- Assess how well the school is doing

This information includes contact details, assessment results, attendance information and personal characteristics such as relevant medical information and academic performance.

We will not give information to anyone outside the school without your consent unless the law and our rules allow us to.

Gift Policy

MIS staff will not accept gifts or hospitality to maintain the highest ethical standards possible and protect our staff from conflicts of interest or suspicion of inducement.

We kindly request parents/guardians to refrain from offering gifts of any value to any member of our staff. Parents should understand that refusal of token gifts is as per the school's policy.

Admission of Siblings/Staff Dependents

At the discretion of the Senior Management Team, MIS gives priority to the siblings' candidates based upon their ability to meet admission assessments, requirements, and any school considerations.

Parents must apply for admission for siblings as soon as admissions for the new academic year are open. We will not give priority or places for late applications or beyond our class capacity. It is the responsibility of parents to follow up admissions announcements.

Twins Policy

During the application process, parents of twins will be offered the opportunity to submit a request for consideration regarding class placement for their children.

This request for consideration must be made at the **point of application** and cannot be amended at a later date.

Please note all considerations are subject to spaces availability and operational needs.

Class Transfers

Parent who would like to transfer his/her child to an alternative class can submit a written request for consideration to the school administration by the end of May 2027) **only when changing between departments as follows:**

- Foundation to Primary (FS2 transferring to Y1)
- Lower Secondary to Upper Secondary (Y8 transferring to Y9)

Please note all considerations are contingent upon the school administration decision and will be subject to spaces availability and operational needs.

The school administration team have the right to decide transferring students from class to another subject to their vision for the students' wellbeing without referring back to the parent/guardian.

Second Language Selection:

The selection of the second language is made at the admission process. It is deemed final and is not subject to change or alteration at any later stage to ensure stability and consistency of the academic performance.

Academics

British Education & MIS Curricula

British education has a worldwide reputation for quality and is widely recognised and respected around the world.

At MIS we offer curricula in English as a first language, broadly based upon the **National Curriculum for England** (also commonly referred to as the "UK Curriculum" or "British Curriculum") alongside **Cambridge Assessment International Education (CAIE)** for English, Mathematics, Science and Cambridge Global Perspectives.

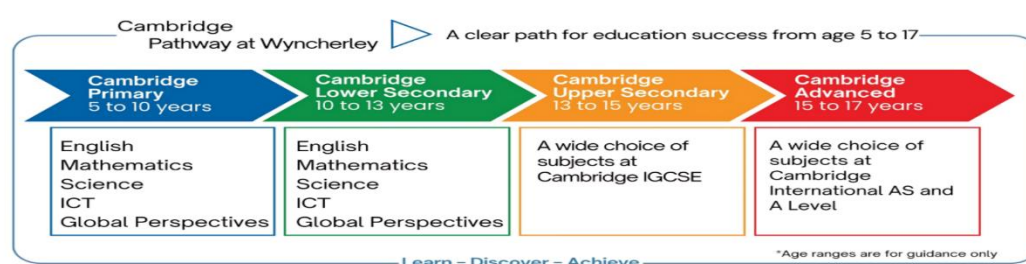
Students in our Foundation Department follow the **Early Years Foundation Stage (EYFS)** Framework in preparation for their step into primary education.

Our curricula offer a balanced and broadly-based education, and which promotes the moral, cultural, mental, and physical development of students at school and in society, and it prepares each student at MIS for the opportunities, responsibilities, and experiences of life.

It also provides students with an introduction to the essential knowledge that they need to be educated global citizens. It introduces them to the best that has been thought & said and helps engender an appreciation of human creativity and achievement.

Our curricula set out programmes of study and attainment targets for all subjects across all key stages.

Cambridge Pathway – CAIE



Cambridge Assessment International Education (CAIE) prepares students from Y1-12 for life, helping them develop an informed curiosity and a lasting passion for learning.

Cambridge Pathway gives students a clear path for educational success. It helps our students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve in school, university, and their future careers.

The Cambridge Pathway allows our teachers to support and develop our students into individuals who are:

- Confident in working with information and ideas – their own and those of others.
- Responsible for themselves, responsive to and respectful of others.
- Reflective and developing their ability to learn.
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, ready to make a difference.

At the end of the Cambridge Upper Secondary and Advanced stages, our students achieve globally recognised qualifications such as Cambridge IGCSEs and Cambridge International AS & A Levels.

Cambridge Primary (Y6) & Lower Secondary (Y8) Checkpoints

Checkpoints are assessments which are invigilated by the British Council under international examination conditions. Cambridge Checkpoint exams are marked in Cambridge, England and provide schools with an external international benchmark for learner performance. Each learner receives a statement of achievement and a diagnostic feedback report, giving schools detailed information and parents extra trust in the feedback they receive.

- Tests are valued and accepted throughout the world for their high standards of assessment
- Are delivered worldwide through a network of schools, colleges, and training providers
- Provide a good indication of IGCSE and O level results
- Were created with an international audience in mind so that they are suitable for students of all cultural and language backgrounds
- Provide teachers with detailed information about the strengths and weaknesses of their students in order to focus their teaching.

Cambridge Progression Test and Checkpoint reporting:

From January 2023 onwards, we are introducing new performance bands for both Cambridge Progression Tests and Checkpoint. The new performance bands are as follows, with the lowest achievable performance band learners can attain being 'Basic' and the highest 'Outstanding'.

Cambridge Checkpoint scores	Performance band
0	Unclassified
1-10	Basic
11-20	Aspiring
21-30	Good
31-40	High
41-50	Outstanding

From the May 2023 Cambridge Checkpoint series, in addition to the new performance bands, all primary and lower secondary reports will show a score on a 0–50 scale.

MIS minimum standard for passing Cambridge Checkpoint Exams is reaching 3 Basic bands in the three core subjects: English, Mathematics and Science.

Students who do not obtain the minimum of Basic band in each of the three subjects will be required to repeat the whole academic year.

There will be no retakes for the Checkpoint exams.

Subjects

Cambridge English

Learners who follow this curriculum framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

Cambridge Primary & Lower Secondary English enables learners to communicate confidently and effectively and to develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment.

Cambridge Mathematics

This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

Cambridge Primary Mathematics curriculum framework explores five content areas: number, geometry, measure, handling data and problem solving.

The Lower Secondary Mathematics curriculum framework expands on the above to include algebra. The content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also an important part of the number content.

Cambridge Science

This curriculum is focused on developing confidence and interest in scientific knowledge.

Cambridge Science covers four content areas: scientific enquiry, biology, chemistry, and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning, investigating, recording, and analysing data. Environmental awareness and some histories of science are also part of the curriculum.

At MIS we have several dedicated specialised and well-equipped science labs for practical lessons including demonstrations and investigative work.

Cambridge Global Perspectives

Cambridge Global Perspectives is a new unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research, analysis, evaluation, reflection, collaboration and communication.

This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It gives students the opportunity to develop the skills that they need to be successful at school and university as well as in their future careers.

The programme taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view and challenges learners to explore and make judgements on the global issues that really matter to them.

Egyptology

We have integrated a dedicated syllabus on Egyptology. We believe we are the first and only school in Egypt to place this important subject as a permanent fixture within the academic schedule, beyond the standard unit provided in the British Curriculum under the umbrella of ancient civilisations. It is our aim to nurture a natural fascination, understanding and pride in one of the greatest periods of world history.

Students will acquire chronological knowledge and understanding of events, people and ways of living whilst exploring mythology, Pharaohs & rulers, monuments, temples & discoveries, mummification, the life cycle of the Nile, hieroglyphs and much more.

Information and Communication Technology (ICT)

ICT education equips students with the computing skills to understand and change the world, it has deep links with Mathematics, Science, Design and Technology. ICT helps to ensure our students become digitally literate – able to use and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

MIS has dedicated IT suites and each classroom is equipped with a computer and interactive white board to enhance teaching & learning methods and materials. The school campus is covered by a high-speed Wi-Fi network.

Second Languages – French or German

Learning a second language can offer students several opportunities including international study, improved job prospects both at home or abroad plus intellectual and physiological benefits such as literacy development and improved cognitive skills i.e., memory, perception, and the ability to multi-task.

Students starting from Year 1 begin a journey of multilingualism as they begin to study a second language of either French or German (in addition to English as the main language and Arabic) until their IGCSE years where they are studied as extra curriculum subjects and can be selected as A-levels.

DEL F - A1, A2, B1, B2 (French)

MIS Students have the additional opportunity to study for the DELF diplomas which are awarded by the French Ministry of Education to prove the French-language skills of non-French candidates.

DEL F, Diploma d'Etudes en Language Francaise, junior version (12 to 17 years) is composed of 4 independent diplomas of which qualifications are consistent with the international standards for test development and the Common European Framework of Reference for Languages.

At each level, 4 skills are evaluated: listening, speaking, reading, and writing.

The DELF is designed to assess the communicative skills of a candidate in real life situations.

Classes take place at MIS, delivered by MIS teachers while the exams take place at the French Culture Centre in Egypt.

Goethe – PASCH – Fit A1 & A2 (German)

MIS Students have the additional opportunity to study for the Fit A1 & Fit A2 provided under the PASCH project which offers the German Language Certificate of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

PASCH aims to arouse and sustain student's interest in and enthusiasm for modern-day Germany, German society, and the German language. It helps in building up the skills that students need to study in Germany and in their later professional lives.

Classes take place at MIS, delivered by our teachers while the exams take place at Goethe Institute in Egypt.

Art

Art plays a crucial part in the development of a student's mind. It allows for the exploration and physical creation by connecting a bridge between the sight of their mind's imagination and real-life transformations. It also enhances their attention to detail in both their work and observations of the world around them.

At MIS, we have installed 3 dedicated art studios across the campus, and many fine and beautiful creations by our students can be seen displayed across the school. Our students have excelled and even won first places in national art competitions.

Music

Here at MIS we support the notion that music should be accessible for everyone; in all forms from playing, singing to hearing and for relaxation purposes. Music is also proven in brain development and has been shown to help students excel in other subjects through assisting the development of critical thinking skills. Students also learn to experience pride and self-accomplishment through simple activities such as learning new songs.

We offer a range of musical opportunities which allow our students to develop their skills in performing, composing, learning opportunities and the study of different types of music styles and instruments. Our Music Department has a well-stocked instrumental teaching room and practice room. Our specialised Music Teachers are dedicated to helping our students to express themselves through the endless possibilities of creating music.

The pinnacles of our academic year are the annual shows produced by each department, where all students showcase their skills in musical and vocal performances alongside dance and drama.

Physical Education

At MIS we believe there are many additional achievements nurtured through inclusion of Physical Education as a vital role in our curriculum, such as developing the skills needed to be successful players, performers, coaches, officials and organisers in not just sports, but in business and society.

Alongside traditional sports, our students will focus on obtaining a range of skills and knowledge:

- **Basic Motor Skills**
- **Teamwork**
- **Mental Games**
- **Health & Nutrition**

We strongly believe that it is important for all students to partake in Physical Education, and we find that by giving every student the opportunity to experience a wide range of activities, we can bring out the very best of each individual and instil a love for not only sport but also managing their own healthy lifestyle choices.

Each half-term students will participate in a different age-appropriate sport such as:

- **Athletics**
- **Football**
- **Basketball**
- **Speedball**
- **Hockey**
- **Handball**
- **Volleyball**
- **Gym Workout**

Swimming

Swimming is an important and integral part of the overall physical education. It is also unique as swimming is the only sport that can save lives as the single most effective way of teaching children how to be safe in and around water.

It has a lasting legacy throughout later life as it has a plethora of health, fitness and emotional benefits and the vital developmental skills it brings. At MIS, every student has the right and opportunity to learn to swim to help achieve a fitter, healthier and perhaps above all a safer generation of young people.

Tournaments

MIS regularly takes part in national and international tournaments such as the International School Sports of Cairo (ISSOC) and the British Educational Services Agency (BESA). We also compete in inter-school friendly matches and international sports camps which foster good sportsmanship and personal skills.

Learning Outside the Classroom (LOtC)

At MIS, we believe it is important to understand that learning is an active process, and sometimes the best and most memorable learning experiences take place outside the walls of the classroom.

'Learning Outside the Classroom' (LOtC) is the use of places other than the classroom for teaching and learning. It has been proven to raise attainment and achievement, improve behaviour and engagement.

It is about getting our students out and about, providing them with challenging, exciting, and different experiences to help them learn.

Some LOtC experiences are provided by harnessing the facilities we have in the school such as the playground, greenhouse, and theatre...etc., or by hosting guest speakers and holding regular events.

Further afield they include trips and excursions within Cairo, Egypt and even abroad. We select and arrange age-related quality experiences that benefit our students' education.

We also provide end of term reward trips.

MIS has a dedicated and experienced Events & Activities Department where stringent processes are followed to evaluate and monitor each activity we offer to our students.

School Council & Presidency

Democracy is one of our Values and our student voice is an important and integral part of our school. It allows collaboration between the students and the senior management team, helping with unity and community togetherness within the school.

Students from Y6 to Y12 take part in an official ballot process at the beginning of the academic year to firstly elect a class president & vice president and then an overall School President & School Vice President. Students are able to stand for these positions and canvas their peers, with the overall presidency being held by Y12 students. The elected class presidents and vice-presidents form the school council, who hold regular meetings to discuss feedback from the school. The school president and vice act as the spokespeople for the school council on behalf of the student body and are able to communicate requests for review etc. to the senior management team.

Successful projects of the school council have included:

- Recycling bins
- Water filters
- Redesign of multi-sports court shade
- Menu adjustments
- Suggestion Box
- Event celebrations
- Air fryer for the cafeteria

Personal Development Curriculum

We are incredibly pleased to announce the implementation of the MIS Personal Development Curriculum, which has been integrated into the student academic journey since 2018/2019.

What is PDC?

PDC has been designed to enrich our students by helping them gain the skills, knowledge and understanding that they need to lead physically, mentally, and emotionally healthy independent lives, alongside how to become informed, active, and responsible citizens.

How is PDC integrated?

PDC is applied within classroom studies and activities. Classes will also be selected and have the opportunity to showcase presentations on the current “PDC Theme of the Fortnight” to the whole school every morning during the morning broadcast. These may involve methods such as public speaking, musical or vocal performances.

What will the students gain from PDC?

Throughout each fortnight (2-3-week blocks) students will be encouraged to reflect upon their own experiences and how to recognise their own personal development.

What are the aims of PDC?

- How to manage emotions
- How to achieve autonomy and interdependence
- How to develop mature interpersonal relationships
- To develop competence
- To encourage civil duty
- To assist in developing purpose
- To develop integrity
- To gain conflict resolution and problem-solving skills
- To gain critical thinking and presentation skills
- To gain time-management skills

Which kind of subjects will be covered by PDC?

- Physical Health and nutrition
- Emotional Wellbeing
- Morals
- Relationships
- Living in the Wider World
- The Environment
- Community Serving

Gifted and Talented Students

Our Gifted and Talented program is designed specifically for students who are endowed with a high level of mental abilities or extraordinary abilities in a specific sphere of activity or knowledge.

Exceptionally gifted children have cognitive abilities in the top 0.1% of the population and may have unusual early development in the areas of speech, movement and reading, which in turn means they acquire and process information very quickly, reflecting on their cognitive and social development.

We believe that it is important to identify such students to provide the right conditions and support, through inspiring, motivating and challenging their exceptional abilities.

For gifted and talented students, an appropriate age additional support will be provided through our internal and external programs in conjunction with local and international entities to nurture them to further success.

Students Summer Internship Training Vacancies & Entrepreneurship workshops

As part of the MIS Leadership Program for students, we allow opportunities for students in Y8 to Y12 to gain work experience through partaking in summer training vacancies as support roles for Manchester International School and attending on campus Entrepreneurship workshops during summer.



Foundation Department

Dear Parents of Foundation Stage,

On behalf of the whole team, it is with great pleasure to welcome you to the Early Foundation Stage. We look forward to working together at the start of your child's learning journey. I take the pride in having the opportunity to lead the Early Years which is a key milestone in our children's life and I aspire for all students to love learning through making school enjoyable and exciting.

Our department is dedicated to the Early Years Foundation Stage (EYFS) curriculum of the UK. The EYFS curriculum encourages a holistic approach, where each and every student is unique, and their individual needs are met, and abilities are developed. All children will interact in positive environments with highly qualified educators who consistently encourage play-based inquiry, show open-mindedness and build confidence.

Additionally, safety across this stage is of the upmost importance. We have a team of dedicated individuals who make sure that our young learners have the opportunity to grow in a secure and protected environment, where they feel comfortable and nurtured.

Our vision in the Foundation Department, is to equip each child with the skills, knowledge and confidence to achieve their full potential and to contribute to the world by becoming a successful learner, responsible citizen, confident individual and effective contributor.

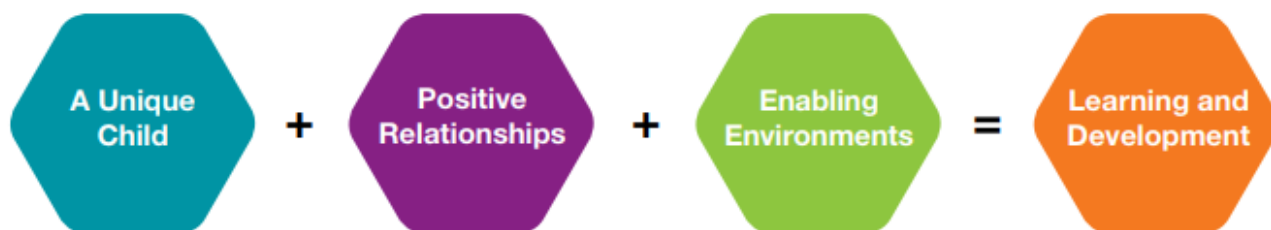
We value hard work, a positive attitude, politeness, respect, responsibility, friendship, and teamwork. We expect our students to share these values and work together to achieve them. We aim to provide a cultivating environment which promotes rights and responsibilities with motivated learners who are engaged and challenged.

Thank you for trusting us with your children and together we are looking forward to a productive and successful year.

Kind Regards,

Ms. Saran Enkhzaya

Head of Foundation Department



Early Years Foundation Stage (EYFS) Framework



Children joining the Early Years Foundation Stage are now growing up in the context of ongoing variables where digital skills are central. They will live to see further changes, advancements and challenges that we cannot as yet imagine in our complex and rapidly changing world.

Education for our children's futures requires supporting children's ability to learn and think for themselves, whilst being rooted in the essential need for development through play.

Our youngest students in FS1 & FS2 follow the UK's Early Years Foundation Stage Framework (EYFS).

EYFS provides the best preparation during early years to promote positive dispositions by providing living experiences of making choices, innovating, taking responsibility, facing challenges, thinking flexibly and critically and learning how to learn so they will be able and ready to respond to their unfolding futures.

EYFS specifies requirements for learning and development, the overarching **four principals** are:

- Every child is a **unique child**.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults.
- The importance of **learning and development**.

EYFS has **seven** areas of learning and development which shape the educational programme and are inter-connected.

- | | |
|---|-------------------------------|
| • Communication and language | • Literacy |
| • Physical development | • Mathematics |
| • Personal, social and emotional development. | • Understanding the world |
| | • Expressive arts and design. |

Educational Programmes & Early Learning Goals (ELGs)

- | | |
|--|---|
| • Communication and Language <ul style="list-style-type: none">○ Listening, Attention & Understanding○ Speaking | ○ Word Reading |
| | ○ Writing |
| • Personal, Social & Emotional Development (PSED) <ul style="list-style-type: none">○ Self- Regulation○ Managing Self○ Building Relationships | • Mathematics <ul style="list-style-type: none">○ Number○ Numerical Patterns |
| • Physical Development <ul style="list-style-type: none">○ Gross Motor Skills○ Fine Motor Skills | • Understanding the World <ul style="list-style-type: none">○ Past and Present○ People, Culture and Communities○ The Natural World |
| • Literacy <ul style="list-style-type: none">○ Comprehension | • Expressive Arts & Design <ul style="list-style-type: none">○ Creating and Materials○ Being Imaginative and Expressive. |



The 3 characteristics of effective learning and teaching:

- **Playing and exploring** – children investigate and experience things, and ‘have a go’.
- **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Parent – School Academic Cooperation

Parents make a crucial difference to children’s outcomes. Parents are children’s first and most enduring educators. This partnership between parents and school will be very significant in your child’s learning journey.

Full-time attendance and punctuality are highly important during the foundation stage years, to ensure students experience as much learning time and preparation for primary school as possible. Parents are required to check the online platform on a daily basis for school communications alongside the emails received from the administrative departments.

Language Development

Language development is very important in Foundation Stage. This applies to both the English and Arabic languages. Both subjects will focus on the four essential branches of language – reading, writing, speaking and listening. These language skills will carry through to all other taught subjects.

Interdisciplinary Learning

Every term will consist of two themes, specific to each year group. This theme will be addressed through both core and activity subjects. Each theme will be based on either scientific or a social discipline which will help to deepen our students’ understanding of the world.

Assessment in the Foundation Stage

Students in the Foundation Stage are continuously assessed and observed by both teacher and co-teacher with regular formative assessments. Observations are then used to forward the planning of students. Each detailed activity is evaluated, and next steps are made from this information.

Assessment trackers are completed each term by class teachers and used as a base for reports, issued at the end of each term. Parents are invited to attend parent teacher meetings twice yearly, where they can meet with the class teacher to discuss progress and any concerns either party may have. If any concerns arise throughout the year parents will be informed immediately and asked to attend meetings to address the issue and the situation will be reviewed at a duration agreeable by all involved with close monitoring and observation. At the end of each year, students will receive an end of year report.



Primary & Lower Secondary Department

I would like to start by offering a very warm welcome to all students in Years 1-8.

It is a privilege to be able to work with students during such a critical stage in their academic journey, where they will become more aware of themselves and the world around them. It is at this stage that we strive to develop the strength and dedication required for students to perform to the best of their abilities, whilst simultaneously encouraging students to curate a lifelong love of learning.

It is our aim to encourage the growth of each and every child during this stage, both academically and emotionally. Our professional team of dedicated teachers and support staff work tirelessly to nurture students with on-going emotional and academic support, encouraging students to consistently aim for academic success, whilst understanding the importance of being actively involved and responsible for their own learning experiences. This will prepare our students for the next stages in their academic journeys, which will be their direct transfer onto the Cambridge Upper Secondary Curriculum (facilitated by our IGCSE Department for the achievement of IGCSE qualifications).

Furthermore, we will endeavour to generate excitement and curiosity for learning in a pleasant and positive environment. Department events allow students to think creatively and develop a curiosity about the world around them, whilst encouraging an active learning atmosphere where our students and staff work together respecting one another's opinions and listening to each other's perspectives.

During their time with us, students will learn the significance of values such as honesty, respect, cooperation, responsibility and collaboration, attributes that we believe will enable our students to thrive as well-rounded individuals both during their academic careers and in the outside world.

As a department, we believe that communication between the school and parents is a vital part of providing our students with the needed support as they embark through international education. We will continue to work closely with parents throughout the academic year, through regular contact highlighting students' achievements, goals and recommended solutions for any arising issues. Furthermore, we invite parents to communicate with us as much as possible, especially through the online platform or through the scheduled Parent Teacher Meetings.

I feel a great sense of pride and excitement for the coming academic year, and I look forward to welcoming our students back to MIS for this important academic journey.

Kind Regards

Dr Rania Sakr
Head of Primary & Lower Secondary Department

Years 1 – 6 - Primary

During this primary stage of six academic years, we follow the **Cambridge Primary (CPP)** educational program **from Cambridge Assessment International Education (CAIE)** which is the world's largest provider of international education programs and qualifications for 5–19-year-olds, alongside the National Curriculum of England.

Our curriculum places a strong emphasis on English, Maths and Science, along with Global Perspectives.

From Year 1, students will start learning a third language and will have their choice of either French or German.

We also follow the **EMOE** centralised curriculum for the Arabic Language and Religion plus Social Studies from Year 4.

Specialist teachers are responsible for Arabic, Religion, Social Studies, French/German, ICT, Physical Education, Art, Music and Egyptology.

The academic schedule for Years 1 to 6, features 9 sessions per day with a duration of 40 minutes each.

From Year 3 we begin to focus on CAIE standards to ensure our students will be ready for both the **Cambridge Primary Checkpoint** (Year 6) and **Cambridge Lower Secondary Checkpoint** (Year 8) international examinations.

During this established period we enrich our students' educational process by ensuring a fixed schedule during their English sessions to visit the library once a week for reading assessments and during their Science sessions students attend the Science lab once a week in for practical work.

Homework

From Year 1, they will have spellings to learn every week, based on the phonics (letter sounds) which they are learning in class. They will also bring home some Math worksheets to reinforce new concepts as they are introduced. They may also have homework set by the Language teachers or have a special project to complete for their class teachers.

For Years 3 to 6 we give homework on a regular basis for each subject to ensure progressive academic development. Details will be provided on the **online platform (Blended)**. If the student is absent, the missing work will be available on the online platform to enable the student to catch up on missed work.

Students will be assigned a project for each subject and every term within the academic year.



Continuous Assessment

Student's progress is continuously assessed by our teachers. Every piece of work is carefully scrutinised, everything the student says or asks is all considered carefully to check individual knowledge and understanding. This assessment is then used to inform our future planning.

Years 1 & 2 students have a spelling test every week.

Years 3 to 6 students are continuously assessed by checking and reviewing their class work, homework, daily tests, and participation in projects to ensure students' understanding and progression. Furthermore, students have an exam at the end of each term.

Students also have a fixed weekly test schedule every week:

- Sunday – English test
- Monday – Arabic test
- Tuesday – Mathematics test
- Wednesday – Science test
- Thursday – Second language test (French or German)

Internal Examinations

Years 1 & 2 students are continuously assessed by their teachers and do not sit internal exams.

Years 3 to 6 sit internal exams at the end of every term.

Concerning the school internal exams, the **minimum** standard for passing will be Grade **C**. Failing to reach this standard; the student will be obliged to do a retake exam during summer. Students who also fail the retake exam the student will be obliged to repeat the academic year.

MIS Internal Exam Grade Boundaries		
95-100	A*	Excellent
85-94	A	Very Good
75-84	B	Good
60-74	C	Average
<60	F	Fail

External Examinations

EMOE

Students from Years 4-6 are required to sit Arabic, Arabic Social Studies and Religion exams or assessments as set by the Ministry of Education.

Cambridge Primary Checkpoint

Year 6 students sit the Cambridge Primary Checkpoint Examinations in English, Mathematics and Science as set by Cambridge Assessment International Education (CAIE), in cooperation with the British Council, Egypt. Each subject has two papers.

In order to be promoted to the following year, students must pass all their internal school assessments, EMOE Examinations and Cambridge Primary Checkpoints with a minimum of (Basic) band in each subject of English, Mathematics and Science. In case of not reaching this standard, the student will be obliged to repeat the whole academic year. (Please note there will be no retakes for the checkpoint exams).

Years 7 & 8 – Lower Secondary

Our curriculum meets the ever-changing needs of our students, so from Year 7 our students begin the Cambridge Lower Secondary curriculum which develops their skills and understanding in English, Mathematics, Science and Cambridge Global Perspectives during the early years of secondary education.

We aim to encourage the development of the most essential skills for success such as linguistics, critical thinking, creativity, and leadership skills. These are instilled in our students through an engaging, student centred and differentiated learning environment.

Students continue with French/German, ICT, Music, Art, and Physical Education in addition to Arabic Language, Religion and Social Studies.

The academic schedule for Years 7 & 8, features 8 sessions per day with a duration of 45 minutes each.

Homework and Internal Assessments

All subjects will set regular tests/assessments after each topic/unit/chapter on a weekly basis.

Factors considered in the assessment process are:

- Homework
- Projects
- Attendance
- Behaviour
- Tests

Internal Examinations

Years 7 and 8 students sit internal exams at the end of every term.

The **minimum** standard for passing will be Grade **C**.

Students who fail to reach this standard will be obliged to do a retake exam during summer.

Students who also fail in the retake exam will be obliged to repeat the academic year.

MIS Internal Exam Grade Boundaries		
95-100	A*	Excellent
85-94	A	Very Good
75-84	B	Good
60-74	C	Average
<60	F	Fail

External Examinations

EMOE

Students from Years 7 & 8 are required to sit the obligatory Arabic, Religion and Social Studies exams set by the Ministry of Education at mid-year and end of the academic year.

Cambridge Lower Secondary Checkpoint

Year 8 students sit the Cambridge Lower Secondary Checkpoint Examinations in English, Mathematics, and Science as set by Cambridge Assessment International Education, in cooperation with the British Council, Egypt. Each subject has two papers.

In order to be promoted to the following year, students must pass Lower Secondary Checkpoints Exams with a minimum of (Basic) band in each subject of English, Mathematics and Science. In case of not reaching this standard, the student will be obliged to repeat the whole academic year. (Please note there will be no retakes for the checkpoint exams).

Reports

Students in Years 1 and 2 will receive reports at the end of every term (3 terms) and students are given a level of achievement in accordance with UK levels at the end of each term.

Students in Years 3 to 8 will receive reports at the end of every term (3 terms) followed by an overall Cumulative report at end of the academic year. Each report is based on the following equation:

$$\begin{array}{l} \textbf{Student's Work} \\ \text{-Out of 30-} \\ \text{(Tests+Homework+Project)} \end{array} + \begin{array}{l} \textbf{Term Exam} \\ \text{-Out of 70-} \end{array} = \begin{array}{l} \textbf{Total Mark} \\ \text{-Out of 100-} \end{array}$$

Parent – School Academic Cooperation

The following communications will be delivered via the online platform:

- **Daily Material Covered**

This provides a brief summary of the topics and materials that were covered every day during the sessions for each subject. This also includes the pieces of homework that have been assigned during the session.

- **List of Topics**

This document is designed to inform parents of the topics and units for each subject which have been covered throughout the academic term.

- **Revision Packs**

These packs are prepared by teachers; primarily for students to work on during revision week. They contain practical questions of different levels of difficulty, exercises from various resources and previous examination-similar type questions for all subjects.

- **‘To-do’ Section**

The ‘To-do’ section on the online platform is a tool that can be used by both students and parents to organize the student’s time and their tasks. Students can track their submitted work, upcoming work (including due dates/deadlines) and their missing work using this feature.

- **Grades and Academic Reports**

Homework and test scores are constantly uploaded to the online platform for parents to track their child’s progress throughout each term. Furthermore, term reports are uploaded to the reports section on the online platform after the term exams.

- **Private Communication**

Parents/students and teachers can communicate with each other directly via the Private Communication section on the online platform. Teachers can use this channel to convey any concerns they may have or to deliver any other communication to parents, and vice versa.

Kindly note that extra resources and channels are also announced if and when needed.

IGCSE Department (Upper Secondary & Advanced)

Message from the Head of the IGCSE Department, Years 9-12

A warm welcome to Manchester International School

The IGCSE years are an exciting and challenging time for students as they will immerse themselves in an academic and social life that prepares them for university and beyond.

It is our mission to welcome all members of our school community and to provide the support, guidance, counselling and opportunities for students to be successful and lifelong learners.

Our team of teachers and administrators are striving to ensure our students acquire the skills and knowledge to be independent and critical thinkers in the modern world. There will also be opportunities during the year to develop this further by demonstrating leadership skills at the school and beyond.

We are always available to help students with their pathway in life and their chosen university by identifying courses that are most suitable for them.

Our objective is to work together; students, parents, teachers, and administrators in a set of interwoven positive inspiring relationships, so the highest possible level of achievement can be reached to build together a bright future for our students.

Best wishes.

Mr Ahmed Al Kady

Head of IGCSE Department Y9-12



IGCSE – Years 9 - 12

Introduction

The International General Certificate of Secondary Education (IGCSE) is a certificate issued by the British exam boards Cambridge (CAIE), Pearson Edexcel (EIE) and Oxford AQA.

The IGCSE certificate is widely recognised by universities and higher education institutions in both Egypt and internationally across the world, as evidence of academic achievement.

The EMOE has dedicated 5% of the total number of university seats overall Egypt for the IGCSE candidates. This percentage of vacancies compared to the comparatively small number of students of this certificate makes it easier for the students to join the top faculties.

IGCSE is also accepted by the military and police academies & private universities.

The IGCSE subjects of English Language or English Literature are compulsory. Other subjects are chosen by the candidate depending on the requirements of the faculty they are planning to join.

IGCSE is expected to be covered over the period of three years. A student has the right to improve his grades over the 3 years period (5 successive sessions).

It is always the highest grade that is taken into account regardless of the order of succession.

During Year 9 students sit their **Core IGCSEs**, and in Year 10 the **Extended IGCSEs**. Years 11 & 12 are dedicated to **AL/AS & O-Level** studies & examinations.

IGCSE Exams & Results

The final course assessments take place at the end of each examination session in accordance with the international exam schedule of each examination board. Assessment also includes written, oral, practical and coursework throughout the session.

IGCSE subjects are tested on two or more papers given on different days. Each paper examines the same subject same syllabus using different forms of examination.

IGCSE examination corrections are carried out with utmost precision. The one paper is corrected and revised and then re-corrected all over again to ensure a fair and accurate evaluation.

The results are generally released and announced by the school in August (for May/June exam session), in January (for October/November exam session) and in March (for January session).

Year 9 (pre-IGCSE):

Year 9 has been designated their “pre-IGCSE” year as it indicates that the courses involved are designed to prepare students for the academic expectations of what is to follow at IGCSE. This is an especially important transitional year as it gives students the solid foundation in core academic areas in order to face the challenges of IGCSE in Years 10 to 12.

Students are also required to study the Egyptian Ministry of Education (EMOE) curriculum, and pass the Ministry exams, for Arabic Language, Religion and Social Studies.

Year 9 students also study internal subjects such as ICT, French/German, Physical Education, and Art.

Cambridge IGCSE Core

Score	Egyptian National System
C	100%
D	85%
E	70%
F	55%
G	50%

Years 10-12

From Year 10 to Year 12, students study a minimum of 8 IGCSE subjects (8 being the minimum requirement for obtaining the IGCSE certificate). Additional AS and AL subjects should be studied as per the student preference and regarding their university and career aspirations. These may include the EMOE subjects

Year 11 & 12 Schedules

Students in Y11 & Y12, according to their individual academic schedules, will be assigned the option of either late arrival **or** early departure.

All MIS students are always expected to aim for 100% attendance of their schedule and punctuality throughout the academic year. Students who are absent must abide by the school attendance policy and are reminded all absences are recorded and stated on final records.

Continuous Assessment & Reports

Throughout the academic year each subject teacher will set regular quizzes after each topic/unit/chapter upon their own judgment. There are also scheduled exams during the academic year, where an evaluation report will be submitted to the parents.

MIS adheres to an internal exam schedule according to the academic calendar where an evaluation report will be submitted to the parents within a maximum of two weeks after the exams.

CAIE, EIE & AQA assessments take place at the end of the course and includes written, oral, coursework and practical assessment.

Students are also required to study the Egyptian Ministry of Education (EMOE) curriculum, and pass the Ministry exams for Arabic Language, Religion and Citizenship.



Every student's path and subject choices are different which is why we restructured the way we charge for your education and made it much more convenient for our parents and students.

The restructuring of the fees includes all of the **additional extras** such as the **pastoral care, support and guidance** provided by our highly skilled and professional IG Department team, plus all of the following:

- Classified
- Teachers' notes
- Official past papers
- Physical supplies such as lab chemicals and tools. Etc.
- Use of gym, swimming pool etc.
- Library access
- Music & ICT labs
- Common Room
- Officially Accredited British Council Examination Venue
- Activities
- **Professional Development Support**
 - Presentation Skills
 - Communication Skills
 - Social skills
 - Careers advice
 - CV building & interview techniques
 - University fairs & exclusive partnership deals

To ensure your subject choices you must ensure your choices are submitted by the deadline provided by the IGCSE Department.



Year 11 & 12 Subject Policy 2026-2027

Subject Registration/Withdrawal Rules:

- An Orientation Session will be announced before the start of each examination session. Students will be informed about the subjects that will be offered in the school campus, and students will be asked to fill the form in order to confirm their choice of subjects for the upcoming session.
- The school management will be listening to students' demands for subjects that are not offered during the orientation. And if possible, the school will provide the requested subjects on campus based on a minimum number of students per subject.
- Students are not allowed to register for subjects that are not conducted on campus, except in cases where the student can prove that the subject is essential for their academic program and not offered by the school during either the October/November or May/June sessions.
- Students are allowed to retake the subject without attending at the school, 8000 EGP will be charged as an administration fee per subject.
- If a student decided to retake the subject, and attend the classes at school, they will pay only 75% of the school fees for this subject.

	Duration	
	1 Week	Students will be allowed to add/drop without paying anything
Drop/add period	2Weeks/4Classes	Students will be allowed to add/drop after paying 10 % of the course
Late drop/Add Period	3Weeks/6Classes	Students will be allowed to add/drop after paying 25 % of the course
Exceptional Drop/Add Period	4Weeks/8Classes	Students will be allowed to add/drop after paying 50 % of the course

- Attendance will be recorded for each session, and sent to parents by mail when needed.
- If the student attends more than 8 classes/4 weeks for the subject, they will be charged the full fees for the subject even if the student decided to drop the subject.
- Classes will be counted starting the date of the first class.

General Rules:

- The official mean of communications is the e-mail, please make sure that you check and respond to e-mails in a timely manner, all registration and subject selections deadlines will be announced via e-mail.
- Any registration or withdrawal of subjects has to be officially communicated via email or signed documents. Student must have a copy of the performed action.
- Complete withdrawal from the school prior the start of the session will result in a 10% deduction from the fees.

Examination Venue

Manchester International School has been a British Council Attached Centre since 2014 which means we are an **official examination venue for the British Council**, so our students do not need to leave the school to sit their official international exams in June session. However, being an exam venue is subject to change due to the British Council Operational needs.

Fields of Study at MIS

IGCSE/GCE/IAL (Cambridge, Pearson Edexcel and Oxford)

- English as a 2nd Language
- English Literature
- First Language Arabic
- Foreign Languages (German & French)
- Information and Communication Technology (ICT)
- Computer Science
- Mathematics
- Chemistry
- Physics
- Biology
- Accounting
- Business Studies
- Economics
- Psychology
- Sociology
- Environmental Management
- French as Foreign Language
- German as Foreign Language
- Travel & Tourism
- Art & Design

***Please note all study fields require a minimum number of students.**

The Egyptian Ministry of Education

- Arabic Language
- Arabic Social Studies
- Citizenship
- Religion
- History
- Geography

Teachers List for IGCSE*

Academic Year 2026-2027

Biology

Mr. Aly Wael
Ms. Mira Nabil
Ms. Enas Ammar

Chemistry

Ms. Christine Wassef
Ms. Yasmine Emad Rakha
Mr. Wilson Hany

Physics

Mr. Mohamed Gueilly
Ms. Dalia Yasser

Mathematics

Mr. Helmy Sherif
Mr. Omar Awad
Mr. Hassan Yakout
Mr. Mohamed Barhouma

English

Ms. Hanaa El Ramady
Ms. Shaimaa Rihan
Mr. Marwan Wael

Arabic 1st Language

Mr. Rashad Ibrahim

Business Studies

Mr. Sherif Kamel

Accounting

Mr. Ahmed ElKady

ICT

Mr. Mohamed Mamdouh

French

Ms. Heba Aly
Ms. Mona Maurice

Computer Science

Mr. Amr Osama

Sociology & Environmental Awareness

Ms. Sally Mahfouz

Economics

Mr. Sherif Kamel

Physical Education

Mr. Mohamed Fathy

*Subject to change as per the operational needs of the school

IGCSE – Qualifications, Exams & Registration

CAIE/EIE - Subject Levels & Grades

British Exam Boards Grading System for Egyptian State University Entrance

IGCSE subjects are studied at three consecutive levels:

- IGCSE: Extended Level
- AS: Advanced Subsidiary
- AL: Advanced Level & A2

IGCSE grades are A*, A, B, C, D or as per the 9-1 grading system

Exam Boards Grading System & Egyptian Equivalencies

Alphabetic Grading System Scale International IGCSE

Grade	Equivalency
A*	100%
A	95%
B	85%
C	70%

New Numerical International IGCSE/GCSE Grading System (9-1)

Grade	Equivalency
9	Highest Grade in Egyptian System
8	100%
7	95%
6	88%
5	82%
4	70%

Alphabetic Grading System Scale International AS/A Level

Grade	Equivalency
A*	100%
A	95%
B	85%
C	70%
D	60%

For the IGCSE only A*, A, B, C grades are accepted.

For the AS & AL: A, B, C & D are accepted by the AUC, GUC & other Foreign Universities in Egypt.

Egyptian University Entrance Requirements

- 1) Enrolment in Egyptian universities requires passing in the mandatory subjects for each division as per the decrees issued by the Supreme Council of Universities, applies as follows:

- a. Eight International GCSE subjects with a minimum (Grade C or Grade 4) plus One A level subject with a minimum Grade D
(8 International GCSEs + 1 A Level) or (8 International GCSEs + 2 ASs)

This option applies for faculties with practical/medical & mathematical courses.

- b. Eight International GCSE subjects with a minimum (Grade C or Grade 4)
(8 International GCSEs)

This option applies for faculties with theoretical courses.

- 2) Candidates are advised to consult the “Guidebook” produced by the Admissions Office of the Supreme Council to know the compulsory/elective subjects that are relevant to the faculty they want to join.
- 3) In addition to the above candidates are required to study and pass the Arabic Language, Religion, and Citizenship Studies and attend the National EMOE Examinations set by the Ministry in accordance to their dates and regulations.
- 4) Candidates should produce proof of completing 12 years of schooling (6 years Primary / 3 years Middle School / 3 years Secondary).

Students can register for an unlimited number of International GCSE and International AS & A Level subjects and the registrar in each university will choose the highest grades according to the requirements of each college and in line with the decisions of The Supreme Council of Universities in Egypt.

IGCSE CAIE & EIE Clauses

a) Registration Fees & Payment Procedures.

Registration dates set by school, international exam boards (CAIE & EIE & AQA) and EMOE are a very strict issue, any delays after these deadlines will lead to a late entry fee penalty and additional unnecessary cost that is equal to almost **triple** the original exam registration fee. Therefore, the school announced dates for payment of the exam registration fees should be strictly followed, or else MIS will be obliged to pose the penalty of the late entry on the student.

Parents will be well informed before each exam series with the exam registration fees and the relevant deadline for payment.

b) Enquiry about Results (EAR)

There are 3 different types of re-marking service offered, each with an administration service fee. The service fee also differs between O/L subjects and AS/AL subjects. The school receives the relevant fees from CAIE/EIE at the time of the results and informs the parents to pay through MIS Accounting Department if they requested the service. Scripts are available for free upon request from the school via e-mail.

c) Special Consideration

If a student faces any medical situation, the parents need to inform the administration immediately and provide the school with any relevant medical report written in English.

The administration will then file a special consideration case to CAIE/ EIE/AQA in order to provide the necessary support for the student during the exam time.

More specific rules, instructions and academic advice will be presented by the Department Head to students during the first school day.

School Rules, Policies & Procedures

School Day

The school day starts promptly at **7:45am**. Students are expected to arrive between **07:30am** and **07:40am** each day to ensure that they reach the morning line on time.

Students in **Foundation and Years 1 to 3** will be dismissed at **2.30pm**.

Students in **Years 4 to 10** will be dismissed at **2.45pm**.

Students in **Years 11 & 12** will be subject to their given schedule.

Pick-up & Drop-off

Parents must drop off and pick up their children at either:

- **Gate No.1**, for students in Y1-12.
- **Gate No.3**, for students in **Foundation Stage only**.

Note: **Gate No.4**, is reserved only for students who use the school bus.

Parents must drop off and pick up their child from the correct gate/s.

MIS Pick-Up Cards

Parents of students who are collected from the school campus will be assigned **TWO** MIS Pick-Up Cards each per academic year – which correspond with their student ID card. These cards must be collected & signed for by parents as instructed through communication and they remain the parent's responsibility. These cards can be given to any individual who you authorise to collect your child with no liability or legal responsibility on our part.

Parents are responsible for the allocation and care of these cards. Additional and/or replacement cards can be ordered & purchased through the Finance Department.

In case of the student pick-up card loss, you must contact the school administration to inform about the card loss to prevent the card misuse.

Students can only be collected with **MIS Pick-Up card**, which must be presented to the security guard on the gate.

Parents are required to support & adhere to this process to allow for a safe & timely collection of their child.

Note: Should parents wish for a different person such as a driver/nanny/relative/friend to collect their child this person **MUST** be in possession of MIS Pick-Up Card. Students will not be allowed to leave with persons not presenting the corresponding MIS Pick-Up Card.

Older IG students whose parents wish for them to leave the campus independently will need prior permission to be sent to the school.

In order to exit the campus in this instance, the student will need to carry **both** their student ID card and the MIS Pick-Up card – they will not be allowed to leave without them.

Please note for the safety and security of all students, parents/guardians will **not** be permitted to enter the school campus and must wait at the appropriate gate for their child to be handed over.

We would like to remind all parents/guardians to arrive on time to collect their child and ensure they park their cars in a manner so as to not disrupt our surround neighbours or the general flow of traffic. Safety must always be a priority, so please drive slowly and with care.

Parents/guardians are kindly requested to ensure they safely distance at the gates.

Supervision of students finishes at 3pm after this point parents are responsible for their children.

Change of Transport Arrangements

If a parent wishes to arrange for collection a student who normally uses the school bus, they **must** communicate with the student's department office through the online platform **before 10:30am**. After 10:30 am – parents must abide by the **exact requirements of the Emergency Pick-Up policy** below which must only be used as a one-off.

On the **last day of each term exams**, Change of transportation **must be requested a day ahead** as no change of transportation will be accepted on that day. In case of emergency, kindly follow the Emergency Pick up policy.

In line with safety procedures, it is **not** acceptable under any circumstances to remove students from the bus park or chase/apprehend the school buses.

Emergency Pick-up

We acknowledge **that rare last minute unforeseen circumstances** may arise. Therefore, in the event being unable to follow the above pick-up process i.e., being unable to assign a pick-up card for pick-up or missing the deadline because of an **emergency**, for one-off occasions we will assist **only** if the below procedure is followed.

- 1) You must send the following to the department office before 10:30 am or to the school reception via the online platform (Blended) “
 - a. The child's name, year and MIS ID number
 - b. The name of the authorised person and their ID card even if this person is a parent or a guardian.
 - c. Your name and phone number.
 - d. The reason for use of the Emergency process– **Failure to send all of the requested information will result in the rejection of your request.**
- 2) The Emergency pick-up request can only be sent to the **reception** from **10:30 am to 2.30pm** – after this time it will **not be actioned**. This request will not operate for receipt of any unregistered account or external emails. Ensure you follow the communication policy as per the handbook for all other reasons.
- 3) The Emergency pick-up can only be used as a one-off meaning for **one day only**, abuse of this process will lead to the removal of your privileged to request it.

You are reminded that we have these strict processes and safeguarding policies in place to protect your child and we expect you to be cooperative and abide by them.

Late Arrivals

Late arrivals cause interruptions to class teaching and disruption to the learning of others. If a student regularly misses the start of lessons, they may find it very difficult to catch up and to properly develop their knowledge and understanding.

MIS policy is that:

- Students who arrive after 8:00am will **not** be allowed to enter the classroom until the end of the first lesson. Students in Y1-Y10 will be subjected to a lunch break detention on the same day.
- Students of FS1 to Y10 who arrive after 8:30am will **not be allowed to enter school campus** that day under any circumstances, regardless of the day's schedule or activities. The whole day will be considered as an unauthorised absence.

Early Departures

Early departure of students affects their academic performance and therefore must be limited to only urgent reasons.

Any parent who wishes for their child to leave before the end of the school day must send an email to the **Head of Department** before **10:30 am (FS1 to Year 8)** or **11:00 am (Years 9 to 12)**

After **THREE** early departures within one term, the school will consider any early departure as unauthorised absence for that day.

Attendance Policy

International exam boards (CAIE/EIE) in collaboration with The Egyptian Ministry of Education have required in the protocol decree **85% minimum attendance** level for full-time students taking international exams. However, 100% students' attendance is encouraged to achieve their full potential as absence affects their learning process, coursework marks and final exam performance.

Regular school attendance is essential for a student to make the most of his or her education – to benefit from teacher-led school activities, to build each day's learning.

Absences from class may result in serious disruption of a student's mastery of instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Presence in the classroom provides the student with learning experiences that cannot be replaced with notes from colleagues or reading the textbook.

Students at MIS are expected to aim for **100% attendance** as well as to arrive on time for classes. Parents may be contacted on the day for an explanation of the student's absence.

Student's attendance record will be included in attendance information in reports and references.

In extreme cases, students may not be permitted to progress to the next academic year if their attendance has been below the 85% required.



The school has an established attendance policy with the following principal aims:

- To ensure that our students derive maximum benefit from the school's curriculum and extra-curricular activities.
- To enable our teachers to complete teaching and learning programmes.
- To foster self-discipline and a sense of autonomy in our students.
- To prevent students gaining unfair advantage over other students by taking additional time off to complete coursework and other assessment requirements.

Planned absences

Where parents can foresee an absence, parents should write to the relevant Head. The specific nature of the absence and some explanation to support the request is necessary. The request will be considered on its merits and treated as authorised or not as the case may be.

Absence from school is either authorised or unauthorised

Authorised Absences are accepted as legitimate by the school and recorded as an authorised absence in the attendance register. The following reasons may be treated as authorised absences:

- Sickness or any unavoidable cause. Students should return to school with a note signed by their parents certifying their absence and for **more than 2 days** absence a reliable doctor/hospital medical report is required to support absence.
- Absences for religious holy days.
- School trips locally or abroad; other school events or competitions requiring leave from lessons.

Unauthorised Absences are not authorised by the school and will be recorded as such in the school's attendance registers. The school is under no obligation to accept a simple expression of parental wishes as constituting authority for absence. Absences which are not covered by a valid note and/or medical certificate, will remain on the record as unauthorised.

E-Learning

Online platforms are used to support our students and communicate with parents. We are ready for any instance which may require us to change to online e-learning in order to ensure continuity of education for our students.

Equipment Required

Please see 'E-Learning... at Home' - page 14.

Online Accounts

Gmail

www.gmail.com

students are required to set up a dedicated Gmail account for **school only**.

It should be created:

- Using the student's **first 3 names** – No nicknames are allowed
- Profile picture should be set using a passport style photo.

Blended Platform:

Blended Platform is used for the online communication and material delivery, emails, evaluations, report cards, announcements and notifications. Each student will receive a user name and password aligned with the manual guide for using the platform.

Google Classroom

www.classroom.google.com

Google classroom is used sometimes for the delivery of e-learning.

Google Classroom access will only be permitted by the officially registered Gmail account of the student. Class codes will be provided when required.

Zoom

www.zoom.us/

Zoom accounts should be created using the **Gmail account and standards stated above**. No other accounts will be permitted to join sessions. Note attendance is taken of all sessions.

Invitations and codes will be provided as per the department needs.

E-Learning Online Disclaimer

Due to the nature of online educational delivery including two-way communication technology and software used for interactive live teaching, parents should be aware that their child's camera is viewable by all participants in the session and MIS staff. Parents should take all precautions to ensure privacy of their homes.

Sessions where required may be recorded for teaching & training purposes etc.

E-Learning Online Session Policy Foundation, Primary & Lower Secondary

- School will start at 8am with the flag salute.
- Students must be **punctual** and in the Zoom waiting room at 7:55am
- The Late Arrivals policy will be applied where applicable.
- Primary & Lower Secondary students will not be permitted to enter the first session after 8.05am, however they may join the second session at 8.35am. Lateness after 8.35am will be considered as an absence for the whole day and they will not be permitted to join any sessions that day.
- Students should be organised and ensure that all **preparation** of tools, materials & books etc. is done before the session.
- Students must be groomed smartly & dressed in **full school uniform**. Else, they shall **not** be allowed to continue their sessions for the rest of the day and it will be considered an absence.
- Students must be **seated at a table** in a quiet, safe area, free of distractions with good lighting.
- Students must remain in their seats and not move around their home whilst in session.
- The camera must always be on. One warning will be given, if the camera continues to be switched off it will be considered an absence for the day.
- Students should not apply backgrounds/filters etc.
- No eating or drinking during the session

- Attendance will be taken at the start of the day for Foundation students & at the start of each session for Primary & Lower Secondary students. This attendance will be reflected in the student reports.
- The on-screen name must be the student's own name and not a nickname.
- Microphones must be muted prior to entering the session. If a student wishes to speak to the teacher, they must use the raise hand button to ask for permission.
- Only students in FS1 are allowed to have one parent for assistance during the Arts & Crafts session only or any session which requires the holding of a pencil. They must not interfere during Zoom sessions.
- FS2, Primary & Lower Secondary students should only be present in their sessions (No parents/guardians etc.)
- Parents must check the online platform & their email on a daily basis.
- Students must send/submit their work on time for marking.

E-Learning Online Session Policy Upper Secondary & Advanced

Please note that Upper Secondary & Advanced e-learning sessions differ due to the delivery of individual subjects per students and not set classroom arrangements and are subject to change as necessary & required as designated by the Head of Department.

- Students will start school as per their schedule.
- Students must be punctual and in the Zoom waiting room 5 minutes prior to the scheduled start time.
- Students should be organised and ensure that all preparation of tools, materials & books etc. is done before the session.
- Students must be groomed smartly & dressed in full school uniform – students who are not shall not be allowed to continue their sessions for the rest of the day and it will be considered an absence.
- Students must be seated in a quiet, safe area, free of distractions with good lighting
- The camera must always be on, if not it will be considered an absence.
- No eating or drinking during the session.
- Attendance will be taken at the start of each session. This attendance will be reflected in the student reports.
- The on-screen name must be the students name and not a nickname.
- If a student wishes to speak to the teacher, they must use the raise hand button to ask for permission.
- Only the student should be present in the session.
- Parents must check the online platform & their email on a daily basis.

Uniform Policy

All MIS students are expected to be properly groomed for school and to wear the school uniform every day unless otherwise announced by the school. School policy always requires that students be neatly attired. Clothing should be clean, and in good repair and should be worn in traditional ways with no change in the original model.

Please ensure that all items of clothing are clearly labelled with student's name and class.

All MIS school uniform should be purchased from the school uniform shop which is located within the school campus and is open during school hours.

The school uniform must always be worn correctly and consists of:

Summer Uniform

- MIS navy blue trousers/shorts
- MIS school uniform polo-shirt
- Plain navy blue or black or white socks
- Black shoes – **NO TRAINERS**

Winter Uniform

- MIS navy blue trousers
- MIS school uniform polo-shirt
- Navy blue MIS jacket/cardigan
- Plain navy blue or black or white socks
- Black shoes – **NO TRAINERS**

***For all Foundation students:** please provide 1 spare set of clothing for each season, plus 2 pairs of under garments (bottoms) and 2 pairs of socks which must be labelled and handed to their teacher as a precaution at the beginning of the academic year. In the event of use, please ensure they are laundered and returned to school as soon as possible.*

Juniors and Seniors Variation (Y11-12 only)

- MIS Seniors T-shirt
- MIS plain navy trousers
- Plain navy blue or black or white socks
- Black shoes – **NO TRAINERS**

Swimming Kit

- Swimming cap
- Goggles
- Towel
- Flip-flops
- Suitable toiletries
- One-piece swimsuit – females
- Swimming trunks/shorts – males

PE Kit

- MIS white PE t-shirt
- MIS navy blue track pants/shorts
- Training shoes (black/white)
- MIS sweatshirt (winter only)
- Plain navy blue or black or white sock
- Black Trainers

On the day students have a PE lesson, their training shoes **MUST** be brought in a separate bag. Students should change to their training shoes before the PE lesson, and back after the lesson.

Parents are requested to support the school's code of dress by ensuring that their child is properly attired when leaving home every morning.

Parents should note the following points:

- Shirts **must** be worn tucked into waistbands and not worn loose.
- Students must not have dyed hair or hair extensions.
- Make-up or coloured nail polish should not be worn.
- Boys must be clean-shaven and keep their hair short enough not to touch their collar.
- Girls with long hair – this must be worn neatly tied back and away from the face using plain accessories of black or navy blue.
- Veils; must be short, navy blue, or white only.
- No caps.
- No jewellery or accessories, except a standard watch (smart watches such as I Watches are not allowed) and (for girls) one pair of small stud earrings. No chains are allowed to be worn at all.
- PE kit is not a part of everyday uniform and must **only** be worn on days there is PE lesson in the student's schedule.

Note: Students not adhering to the dress code will have lunch break detention on the same day of uniform violation.

Out of Uniform Limitations

In case of any event where the school is allowing an out of uniform day, the student/parent must make sure that the dress is appropriate for school.

Examples of unacceptable clothing include and are not limited to:

- Ripped or torn clothing.
- Muscle shirts, spaghetti straps, tube tops, see-through clothing and tops showing visible cleavage.
- Micro skirts and hot shorts; tops showing midriffs, backs, and chests.
- Pants must be worn at the waist so as not to show undergarments.
- Footwear must always be worn, running shoes in the gymnasium, and suitable footwear elsewhere.

Note: Students not adhering to the out of uniform dress code will have lunch break detention on the same day of uniform violation and they will not be permitted to attend the event.

Parents may be contacted to pick up the students who are not adhering to the out of uniform dress code.

Whether the student is in or out of school, they should always respect the school uniform, as they are considered ambassadors of the school.

MIS Student ID Card Policy

All students will be provided with a MIS Student ID Card for the academic year on a lanyard within a plastic holder. Students are required to carry this with them at all times whilst on campus and take great care not to lose or damage it.

Students may be requested to present their MIS ID to any member of staff and should do so immediately if requested.

Each card carries a unique barcode for use in our cashless cafeteria - **see page 58**

Healthy Eating Policy

Manchester International School has strengthened its campaign towards **healthier** food and beverage choices in the school cafeteria.

In March 2018, The School Board of Directors identified the need to promote healthy diets and create positive eating behaviour by providing a **healthy eating** environment in the school.

Healthy diet refers to a **balance** in food intake which:

- Achieves energy balance and a healthy weight.
- Limits energy intake from total fats, shifts fat consumption away from saturated fats to unsaturated fats and towards the elimination of trans-fatty acids.
- Increases consumption of fruits and vegetables, legumes and whole grains
- Limits the intake of sugars.
- Limits salt (sodium) consumption from all sources.

Accordingly, MIS launched a new healthy menu on the following bases:

- All oil fried items are replaced with grilled or air fried items.
- Processed meat and chicken products are not served at MIS cafeteria. Fresh Chicken, meat and turkey products are available instead.
- Olive oil is used.
- Honey is used for sweetening.
- Whole grain bread and whole-wheat flour is used for all bakery products, pizza dough and desserts.

Food & Beverage Policy

In accordance with our Healthy Eating Policy students are **not allowed** to bring unhealthy food items for lunch into the school, these include junk food, crisps, sweets, chocolate, all types of fizzy soda drinks and energy drinks.

Please ensure your child's lunch box contains healthy and nutritious food such as fruit, vegetables and proteins.

Chewing gum is not acceptable under any circumstances.

In line with our environmental goals, we request that students are provided with personal reusable containers and utensil and refrain from bringing in single use/throw away packaging/plastic cutlery/polystyrene trays/plastic bags etc.

Water Bottle Policy

Hydration is an important aspect of both health and physical function of the brain to support active learning and general wellbeing.

Students are required to have their **own re-usable labelled water bottle** for refilling from the filtered water stations during break times. The bottle should be sturdy and made from stainless steel **or** hard plastic. For safety please **do not** send glass bottles.

Kindly help us with our plastic-free initiative to reduce waste by refraining from sending single-use plastic bottles into school, our students want to protect their environment for their future and generations to come.



Super Snack Time

We actively encourage parents to send their child to school every day with a piece of fruit or chopped vegetables for morning break. This engrains healthy lifestyle patterns whilst providing a super energy boost to support concentration & learning until lunch time.

Cafeteria

Our fully staffed in-house cafeteria serves a wide range of well-priced healthy and fresh foods & beverages, which are available throughout the school day. Students from Year 1 upwards can purchase items during break times.

Pre-paid Set Meals

All students in Foundation can pre-order a set healthy balanced hot meal including a drink from the cafeteria every day. Meals must be ordered on a monthly basis, paid one month in advance by the 1st Sunday of the month to the Accounting Department.

Cashless Cafeteria Policy

Each student's MIS ID card carries a unique barcode, which allows our students to safely, and quickly purchase all products from our healthy cafeteria. This replaces the use of physical cash, which is a risk of cross-contamination, prevents the risk of students losing their money and provides parents with an easy way to manage their child's spending budget.

Parents are requested to top-up their child's card in advanced through the Finance Department either in person or through bank transfer using their child's MIS ID number. An initial top-up threshold is 1000 LE and each following top up threshold is 500 LE. Parents are responsible for the card top up. Students are not allowed to top-up the card during the school day.

Parents are able to set a daily maximum spending limit to prevent misuse of funds and will receive a notification when funds drop below a set threshold of 200LE to alert you of the urgency of topping up the student's card immediately. Please follow up the related emails and notifications regularly and act accordingly in an adequate time manner. Funds will automatically carryover at the end of each year.



MIS Expectations & Rewards

MIS expects students to:

- Conduct themselves around the building in a safe, sensible manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by the teacher.
- Behave in a reasonable and polite manner to all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the school environment.
- Follow the school rules.

MIS expects Parents and guardians to:

- Work in partnership with the school to ensure good behaviour.
- Inform the school immediately of any concerns.
- Respond to concerns raised by the school promptly and appropriately.
- Ensure students come to school correctly dressed, equipped, and prepared to work.

The Positive Reward System

It is important that achievement, effort, and good behaviour are rewarded. Teachers and administrators give lots of praise and encouragement, which may include the following:

- Awards Certificates
- Star of the Week Certificate
- Special roles or responsibilities
- Golden Time
- Special free trips or events
- Physical rewards
- Awarding Ceremonies.

Student Code of Conduct

Our code of conduct includes any school activity on or off school property. All students are expected to conduct themselves in an appropriate manner while attending any school related event, e.g., competitions, outings, or trips. MIS has very high expectations of student behaviour. Students who do not meet these standards will be advised and disciplinary actions will be taken.

Aims

- To promote a school atmosphere that is conducive to the educational, personal, and social development of all students.
- To promote friendship and mutual understanding that respects and celebrates differences.

Practice

- We wear the correct school uniform and take care of our clothes.
- We listen to our teachers and other adults in school.
- We work and walk quietly inside school so that others are not disturbed.
- We always show respect for others by being polite.
- We show respect for other people's belongings.
- We play sensibly so that everyone can be happy and safe.
- We do not hurt other people.
- We take care not to hurt the feelings of others, by what we say and what we do.
- We are kind to others and help those who are worried or upset.
- We show respect for the school environment by keeping all areas clean.
- We show respect for the school properties and displays in the corridors and we do not write on the walls or on the desks.
- We only eat in the correct areas, and we do not bring sweets or chewing gum into school.
- We sit quietly and sensibly on the school buses.

Remember:

- Be safe
- Be responsible
- Be respectful

School rules /Health & Safety:

CCTV Monitoring and Student Safety- For the safety and protection of all students, staff and visitors, CCTV cameras operate throughout the school premises. The school has a designated team responsible for monitoring and reviewing CCTV footage as part of its ongoing safeguarding, security and health and safety procedures.

CCTV footage is the property of the school and is accessed and reviewed by authorised school personnel only. Parents and guardians are not entitled to view or obtain CCTV footage. Where necessary, the school may inform parents or guardians of relevant observations or findings arising from CCTV footage, particularly where these relate to the safety or wellbeing of a student.

The school reserves the right to monitor and review CCTV footage whenever deemed necessary to maintain a safe, secure and well-supervised school environment.

1. Respect for School & Personal Property

- Be respectful of others' belongings, using them only with permission. A student who steals or damages any property not belonging to them may be required to make appropriate restitution. The school manages "lost-and-found" areas, but students are strongly encouraged to take good care of their personal belongings. Parents should label all student's belongings with their name, year & class.
- Use equipment and materials in school for their intended purposes only. Students will be held accountable for proper care of books, educational materials, and their classrooms. Keep all school areas litter-free.

Any damage to school property will be charged accordingly to the student.

2. Honesty & Respect for Others

- Honesty, respect, and trust are student virtues highly valued and encouraged by the MIS community. Treat others with kindness, respect, and courtesy.
- Settle disagreements with others through discussion, asking for help if needed. Touch others and speak to others in kindness only. Refrain from aggressive or threatening behaviour toward fellow students, teachers, or other school staff. Fighting or rough play are strictly prohibited in school. If a student experiences a problem with another student, they should notify the nearest teacher immediately. Students should be instructed in ways to avoid getting involved in conflicts.

3. Mistreatment of Others

The following examples of undesirable behaviour are unacceptable under any circumstances and will not be tolerated.

- Displaying threatening behaviour towards any persons.
- Throwing objects that can cause bodily injury or property damage.
- Directing profanity, vulgar language, verbal abuse, or obscene gestures towards any persons.
- Fighting, participating in any manner of a fight or scuffling, whether provoked or unprovoked. This would also include any other type of playful behaviour that although not intended to harm, presents a reasonable risk of harm, or threatens the safety of others.
- Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person) or forcing an individual to act using force or threat of force.
- Engaging in bullying or cyber bullying, including intimidation, teasing, name-calling, ethnic or racial slurs, or derogatory statements that school has reason to believe shall substantially disrupt the school program or incite violence.
Engaging in any conduct that constitutes sexual or gender-based harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct.
- Engaging in harassment of any kind, including, but not limited to, harassment motivated by race, colour, religion, national origin, disability, or age directed towards another person.
- Engaging in any inappropriate physical or sexual contact.
- Engaging in inappropriate or indecent exposure of private parts.

- Making threats, including verbal and written statements, hit lists, mail and e-mail, threats of a graphic nature (drawings, graffiti), and joking about threatening subjects that threaten the safety of another student, a school employee, or school property.
- Committing simple assault (assault by contact).
- Participating in consensual hugging, touching, or other displays of affection that are inappropriate.
- Participating in consensual activities that result in physical alteration or injury to self or of another person's body (i.e., piercing, tattooing, etc.).

4. Anti-Bullying Policy and Anti-Bullying Alliance (ABA) membership:

MIS is a **School and College Member of the Anti-Bullying Alliance (ABA)**. The Anti-Bullying Alliance was founded by the NSPCC and the National Children's Bureau (NCB) in 2002 and is a unique coalition of organisations and individuals, working together to achieve a vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn.

The promotion of an anti-bullying culture is central to our expectations when promoting expected behaviour.

- **Prevention is better than cure so we will:**

- Encourage caring, nurturing and respect,
- Work for a caring, co-operative ethos,
- Discuss friendships,
- Discuss conflict management,
- Ensure adequate supervision,
- Provide direct teaching awareness sessions about roles and responsibilities and how bullying can impact.

- **We consider the definition of bullying to be:**

A deliberately hurtful action which is then repeated over a period of time. Usually, the victim finds it difficult to defend against such actions.

- **Forms of bully may include:**

- **Verbal abuse**

- Threats
- Taunting
- Teasing
- Demands i.e., for money or items
- Coercion
- Name-calling

- **Physical abuse**

- Hitting
- Kicking
- Slapping
- Touching
- Confinement

- Restriction

- **Indirect actions**

- Theft of valued possessions
- Ostracism
- Rumour-spreading
- Endangerment

- **Destruction of property**

- **Cyber bullying**

- Malicious emails
- Text messaging
- Instant Messaging
- Social Media Posts

- **Strategies for promoting an Anti- Bullying culture**

1. Bullying in school is **everybody's** problem.
2. Silence and secrecy nurture bullying.

3. All staff, parents and students must be aware that bullying exists and the shared commitment to combat bullying will enable the school to become a happier place for everybody.
4. All parents, students and staff need to be very clear about the school's policy and procedures on bullying.

- **Guidelines**

The following signs may give cause for concern and may be related to incidences of bullying.

- | | |
|--------------------------------|-------------------------------------|
| • Withdrawn | • General unhappiness/anxiety/fear. |
| • Deterioration of work | • Late arrivals |
| • Spurious illness | • Bed wetting |
| • Isolation | • Body Language |
| • Desire to remain with adults | |
| • Erratic attendance | |

Students will be encouraged to speak up to adults about any incident which they perceive as bullying.

- **Parents - If you come across bullying what can you do?**

Do –

- remain calm.
- take the incident or report seriously,
- act as quickly as possible by informing the school with as much information as possible,
 - who were the students involved?
 - when did it happen?
 - what happened?
 - has it happened more than once?
 - why does your child believe it happened?
- reassure your child; don't make them feel inadequate or foolish,
- make sure the incident doesn't live on through reminders from you,

Don't –

- be overprotective,
- encourage retaliation,
- attempt to deal with it yourself,
- assume that the bully is bad through and through.
- try to look objectively at the behaviour,
- keep the whole incident a secret. Do not try to hide the incident.

Supporting students:

- We will ensure that all students know that the school cares about bullying.
- Students will be given opportunities to talk about bullying in general.
- Students will be encouraged to speak out as victims and witnesses.
- The school's anti-bullying policy will be made clear in the school.
- Through our positive parenting partnership, we must work together to forge a zero-tolerance mind-set regarding bullying and support a happy, positive learning environment.
- All staff will be alert and observant at all times both inside and outside the classroom e.g., playgrounds, break time, corridors, toilet areas and buses.
- The member of staff to whom an incidence has been reported or who has witnessed it must report every incident.
- The school will provide assistance, and intervention where required.
- All reports of bullying or misconduct will be investigated.
- If the results of the investigation indicate that bullying has occurred, the school will take appropriate disciplinary action.
- Disciplinary action may be taken even if the conduct does not rise to the level of bullying.



- Parents of the victim(s) and any student(s) found to be engaged in bullying will be contacted by the school.
 - Incidences of bullying will be recorded within school records.
- This policy builds on the school's existing policies which have very clear guidelines regarding what constitutes acceptable/unacceptable behaviour towards other people.

5. School Bus Service Policy

Our primary concern is the safety of every student that rides on our school buses. Therefore, every precaution will be taken to ensure safe arrival of every student at their drop-off point. This can only be accomplished if we have the cooperation of both student and parents especially regarding proactive preventive safety measures and practices.

MIS buses are **GPS** tracked for students' safe handover. The application information and the tracking links are available at MIS Transportation Department.

The following rules must be adhered to ensure the safe and efficient operation of our buses:

- Be ready and waiting at the scheduled pick-up point **5 minutes** before arranged time.
 - The bus will **NOT** wait.
- Parents/Guardians are required to drop-off and collect their child at the door of the bus to ensure a safe handover.
- Any new arrangements must be made in line with the requirements of the school and made directly to the school by sending an email to the Head of Department and **NOT** through the driver or bus matron.
- If you wish to collect your child from school, please contact the student's department office **before 10am** as per school policy.
- Late requests to collect students from the school will be declined.
- If a student changes their residential address permanently during the year, it is at the discretion of the school as to whether the new location can be served, subject to availability & current scheduled routes.
- In the event of permanently moving residential addresses, the school must be informed in writing no later than **2 weeks** in advance to allow for consideration & planning.
- No temporary or casual changes in address will be allowed under any circumstances.
- Under no circumstances is it acceptable to chase or apprehend the school bus at any part of its journey.
- Students are reminded that using the school bus is a **privilege** and not a right. Privileges must be earned, and this is by showing good behaviour on the bus.
- The school day begins at the pick-up point and finishes at the drop-off point – All school rules apply.
- Students must respect and listen to the bus matron, driver, and MIS staff.
- At the end of the day students must walk in a line to the bus with a supervisor.
- Students are required to sit in their assigned seat.
- Seat belts **MUST** always be worn where available.
- Students must **NOT** stand up whilst the bus is moving, and always remain seated until arrival.
- It is not acceptable for students to engage in shouting/swearing/arguing/fighting/threatening behaviour or inappropriate conversations on the bus.
- Students must not destroy or deface MIS property.
- Student's feet must be kept on the floor and not blocking the aisle.
- Hands, arms, and heads must always be kept inside the bus.
- Eating is not permitted.
- All rubbish must be put in the bin upon exiting the bus and **not** during the journey.

- Students are required to be ready to leave the bus by having all their things ready for exiting the bus.
- The school will not tolerate poor or anti-social behaviour on school transport. This can compromise the safety of all passengers and the driver. We will actively identify culprits and apply sanctions. Such behaviour will result in the issuance of a warning letter.
- Subsequent poor behaviour will result in exclusion from transport services. In extreme cases the school reserves the right to make permanent exclusions if appropriate.

6. Electronic Devices Policy

The term “electronic device” applies to and but is not limited to items such as mobile phones, MP3 players (iPods), tablets (iPads), wearable devices (I Watches), cameras, games consoles, etc.

Students are not authorised or permitted to take photos/videos/sound recordings on personal devices of themselves/other students/MIS staff/campus/property/buses.

Leaving devices in school bags even if switched off is not acceptable.

Use of all personal electronic devices is strictly prohibited inside the school campus for all students.

Students from Foundation to Year 8:

Students from Foundation to Year 8 are **not** permitted to bring any electronic devices into school or use them on the school bus.

Devices will be confiscated by the Administration Office.

1st Violation: The device will be returned only when parent collects it from reception.

2nd Violation: The device will be forfeited until the last day of the school term

Students from Years 9 to 12:

Students in Years 9 to 12 are permitted to bring their **mobile phone** to school; however, it **must** be switched off and handed into the Administration Office **before** their 1st session.

Students, who do not adhere, will be subject to the following consequences:

1st Violation: It will be confiscated for the day and returned to the student at the end of the school day.

2nd Violation: The parent will sign a consent and come to the school to receive the mobile phone the second day.

3rd Violation: It will be confiscated for **one week**.

4th Violation: It will be confiscated for the **rest of the academic term**.

If a student continually breaches the school policy, the mobile phone will be confiscated until the end of the academic year.

In case of emergency if parents/guardians need to contact students or vice versa they can do so through the school reception or Administration Office within school hours.

All electronic device misuse will appear in the student’s records and are stated on the student’s report. MIS accepts no responsibility for any devices or valuables brought into the school.

7. Morning Line

All students are required to:

- Arrive punctually.
- Be dressed in the correct school uniform and be presented at a high standard.
- Stand in their assigned class line with their bags on the floor.
- Stand straight, face the front, and have their hands by their sides.
- Be silent and give their full attention to the morning broadcast.
- Show respect to the flag of Egypt and sing the national anthem to the best of their abilities as required by law.

8. End of Break Line

- On hearing the bell, students will immediately finish their activities including leaving the area in a clean & tidy condition.
- Stand in their assigned class line with their bags etc. on the floor.
- Stand straight, face the front, and have their hands by their sides.
- Be silent and give their full attention until directed to leave the playground
- Students will remain in line formation to leave the playground and not run.

9. A Clean & Tidy Campus

All students are responsible for tidying up after themselves and leaving all areas in a clean, tidy, and satisfactory condition. It is **everyone's responsibility** to ensure we have a clean, hygienic, and safe campus.

10. Classrooms

The individual rules of each classroom should be followed, with any questions discussed first with the classroom teacher. Full and respectful attention must be given to all teachers, and all directions followed immediately and cooperatively.

During class, students are expected to follow these basic rules:

- Be punctual for class.
- Sit properly in your seat and be attentive during lessons.
- Bring all required materials to class each day.
- Follow instructions the first time they are given by the academic/administration staff.
- Participate responsibly in classroom activities and discussions.
- Raise hand when you want to talk to a teacher.
- Always work quietly and be considerate to others.
- If you need to move within the classroom, you should request permission.
- No eating or drinking is allowed in class (except for water when given permission).
- Leave the classroom **only** when a teacher gives permission.
- Keep the classroom clean and tidy; this includes the chair and table you are using.

To ensure all are happy and safe at MIS there is ZERO tolerance of disruptive classroom behaviour.

11. Homework & Assignments

Homework and class work assignments should be completed neatly, carefully, and on time. Students should work to their full potential.

If a student has trouble completing an assignment with "good cause", the student's parent should explain the situation to the teacher with a short note. The teacher will use school policy to decide if it is acceptable to excuse the student and allow extra time to complete the assignment.

Students are responsible for:

- Completing assigned homework as directed.
- Returning homework to the teacher by the designated time.
- Submitting homework assignments which reflect careful attention to detail and quality of work.

12. ICT Policy

- Students are prohibited to enter ICT labs unless authorised by the teacher.
- Always be quiet in the ICT labs and considerate of other users as this is a study area.
- Report any software or hardware problems to the teacher.
- Do not attempt to repair or tamper with ICT equipment.
- Be responsible when using ICT equipment, software, and facilities.
- Do not move any equipment or change any connection from its original position.
- Do not bring in any personal drives, hard disks, diskettes, USB sticks etc. without permission.
- Do not install or download any software or modify or delete any system files.
- Do not change any settings.
- Do not read or modify other users' files.
- Do not bring in bags, food, or drink into ICT labs.
- Turn off the ICT equipment accordingly after use.
- Internet facility is strictly for educational purposes only.
- The ICT labs must always be kept clean and tidy.

Internet Use & Safety

The Internet is a dynamic, educational resource which dramatically expands the classroom by delivering current information, data, and images from around the world. The Internet offers unique opportunities to educate, inform and communicate. While teachers will monitor the use of computers by students, ultimately, it is the responsibility of the student to guard against unacceptable information.

Students are permitted to use the internet to search for information and resources to meet their learning objectives in school. Student access to the Internet will be limited to such sites as a teacher deems acceptable and makes available. Visiting other sites will be in violation of the ICT policy.

Internet use at school will be monitored regularly.

Failure to observe the following guidelines will result in consequences consistent with MIS policies and procedures.

User Responsibilities

Each user will comply with the following conditions:

- Use the internet in support of education and research consistent with instructed requirements.
- Accept full responsibility of their own exploration of the Internet.
- Respect the privacy of others.
- Adhere to school standards of courtesy and behaviour.
- Promptly report any inappropriate Internet data.

Unacceptable Practices

These include but are not limited to:

- Accessing or distributing inappropriate material
- Using the network for unauthorised, illegal, inappropriate, or obscene purposes
- Plagiarising or violating copyright
- Accessing, vandalising, damaging, or disabling the property of another user
- Engaging in any form of harassment on the network
- Posting personal contact information of yourself or any person in the school
- Allowing others access to personal passwords
- Accessing, transmitting, or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance

NOTE: Students are not allowed to access personal email accounts or use YouTube, social media, chat programs or other any other social, entertainment and/or communication sites at school which are not part of their studies.

13. Science Labs

- Always observe the highest levels of organisation when entering and leaving the lab facilities.
- Students must not touch any object, material and/or equipment in the lab without permission of the Science teacher.
- Perform lab work only when a teacher is present.
- Student's concern for safety should begin even before the first activity. Always read and think about each lab assignment before starting.
- Students must know the location and use of all safety equipment in the lab. These should include the safety shower, eyewash, first aid kit, fire extinguisher, and blanket.
- Students must wear a lab coat or apron and protective glasses or goggles for all lab work.
- Students are required to clear their bench top of all unnecessary materials such as books and clothing before starting work.
- Check chemical labels twice to make sure they have the correct substance. Some chemical formulas and names differ by only a letter or number. Pay attention to the hazard classifications shown on the label.
- Students may be asked to transfer some lab chemicals from a common bottle or jar to your own test tube or beaker. **DO NOT** return any excess material to its original container unless authorised by the Science teacher.
- Avoid unnecessary movement and talk in the lab.
- Never taste any lab materials.
- Food and drinks should not be brought into the lab.
- If instructed to smell something, do so by fanning some of the vapour towards the nose. Do not place the nose near the opening of the container.

- Students must never look directly down into a test tube; always view the contents from the side. Never point the open end of a test tube towards yourself or your neighbour.
- Any lab accident, however small, should be reported immediately to the Science teacher.
- In case of a chemical spill on skin or clothing, rinse the affected area with plenty of water. If the eyes are affected, water washing must begin immediately and continue for 10 to 15 minutes or until professional assistance is obtained.
- Minor skin burns should be placed under cold, running water.
- When discarding used chemicals, carefully follow the instructions provided.
- Return equipment, chemicals, aprons, and protective glasses to their designated locations.
- Before leaving the lab, ensure that gas lines and water faucets are shut off.
- **If in doubt, ask!**

14. Libraries

Our libraries are an important part of each student's learning experience. MIS ensures students are given opportunities to use the library and its resources during school time and at home. We also actively encourage parents to spend time reading with their children at home.

Both parents and students are reminded that books are valuable and important assets which must always be treated with upmost respect.

Damage of books, lateness and non-returns affects the whole school and is unacceptable.

Students must adhere to the following rules:

- All books are property of MIS and must always be treated with care.
 - Students are responsible for any materials borrowed.
 - Do not lend library books to anyone else.
 - Ensure books are correctly stored whilst in their possession and out of reach of younger siblings or pets etc.
 - Inform the librarian if they find any pages missing, torn, defaced or in a bad condition.
 - Do not write, underline, or mark any library books. These books are carefully examined on return and the student will be held responsible for defacing, damaging or loss of library book(s) in their possession and their parents informed.
 - Report the loss of any library book/s immediately.
 - In case of book loss/damage, the student will be charged the replacement cost of the book including shipping, import taxes and administration fees. The student will not be able to borrow any library material until the cost/fine is settled.
 - Books are loaned to students for a set time period to ensure all students have access to them throughout the academic year. Students who do not return their books on time will be fined upon their return.
 - Students are entitled to check out **TWO books** (excluding text reference books and general reference books) for a period of **ONE week**.
 - Books which are not returned on time will be subject to a late fee of 100LE per book per week.
 - After 3 weeks the book/s will be deemed lost and the student will be charged the replacement cost of the book including shipping, all import taxes and administration fees.
 - If you are absent on the due date, you must bring it back on your 1st day back to avoid late fees.
- In the event of unpaid late fees, the amount will be added as outstanding fees to the student's finance account.**

Whilst visiting the school libraries students:



- Must not bring their personal belongings into the library.
- Should maintain silence in the library; no unnecessary discussion/loud voices/disturbances.
- Food and drinks are not allowed in the library.
- After consultation, leave the book(s) on the reading table, which will be kept by the library staff on the exact place according to call number(s).
- It is not acceptable to hide books within the library.

15. Theatre

- No food or drink (other than water) is allowed in the theatre.
- Students must not enter the theatre without permission.
- Students must not interfere with equipment particularly electrical or large scenery.
- Students must not stand, climb, or jump off chairs.
- Talking during other's performances is unacceptable.

16. Music Rooms

Music lessons are compulsory at MIS as a crucial part of our curriculum and full active participation & attention is expected.

Music Room Rules

- Do not enter Music rooms or use instruments without permission.
- Show care for instruments.
- Safety first.
- Do your best.
- Listen and encourage others.

How We Achieve Our Music Class Goals

- Listen to the teacher.
- Pay attention.
- Obey rules.
- Follow directions.
- Be respectful of others.
- Take turns.
- Use instruments correctly.
- Practice.

17. Physical Education

PE is **compulsory** for all students and not optional. Students should only come to school in their PE uniform for days they have PE on their schedule and participate fully in all activities directed to them by PE staff.

Medical conditions must be supported by an up-to-date medical report with a **given time period**. Students without medical notes will be expected to participate.

Gym

MIS provides a fully equipped gym including weights, treadmills, exercise bikes and cross trainers. These are professional items of equipment and must not be used without guidance and supervision in order to prevent injury. Students are reminded they must only use equipment with permission, under supervision and correctly as instructed. Any damage to equipment must be reported immediately.

Students must always conduct themselves correctly within the gym.

Swimming Pools

All students are expected to fully participate in swimming lessons as per their schedule. Our pool and the surround area are appropriately heated therefore students will not be excused for weather conditions unless decided by the school administration.

If there is a medical reason, students must provide an official doctor's letter stating the condition and duration of non-participation. This will be reviewed and approved by our school doctor.

1. **NO** Running.
2. Do **NOT** enter the pool unsupervised.
3. Shower before & after swimming.
4. Follow **MIS Uniform Rules**.
5. Obey **ALL** MIS staff at **ALL** times.
6. **NO** Food or Drink.
7. Use the bathroom.
8. **NO** Shouting.
9. **NO** Pushing or Dunking.
10. **NO** Diving.

EMERGENCY POOL PROCEDURE

ONE short whistle blast = **STOP + SILENCE**

THREE long whistle blasts = **EXIT POOL + LINE UP**

18. Toilets & Changing Rooms

We encourage MIS students on the following good habits:

- Facilities are not for congregating.
- Avoid going to the toilet while in the middle of the class.
- Pencils, pens, crayons, and markers must be left in classroom.
- Inform the Floor Supervisor of any leakage or damage in the bathroom.
- Always flush the toilet and **wash your hands** before leaving.
- Put all rubbish in the bins provided.

19. School Hallways

- There is to be absolutely **NO RUNNING** within the campus buildings.
- Movement through the school during lesson time should be orderly and quietly to prevent disturbing other classes.
- When using staircases students must stay to the **right hand-side**.
- When moving as a class or large group students should form a single line.
- Book bags must be stored in lockers.
- Litter must be placed in the bin.
- Students must not interfere with any wall displays or safety equipment.
- During morning arrival and afternoon dismissal, orderly student hallway procedures should be consistently followed. If designated, a common entrance/exit to the school it is to be used.

20. Administration Department

Students should only enter the Administration Department when necessary and should conduct themselves in a respectful manner including no shouting, walking in a straight line and no running. Students are reminded this is an active business area with many visitors and their behaviour is expected to be exemplary.

21. Cafeteria & Playgrounds

In the Cafeteria: Students need to line up in a single file and order food in an orderly fashion. Failure to behave appropriately will result in an immediate consequence.

Food may only be purchased during break times or unless permission is given by administration.

Breaks & lunch periods at school are to be conducted in an orderly manner with socialising permitted at a normal conversational level. Respect and good manners are expected; the directions of the supervisory teachers and staff should be followed with respect.

22. School Trips Policy

Trips are organised for the benefit of students following a structured plan.

Some trips are demanded by particular curriculum subjects. Other trips are additional to the curriculum and are not deemed a core activity, though they deepen the student's knowledge and understanding of the cultural, social and physical aspects. The school recognises the benefits of outings to complement normal schoolwork, for educational or sporting purposes, fun and also as a reward.

The lengths of trips may vary from a short local visit to an international trip abroad involving staying away for several days.

School trips are a privilege reserved for students who meet our standards of behaviour while at school.

In particular, parents and students should be aware that permission to partake in trips is conditional on strict adherence to school policies.

Students who do not meet our standards of behaviour, as decided by the SMT, will be refused permission to participate in school trips. The SMT reserves the right to disallow a student from participating in any trip if that student's previous behaviour has been in serious or persistent breach of school policies **and/or** that that student's behaviour poses a risk to the health and/or safety of the student, or other students or staff.

Submitting an application for any school trip **does not** guarantee any student the right to participate in that trip.

All school rules and all school policies apply whilst on school trips.

All students who attend trips represent Manchester International School and the highest standards of behaviour and conduct are expected as a matter of course.

Repeated misbehaviour, or incidents of serious misbehaviour, will be causes for exclusion from future trips.

The school reserves the right to contact the parent to pick up the student who does not comply with this policy from the trip location. Parent will be responsible for any applied costs. No trip fees refund will be allowed.

Information & Permission

Parents/guardians shall be sent an outline of the purpose, itinerary, dates, the costs of each trip and payment deadline. Written permission is required from a parent/guardian of a student before they may go on a trip.

Parents/ Students may also be required to sign a Student Trip Agreement where deemed appropriate by the school. Failure to comply will result in refused permission from the school.

Students and parents/guardians shall be informed in advance of special requirements of each trip e.g., clothing, equipment, sunscreen, mobile phones, etc.

Electronic devices and mobiles phones will be strictly forbidden unless permitted by the school administration. All staff have access to mobiles and student contact details are available with the authorized personal in the trip for emergency communication.



Students participating in a school trip must use the transport organised by the school and must return to campus on the aforementioned transport.

Parents are not allowed to pick up the students from the trip locations unless requested by the school administration.

Students who are not participating in a school trip are required to remain at home on the day of the trip.

For safeguarding and safety reasons, parents/guardians are not permitted to accompany their child to the trip location or arrange for the student to join the trip independently with their classmates. This measure is in place to ensure the safety, security and proper supervision of all students throughout the trip.

For safeguarding and student safety reasons, parents/guardians are not permitted to track the school bus, attend the trip location, or approach students or staff during the trip. This is to ensure that staff can carry out their responsibilities without interruption, maintain appropriate supervision, and provide students with a safe, well-organised and enjoyable experience throughout the trip.

Trip return times may vary due to traffic, weather conditions, or unforeseen circumstances. The School Administration and Trips & Events Department remain available to assist with any enquiries about the return expected time.

Parents should note that any attempts personally (including associates) to follow or attend any trips, will result in automatic refusal of future participation in all trips for their child/children.

Family Trips

Some trips are designated as family trips, providing an opportunity to strengthen family bonds, build connections among parents, enjoy shared experiences, and discover new places together.

Parents are encouraged to participate in these trips when announced by the school.

Costs & Accountability

Trips are charged as extras in addition to the normal academic fees of the school.

Parents are responsible for checking all communications and they are kindly requested to adhere to the stated trip payment deadlines. Requests for payment after the deadline cannot be accommodated, as timely arrangements are essential to ensure the smooth organisation and safety of all trips.

Students who withdraw from a trip after payment/deposit, will not be entitled to a refund. Similarly, a student who is prevented from travelling for disciplinary, or safety reasons, will not be entitled to a refund.

Travel Documents

It is the responsibility of parents/guardians in conjunction with students to ensure that all documents necessary for travel abroad e.g., passports, identity cards, vaccinations etc. are up to date and in order by the specified dates prior to travel. The school will not take responsibility for a student whose personal documentation is not in order, and who is prevented from travelling abroad as a result.

Rules & Regulations for School Trips

- Students will wear the correct and full school uniform if stated on the trip requirements – students will be refused attendance for non-adherence.



- If the trip requirements state “out of uniform”, students must adhere to the Out of Uniform Limitations set within the school Uniform Policy. The school reserves the right to request students to change their outfits to more suitable attire.
- Where required students, must wear suitable clothing as directed by service providers.
- Students must obey members of staff/external instructors/supervisors at all times without delay or argument.
- Students must not use inappropriate language.
- Students are expected to be courteous, friendly and co-operative to any service providers and members of the general public they meet on a school trip.
- Students must take responsibility for their actions and do nothing to endanger themselves or others.
- Students must not drop litter or do anything that might harm the environment.
- Students must stay with specified school group(s) and are expected to be punctual at all times. They must not leave their group and go off on their own.
- Students should be cautious when approached by strangers.
- Seat belts must be worn on all modes of transport where they are available.
- In the interest of safety students must not deviate from the set itinerary.
- Students are expected to fully partake in all activities as scheduled.
- Deviance from the permitted schedule is strictly forbidden and students should not approach or purchase unauthorised services/products etc.
- The school reserves the right to remove mobile phones and/or other electronic devices at any time during any trip if they have been permitted. These may be returned to the student after a period of time or returned to parents at the end of the trip.
- Students are not permitted to use social media while on school trips.
- Recording, videoing or photographing is strictly prohibited.
- Students are responsible for their own belongings for the duration of the trip. The school does not take responsibility for loss/damage to travel documents, money or personal items. Therefore, students are advised to leave items of value at home, unless they are required for the student’s safety, or for the purpose of the trip.

In the case of overnight trips:

- The school reserves the right to assign sleeping arrangements. Accommodation must be kept clean and tidy.
- Students must carry the accommodation details with them at all times, but they must not give the name of the hotel, their room numbers or mobile phone number to anyone they do not know.
- Students must not enter another guest’s hotel room or allow anybody into their room.
- Students must not run or make noise of an intrusive level in the hotel corridors.
- Once the group has retired at night, no student is permitted to be in another room, on the corridors or in any other area of the premises. Noise at night will not be tolerated.
- Students must not make requests directly to the hotel staff. They should speak with their group leader first.
- Students must not take items from the hotel or from any other venue visited.
- International trips - mobile phones will be collected when the group retire to bed for the night.
- In addition to school policies and school trip rules, students must adhere to the law of the country which they visit. In the event of a breach of this, due process of law will follow.
- If there is a suspicion that contraband is present, the school reserves the right to search students’ bags/rooms at any time and to remove the item(s) of concern.

- A student may be sent home, at their parents' expense, if the conduct of the student warrants such.
 - Failure to comply with the school's health and safety procedures, follow instructions, or meet the expected standards of behaviour during a trip may result in the student being excluded from future school trips.

23. Clinic

The school clinic role is to support and promote the student's health and well-being through the following:

- Medical assessment.
- Health education and awareness through talks and activities
- Primary care management and consultation
- Follow up and support of students with chronic illness

Medical services

- Medical assessment & Consultation for all students
- The school physician is authorized to provide available "Over the counter medication" for symptomatic relief of students according to their parents' recommendations
- Assessment and referral of any Complicated cases to the nearest hospital for proper management
- The school clinic in coordination with the Egyptian Ministry of Health provides necessary vaccines according to the ministry immunization schedule

Medical Forms

The school clinic will send a medical form to be filled by the parent. Parents should update the student's medical file regularly if there are any specific allergies / food allergy or any diagnosed chronic diseases such as diabetes, epilepsy, or etc. As we need to be aware of any special medical needs or recommendations so that all our students join and enjoy the normal school life without any problems.

All medical forms are considered a confidential material.

Administering Medication Policy

- The school clinic will provide Over the Counter (OTC) medicines like pain killers, antihistamines, local soothing cream etc.
- Certain medications are not allowed to be given inside the school campus such as antibiotics and all types of injections.
- When urgent medication is prescribed to be taken the Parents/guardians should, go for spacing the doses so that they are not required within school hours.
- If the student needs to take medicine during the school hours, the parent / guardian must hand the medicine to the school reception and fill the "Medicine Release Form".
- No medicine is allowed to be given to the class teacher, bus matron, or with the students themselves.
- Your child should not carry his or her medication during school hours even if the parents believe it is necessary or emergency medication. Young children are generally not mature enough to self-carry their own medications.
- If a child refused to take the medicine, the doctor should not force him to do so, we will note this in the records and inform the parents.

Medical Assessment

- All students treated in the clinic will be recorded with time of arrival, name, class, and action taken.
- When it is decided that the student is unfit to return to class & needs to be sent home, parents must be contacted and asked to collect them. Parents are expected to collect sick children within a reasonable time once contacted.

Illness and Emergency Cases

- Our priority is the health and safety of all our students
- Any case is subjected to initial assessment, then management either in the school clinic or referred to the nearest hospital as needed

Minor Illness and Injuries

Based on the assessment, minor illness or injuries may be handled and managed inside the school clinic.

- The following conditions are classified as Minor Illness or Injuries:
 - Small superficial cuts (no stitches), scratches, minor wounds, itching
 - Mild Bruises, sprains,
 - Headache, stomach-ache, insect bite, nausea, vomiting once

If the student didn't improve with the provided service, it will be better to go home / referred for proper consultation and management

Major Emergencies

Once assessed as a "major emergency",

- Appropriate and necessary first aid service would be given.
- Parents/ guardians will be notified regarding the status of the patient.
- the patient will be transported immediately to the nearest hospital or as his/her parents' recommendation if applicable.

The following conditions are classified as Major Emergencies:

- Fractures
- Head Injury
- Open skin wound
- Difficulty of Breathing
- Seizures
- Eye Injuries

Disease Control - Contagious Illnesses/Seasonal Outbreaks

Since schools have a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly transient pest.

Specific diseases include (but are not limited to): Diphtheria, Scarlet Fever, Strep infections, whooping cough, Mumps, Chicken Pox, Measles, Rubella and COVID-19*, as indicated by the Ministry of Health.



According to the school regulations policy, the role of the School Clinic is the prevention and control of any Infectious outbreak

Please do not send your child to school if he/she has any of the following:

- Temperature of 37.5 °C or higher
- Vomiting within the past 24 hours
- Diarrhea within the past 24 hours
- Body rash with or without itching or fever
- Itchy head with active head lice
- Eye Infection (pinkeye) with redness, itching, and/or “crusty” secretions from eye
- If your child has fever, vomiting or diarrhea, he / she should be kept home for at least 24 hours until the condition subsides.
- the student is allowed to come to school after being checked free from fever/ without any medications.

**The school’s decision on whether a student is eligible to return to school is final.
Remember: Prevention is better than cure.**

Basic Hygiene

it should be remembered that an ounce of prevention is worth a pound of cure. Keeping this in mind, students must adhere to the following precautionary methods:

- Personal hygiene and cleanliness are imperative.
- We expect students to come to school in fresh, clean uniform of smart well-fitting condition.
- Students must bathe/shower/wash daily including cleaning their teeth.
- Hair must be appropriately styled and kept tidy throughout the day.
- Aluminium free antiperspirant/deodorant when needed should be used sparingly – avoid use of heavy perfumes.
- Students must wash their hands with soap and water after using the toilet, before and after eating, after all laboratory and sports activities, as serious illness can occur from poor hygiene.
- Students must not share any food, drink or eating or drinking utensils (to avoid the transmittal of communicable diseases).

Head Lice

Head lice / nits are more common among Foundation Stage and Primary students but can affect people of any age and may be transferred to family members.

MIS actively encourages all parents to implement regular routine and thorough inspection of student’s and siblings’ hair for early identification of infestations.

Good hair care as part of personal hygiene and grooming is always a must, however this should not be regarded as prevention, and parents should be aware that head lice do not differentiate between clean or dirty hair and therefore should **not** assume an association with uncleanliness. Head lice do **not** indicate poor hygiene.

A regular routine hygiene checks for head lice is being conducted and you will receive the report regarding your child and the actions must be taken in case of positive findings.

If a student is found to have head lice, the parents will be notified straight away. Students must receive treatment and stay at home for **THREE days** after then the school doctor will re-examine the student.

On the student’s return back assigned date, the parents are requested to drop in the students even if they are registered to the bus service to be rechecked by the school doctor. If lice/nits are

still present the student must be taken home and repeat treatment with **another THREE days** at home. This cycle will **repeat** until the school doctor confirms the student is completely clear. If a parent spots head lice on their own child, they are kindly requested to inform the school clinic and keep the student at home. Please do not risk further spread within the school.

24. Fire Procedure

1. Upon being instructed to evacuation stop all activities immediately – DO NOT pack away, you must leave all personal belongings in the classroom.
 - a. If the alarm sounds during break/lunch/outdoor activity go immediately to your assembly point and line up.
 - b. If the alarm sounds during a swimming session, exit the pool immediately – DO NOT attempt to enter the changing rooms.
2. In SILENCE follow the instructions of teaching staff in a calm and timely manner – DO NOT run, push, or shout. Take extra care on the stairs.
3. You will be instructed to **STAND** – Then to line up in single-file
4. On the command **MARCH** – Exit the classroom in single-file, calmly as directed by the teaching staff.
5. If you encounter smoke filled areas – drop to the floor and crawl on hands & knees – this is because smoke rises, and cold clean air is heavier.
6. Form a single file line and proceed via the emergency exit route to the assembly point.
7. Upon reaching the assembly point remain in line, in silence and listen for your name to be called.
8. Await further instructions.
 - a. When/If instructed to return to your classroom, do so in a calm manner.
 - b. If instructed to evacuate the Campus follow all instructions immediately.

Drill /Evacuation Practice Regular practices are crucial to ensure everyone knows how to respond and will be practiced throughout the year.

Various lifesaving equipment such as fire extinguishers/hoses/sand buckets etc. are placed through the school. These items must be respected, and it is not acceptable under any circumstances to tamper with them.

Evacuation

Evacuation as per the Fire Procedure – Follow all instructions clearly and in **SILENCE** and **CALMLY**, be **AWARE** of structural damage.

1. Teaching Staff to take register and use **GREEN/RED** Sign procedure.
2. Depending on severity of structural damage to school buildings it will be determined if it is safe to return inside and continue studies. There may continue to be aftershocks.
3. Depending on the severity of the situation and its effects to the local area including roads, infrastructure and utility supplies, it will be decided if it is safe to continue with the school day or not.
4. e to evacuate students by means of school buses. If it is not deemed safe for the buses to leave the school all parents will be required to collect students from the evacuation area as soon as they are able to safely reach the school.

25. Earthquake Procedure

Whilst Egypt has not had a major earthquake in the past two decades, it does experience a high amount of low seismic activity and there has been a recent influx in activity in the Mediterranean area.

The school has adopted the international procedure of **DROP-COVER-HOLD** for simplification of the safety procedure.

Inside



1. Immediate when shaking begins, wherever you are **DROP** down onto the ground – This will prevent you being forced to the ground or thrown around by the earthquake and sustaining possible injury. **DO NOT** run or move to other rooms. **DROP** down onto your **HANDS** and **KNEES**, and then **CRAWL** towards shelter i.e., a table.



2. **COVER** your self by seeking shelter under a table.
If there is no shelter, **COVER** your **NECK** and **HEAD** with **ONE ARM** and **HAND**.
Stay on your **KNEES**, **BEND OVER** to protect vital organs.
Stay away from exterior walls, windows, or anything that may fall such as cabinets, bookshelves, wall installations or light fittings.
Do **NOT** stand in a doorway – modern door frames do **NOT** provide protection.



3. **HOLD ON**, if under a table etc. **HOLD ON** with **ONE HAND** and be prepared for the table etc. to move.
4. **WAIT** until shaking stops and you are instructed to **EVACUATE**.

Outside



1. Immediate when shaking begins, wherever you are **DROP** down onto the ground – This will prevent you being forced to the ground or thrown around by the earthquake and sustaining possible injury. **DO NOT** run or move into buildings.
2. **DROP** down onto your **HANDS** and **KNEES**, and then **CRAWL** away from any buildings or structures such as streetlights, trees, vehicles, or power lines.
OUTSIDE in an **OPEN SPACE** is the safest place to be.

Unacceptable Behaviour & Discipline

General Misconduct

We always expect our students to behave in a manner that reflects the culture, traditions and beliefs of our society and is conducive to a positive working environment. MIS believes that it is important to encourage and reinforce positive behavioural patterns and to discourage negative behavioural patterns and rely upon parental support and cooperation to accomplish this objective. We expect students to behave responsibly, recognising the rights of others to be physically safe, emotionally secure, and to pursue their own learning without interference. Our school staff and parents have a tremendous positive influence **when setting clearly define limits**, providing appropriate consequences for behaviour.

Students are prohibited from:

- Failing to comply with directives and/or accept discipline management techniques given by school personnel.
- Violating school or bus safety rules.
- Leaving school grounds, class, or school-sponsored events without permission.
- Being late, failing to attend, being truant, having unexcused absences.
- Violating the Student Code of Conduct and school policies.
- Distributing and/or posting prohibited materials not in accordance with school policies.

Possession of Prohibited Items

MIS prohibits students from possessing certain items while on the school campus, or using school buses, or while attending school-sponsored or school-related activities, whether on or off school property.

Any form of:

- Weapons, inclusive but not exclusive to guns, knives (including small pocketknives), razors, cutters, chains, daggers, firecrackers, pepper-spray, and self-defence items, etc.
- Pornography and/or materials of a profane, vulgar, or obscene nature.
- Lighters, matches and tobacco products, including electronic cigarettes.
- Drugs and alcohol.
- Poisons, caustic acids, or other materials that may be toxic to the human body.
- Paintballs and paintball guns.
- Aerosol spray cans or spray paints.
- Laser pointer.
- Cards and dice.
- Medicines. (Any medicine will be confiscated).
- Students are not permitted to bring chewing gum into the school campus or classrooms to prevent the litter it causes.
- Gambling, immorality, disrespectful or profane language will not be tolerated in the school or on school grounds.
- Use of bicycles and skateboards on the school campus are prohibited.

This list is not all inclusive. There may be other items that the school determines to be disruptive to the educational environment.



The school reserves the right to search any student or his/her locker if that student is suspected of having illegal substances or stolen items.

Other Offences

- Possessing, selling, or giving something represented to be drugs, contraband, or related paraphernalia.
- Abusing medication treatments by giving one's own prescription to another.
- Abusing or sharing/giving/selling vitamins, minerals, or herbal/dietary supplements to other students.
- Possessing, selling, delivering, giving, using or being under the influence of any kind of drugs or look alike drugs or any form of tobacco products.
- Unauthorised selling of food or drinks or other goods by students in the school.
- Discharging a fire extinguisher without valid cause.
- Engaging in any misbehaviour that gives school staff reasonable cause to believe that such conduct shall substantially disrupt the school programme or incite violence.
- Aiding a student or students in committing prohibited behaviours.
- Participating in gambling or betting money or other things of value.
- Falsifying records, passes, or other school-related documents.
- Acts of dishonesty, such as breaking into an individual's locker, desk, or school bag
- Engaging in cheating, plagiarism or copying. This offense may result in possible grade reductions, or any other consequence as seen suitable by the school/award body.
- Behaving in any way that disrupts the school environment or educational process.

These offences range in their degree of severity and thus punishments will be imposed accordingly. The Head of Department and the SMT will be the ultimate authority in determining the action taken against offending students.

Discipline Management

It is the responsibility of all staff to deal with unacceptable behaviour. Poor behaviour should never be ignored.

Level	Examples	Sanctions
Minor	• Throwing paper. • Calling out. • Distracting others. • Speaking in Arabic. • Not wearing the correct school uniform. • Chewing gum. • Not following instructions. • Incomplete class work or homework.	Dealt with by classroom teacher: • Verbal reprimand. • Moving seat. • Missing break time.
Persistent /Medium	• Persistency of minor incidents as above. • Rudeness to staff. • Verbally aggressive behaviour to another student. • Being continually off-task	Dealt with by classroom teacher: • Meeting with the student. • Reported to Department Head. • Contact with parents. • Missing break times. • Daily behaviour reports (by all teachers).
Serious	• Truancy from school & lessons. • Extreme rudeness to staff. • Aggressive behaviour. • Refusal to comply with other sanctions. • Theft. • Bullying. • Fighting. • Damage to or destruction of property. • Plagiarism.	Dealt with by the Department Head and/or the SMT: • Reported to Department Head. • Meeting with parents/guardians. • Written Warnings: 3 Warnings = Suspension (3 days or more) • 3 Suspensions = Expulsion
Very Serious	• Persistency of the above. • Serious incidents of bullying. • Sexual contact. • Racial/sexual harassment. • Fighting. • Smoking. • Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive). • Involvement with drugs or alcohol. • Physical aggression to a member of staff will be treated with the utmost severity.	Dealt with by the Department Head and the SMT: • Internal Exclusion. • Fixed Term/Permanent Exclusion. • Police Involvement.

Discipline Techniques

Discipline techniques are designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of the school and on a range of discipline management techniques.

Discipline shall be correlated to the seriousness of the offense, the frequency of misbehaviour, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements. Because of these factors, discipline for a particular offense may bring consideration varying techniques and responses. Please note that repeated offences may result in more serious disciplinary action.

The following discipline management techniques may be used:

1. Verbal Warnings

Students will receive verbal warnings by the Department Head and teachers for a minor, unintentional or harmless offense, which is considered as a first offense. If the student does not adhere to the verbal warning and does not show positive attitude, they may be put into detention.

2. Detentions

For problems with punctuality, work and behaviour, the student may receive break and or activities detention. If the student's misbehaviour continues, and they do not show reasonable improvement, then the disciplinary process will shift to the next level and the student may receive a warning letter. This letter must be signed by the parent & returned to the school.

3. Warning Letters

This is issued to students who are engaged in an offense or violating the school rules and regulations. Also, students who fail to show any behaviour improvement via verbal warnings and detentions will receive a warning letter. This letter must be signed by the parent & returned to the school.

The maximum warnings a student can receive within the same academic year is **3 warning letters**. The successive offense or violation will lead to suspension.

4. Suspension

As a consequence of repetitive misbehaviour and failure to adhere to the school code of conduct and policies, the school administration may suspend the student at the discretion of the Department Head.

Major offences and violation may lead directly to an out of school suspension.

The Department Head will decide on the suitable number of days for the student to be suspended, based on the seriousness of the incidence.



The school shall take into consideration:

1. Intent or lack of intent at the time the student engaged in the conduct.
2. The student's disciplinary history.

While under suspension, the student:

- May not visit the school campus, or surrounding area.
- May not use school transportation.
- May not participate in any school activity / event or trips.
- The student is responsible for acquiring learning material and assessments via the online platform and keeping their work up to date.

5. Expulsion

Students committing repeated minor offences where they do not show any improvement and fail to comply with the Student Code of Conduct and school policies may be expelled.

A student may also be expelled for engaging in documented serious misbehaviour that violates the Student Code of Conduct or school policies.

Examples of Serious Misbehaviour (but are not restricted to):

- Deliberate violent behaviour that poses a direct threat to the health or safety of others.
- Extortion, meaning the gaining of money or other property by force or threat.
- Drugs/illegal substances.
- Explosives (to include bomb threats).
- Weapons.
- Arson.
- Harassment or sexual abuse.
- Any acts of extreme violence.

Any major offense may result directly to a discretionary expulsion.

In case of any violation that may result in detention, out-of-school suspension, or expulsion, the school shall notify the student's parent by phone or in writing and/or request for a meeting with the parents.

Transfer Policy (Leaving the school)

Every year students join our school, most remain their entire schooling journey with us whilst some naturally transfer to other schools here in Cairo, further afield and of course abroad due to personal circumstances. We are here to support this important transition.

Parents who wish to transfer their child from MIS are required to adhere to the below process:

- Parents who wish to transfer their child following the end of the academic year are kindly requested to inform MIS Student Affairs Department and complete the transfer process as early as possible.
- It is preferable to notify MIS Student Affairs Department at your earliest convenience to allow for a smooth & timely process. However, it is mandatory to give at least **2 weeks** written notice before withdrawing a current student in order to prepare the official transcripts as required by the Egyptian Ministry of Education.
- The Transfer Form in the prescribed format is available only from the Registrar in the Student Affairs Department. It should be filled only by a parent/court assigned legal guardian and be completed & submitted in person to the Student Affairs Department.
- No verbal/ telephone/ e-mail requests will be entertained.
- All transfer requests must be completed & collected within 3 weeks of official request date. ***NB: Transfer requests not finalised within this time frame will not be processed.***
- Late requests received after 1st September will not be processed by the school and must be handled directly between the Education Zone and parents.
- Transfer Scripts will be issued only after clearance of all outstanding debts owed to the school.
- Please note that failure to attend class – even at the beginning of the school year– is not an official withdrawal and their file will remain assigned to MIS until the correct procedure is followed.
- NB: Official transfer scripts are generally required for enrolment at the subsequent new school and are also required to be submitted for application to university.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.