



Secondary School Student and Parent Handbook

2019—2020



Bishop Mackenzie International School
Belief | Motivation | Inspiration | Success

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BISHOP MACKENZIE INTERNATIONAL SCHOOL

MISSION STATEMENT

"BMIS educates and inspires students to value integrity, cultural diversity, and the pursuit of well-being and excellence. Our school fosters an environment which empowers students to become creative, confident lifelong learners, ready to take action in the local and global communities."

MOTTO

BMIS: Belief | Motivation | Inspiration | Success

These four words can be expanded and interpreted in the following ways:

Belief	Motivation	Inspiration	Success
Cultural identity	Independent learner	Artistic	Balanced
Self-confidence	Responsible citizen	Creative	Internationally-minded
Independence	Committed individual	Critical thinker	Prepared
Tolerance	Ready to take action	Lifelong learner	Educated for global citizenship
Respect	Collaborative	Life skills	
Perspectives		Technologically competent	Multi-lingual

PHILOSOPHY AND OBJECTIVES

- BMIS will be an accredited international education – a future for young people in Malawi.
- BMIS is a not-for-profit and non-sectarian institution, governed by parents and supported principally by fees.

AIMS

Bishop Mackenzie International School is committed to the development of responsible, confident, compassionate and independent citizens of society.

Teachers, students and parents will work together to ensure that all students:

- receive equal access to a broad and balanced curriculum, regardless of race, religion, ability or gender;
- have the opportunity to reach their full potential intellectually, emotionally, socially, morally and physically;
- develop skills for independent, creative and critical thought;
- develop a positive attitude towards our host country, based on understanding and knowledge;
- develop an awareness and tolerance of different cultures, beliefs and lifestyles;
- are encouraged to act in a courteous and responsible manner towards all members of the community and the Schools;
- become concerned for the quality and care of the local and global environment;
- are offered education in an international context which ensures transferability and continuity with educational institutions around the world.

RECOGNITION

- Re-authorized by the IBO for the Diploma Programme in 2015 (since 1997).
- Re-authorized by the IBO for the Primary Years Programme in 2015 (since 2011).
- Re-accredited by the New England Association of Schools and Colleges in 2012.
- Re-accredited by the Council of International Schools in 2012.
- Authorized by the IBO for the Middle Years Programme in 2013.

SCHOOL DAY

ATTENDANCE

Students should be at registration promptly by 7:15 a.m. If a student arrives to registration **AFTER 7:15 THEY WILL BE MARKED IN THE REGISTER AND ON MANAGEBAC AS LATE.**

Students who arrive at school **AFTER REGISTRATION (7:25)** is completed in the morning, **MUST REPORT TO THE SECONDARY OFFICE BEFORE GOING TO CLASS.**

Students who do not report to the office to record their late arrival will be marked absent for the whole of the day.

If a student is absent from school an email or note should be sent by the parents of the student to Mr Lawrence Nzerati (l.nzerati@bmis.mw) and Mrs Wanangwa Chinthiti (w.chinthiti@bmis.mw), no later than first break on the day of the absence.

Students are to remain in school until the end of the school day unless specific written permission to leave has been granted. A letter/email must be provided by the parent to explain the reason for early departure. This letter/email should be given to the Form Tutor. Students must report to the Secondary office before departure to have their attendance status recorded and to collect a security pass to allow them to leave the school. Students who leave school early will be credited only with half a day's attendance.

SCHEDULE

Monday to Thursday

7:15-7:25 Registration
7:25-8:20 Lesson 1
8:20-9:15 Lesson 2
9:15-9:30 Break
9:30-10:25 Lesson 3
10:25-11:20 Lesson 4
11:20-12:00 Break
12:00-12:55 Lesson 5
12:55-13:50 Lesson 6

Friday

7:15-7:25 Registration
7:25-8:20 Lesson 1
8:20-9:15 Lesson 2
9:15-9:30 Break
9:30-10:25 Lesson 3
10:25-11:20 Lesson 4
11:20-12:15 Lesson 5

EXPECTATIONS

Regular attendance at school, and arriving to school on time, are basic expectations of all students, as outlined by the code of conduct (see page 29). Regular or significant, absence and poor punctuality, have an impact on the ability for a student to learn effectively. Poor attendance or poor punctuality can affect a student's chances of progressing to the next stage of their learning, or even to graduate from BMIS.

2019-2020 Community Calendar



BISHOP MACKENZIE INTERNATIONAL SCHOOL | 2019-20 CALENDAR



AUGUST '19						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

13 School Opens

FEBRUARY '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

13 School Closed

MARCH '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 School Closed
3 Martyrs Day

OCTOBER '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14-18 School Closed
15 Mothers Day

APRIL '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2 Easter Monday
6-17 Easter Holiday
10 Good Friday

NOVEMBER '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY '20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Labour Day
14 Kamuzu Day
15 School Closed

DECEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9-6 Christmas Holiday

JUNE '20						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

18 School Closes

JANUARY '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1-3 Christmas Holiday
6 School Opens
15 Chilembwe Day
30 S: PTC // P: No School

● School is closed

○ School is open

Student days

Term 1 = 78 days

Terms 2&3 = 100 days

Total = 178 days

Minimum expected attendance = 160 days

PERSONNEL

The Director is the senior administrator responsible for the overall organization and development of BMIS. In the secondary school there is a Head Teacher who is responsible to the Director.

SECONDARY ADMINISTRATION

		Email address
Head Teacher	Mr Owen Williams	o.williams@bmis.mw
IB Diploma Coordinator	Mr Steve Robson	s.robson@bmis.mw
IB MYP Coordinator	Mrs Kathryn Leaper	k.leaper@bmis.mw
High School Pastoral Coordinator	Mr Richard Ellis	r.ellis@bmis.mw
Middle School Pastoral Coordinator	Mr Simeon Pollard	s.pollard@bmis.mw
PA to Head Teacher	Mrs Wanangwa Chinthiti	w.chinthiti@bmis.mw
Administrative Assistant	Mr Lawrence Nzerati	l.nzerati@bmis.mw

STAFFING

The school recruits teachers primarily, but not exclusively, from English speaking countries. Many different nationalities are represented, with the current faculty originating from as far afield as Australia, Canada, France, Iceland, Ireland, New Zealand, South Africa, Switzerland, the United Kingdom and the United States of America. The teaching faculty for the 2018-19 school year is as follows:

Department	Teacher	Subject	Tutor group
English	Mr Richard Braithwaite	English	7RBR
	Mr James Brown	English	9JBR
	Ms Jaime Gardner Johnson	English	
	Mr Charles Bowles	English / College Counselor	
	Mrs Kathryn Leaper	English	
Mathematics	Mrs Patricia Lees-Rolfe	Mathematics / HOD	13PLR
	Ms Hazel Drummond	Mathematics	12HDR
	Ms Paola San Martini	Mathematics	10PSM
	Mr Alex Muchow	Mathematics	
PHE	Mr Neil Black	PHE / HOD	10NBL
	Mr Andrew Shepherd	PHE / Science	11ASH
	Ms Atupele Mdeze	MYP Service as Action Coordinator	
Sciences	Ms Annette Pollard	Science / Physics / HOD	11APO
	Mr Martin Jellinek	Science / Biology	
	Ms Deborah Wilson	Science / Chemistry	9DWI
	Mr Mayamiko Zainga	Science / ESS	
Individuals & Societies	Mr Peter McAinsh	I&S / Geography	
	Mr Mark Whitworth	I&S	10MWH
	Mr Steve Robson	I&S / Economics / Global Politics	
	Mr Richard Ellis	I&S / History	
	Mr Ewen Nettleton	I&S / Global Politics / CAS Coordinator	
Language B	Mr Arnaud Guignard	French	8AGU
	Mrs Françoise Massicot	Spanish / French	
	Ms Emili Mendoza	Spanish	
Arts	Mr Don Cosgrove	Music	8DCO
	Mr Jonathan McClenahan	Visual Arts	12JMC
	Ms Grace Woods	Drama / Theatre	7GWO
	Ms Blessings Maguire	Visual Art / Learning Support	
Design	Mr Wayne Kovacs	Design / HOD	7WKO
	Mr Simeon Pollard	Design	
	Mr Matthew Hendriks	Design / PHE	
ELL	Ms Andrea Kidd	English Language Acquisition / Educational Support Coordinator	
Learning Support	Loren Stevenson	Learning Support (LS) / Counselor	

THE IB LEARNER PROFILE

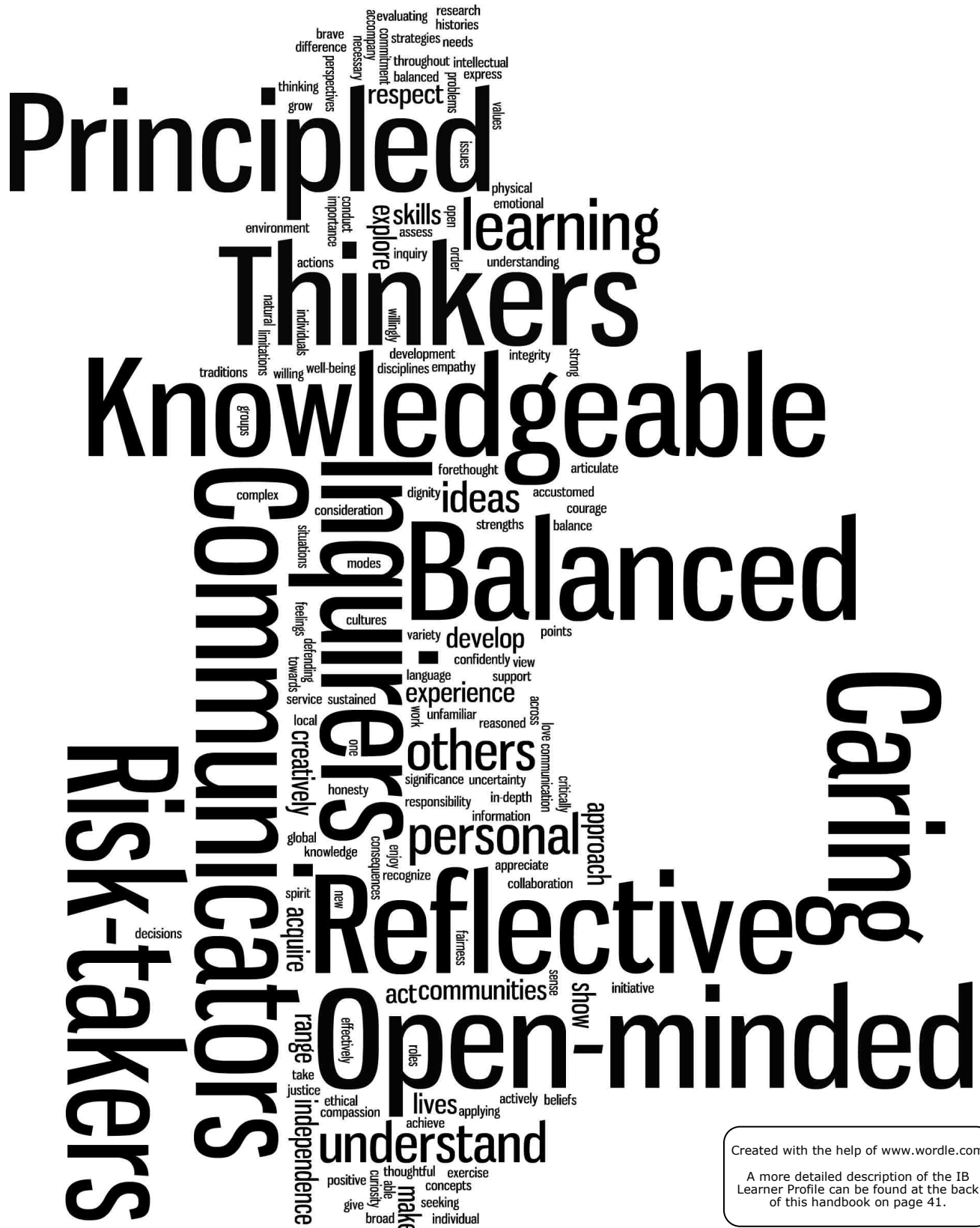
The IB Learner profile is at the heart of what we do.

At BMIS we are striving to become...

"...internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world."

[© IBO 2013]

In other words, the qualities we hope to encourage are:



SECONDARY ADMISSIONS

Enquiries and applications for admission are welcome at any time of the year.

Starter packs of information, that also includes an application form and confidential reference forms, are available from the secondary school office, or can be downloaded from the BMIS website.

ADMISSION AND TESTING

Prospective students are eligible for admission if it is believed by the Head Teacher that the school can meet their particular needs and if there are places available.

Admission to the secondary section is non-selective, with the exception of entry into the BMIS High School Diploma programme in Years 11, 12 and 13.

Admission to the last year of the IB Middle Years Programme (Year 11) and the last year of the IB Diploma Programme (Year 13) must also allow prospective students to complete the IBO requirements for these programmes if external certification is required.

(Parents must contact the Head Teacher before submitting an application for entry to Year 11 or Year 13.)

All prospective students are required to undertake BMIS entry assessments in the core areas of English and Mathematics. (These assessments can be sent electronically to the prospective student's current school before arrival in Lilongwe. Ask for details at the time of application.)

Other subject-specific tests may be required for entrance into the IB Diploma programme in Years 12 and 13. Students with identified language or learning support needs may be required to undergo further assessment to evaluate the extent that BMIS may be able to support them.

The results of BMIS admission tests, previous school reports, confidential recommendations from the previous school, and other relevant documents (e.g. learning support reports, etc.), and discussions with the prospective student and parents all contribute to the admission decision and class placement.

The school, through the Head Teacher, reserves the right not to admit a child if an appropriate programme is not available for the child at the time of application.

AGE OF ADMISSION

The age of admission for year groups in the school is to be based on the child's age on the 31st of August of the current school year. Classes and dates of birth applicable to admissions this year are:

BMIS Class	Age on Aug 31	Year/Month Date of birth	Comparison with other countries			
			UK	USA/RSA	ZAM	ZIM
Year 13	17 years	2001 Sep/Oct/Nov/Dec	Year 13	Grade 12	Grade 13	Form 6
		2002 Jan/Feb/Mar/Apr/May/June/Jul/Aug				
Year 12	16 years	2002 Sep/Oct/Nov/Dec	Year 12	Grade 11	Grade 12	Form 5
		2003 Jan/Feb/Mar/Apr/May/June/Jul/Aug				
Year 11	15 years	2003 Sep/Oct/Nov/Dec	Year 11	Grade 10	Grade 11	Form 4
		2004 Jan/Feb/Mar/Apr/May/June/Jul/Aug				
Year 10	14 years	2004 Sep/Oct/Nov/Dec	Year 10	Grade 9	Grade 10	Form 3
		2005 Jan/Feb/Mar/Apr/May/June/Jul/Aug				
Year 9	13 years	2005 Sep/Oct/Nov/Dec	Year 9	Grade 8	Grade 9	Form 2
		2006 Jan/Feb/Mar/Apr/May/June/Jul/Aug				
Year 8	12 years	2006 Sep/Oct/Nov/Dec	Year 8	Grade 7	Grade 8	Form 1
		2007 Jan/Feb/Mar/Apr/May/June/Jul/Aug				
Year 7	11 years	2007 Sep/Oct/Nov/Dec	Year 7	Grade 6	Grade 7	Standard 7
		2008 Jan/Feb/Mar/Apr/May/June/Jul/Aug				

At the discretion of the Head Teacher, flexibility of up to one year may be allowed when appropriate. (For example, a child of Year 9 age could be placed in Year 8 or 10 depending on the results of the placement process. No other variance is accepted.)

ADMISSION AND PLACEMENT

Admittance of students who are physically, mentally or emotionally challenged will only be accepted at the discretion of the Secondary Head Teacher under guidance from the Counsellor and Learning Support teacher, who will conduct any tests necessary to establish the needs of an individual child. Should admittance be granted, the situation will be subject to an annual review. Students with slight to moderate learning difficulties may be admitted if it is believed that their needs can be dealt with by the school's Educational Support Programme and the students can be placed in the regular classroom for most, if not all, of their subjects.

Students whose native language is not English must take an oral and/or written assessment to determine whether they can be admitted. Limited assistance in English for English Language Learners (ELL) is available for students with slight to moderate English language needs provided the students can be placed in the mainstream classroom for the majority of their other subjects.

Initial class placement is tentative and the school may advise a change of class after the child's aptitudes and abilities have been thoroughly assessed more closely by subject teachers.

The maximum number of students in a class is 24. However, in exceptional circumstances the Board of Trustees may allow class sizes of 26 students.

PREFERENTIAL ADMISSION

In circumstances where class sizes are at or over the optimum numbers stated above, preferential admission will be given to students whose parents find themselves in Lilongwe by virtue of their employment. Such cases include, but are not limited to, diplomats posted to Malawi, expatriates recruited to Malawi as TEP holders (including teachers at BMIS) and Malawians relocated by employers to Lilongwe from other parts of Malawi. All applications remain subject to the educational criteria stated above.

LANGUAGE POLICY

PHILOSOPHY

As language is the key to all learning, all teachers at BMIS are language teachers and all parents are expected to be essential partners in the language learning process. Language learning at BMIS refers not only to the learning of a specific language. It includes the language of instruction, mother tongue, host country language(s) or other additional/modern languages, and any and all activities which bring about learning. Through language, our students acquire the ability to think and to learn, to develop social skills, values, cultural identity and to acquire knowledge.

All teachers are responsible for the language development of students, to the extent that teaching and learning should address the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue. Subject specialist teachers are provided with ESL in the Mainstream training to support language development in all subjects.

English is the language of instruction at BMIS. Admissions requirements and assessments are conducted to ensure that students can access the curriculum. Teachers and admission staff assess all applicants through one or more of the following: diagnostic language tests, observations, review of past reports, and interviews.

SCHOOL LANGUAGE PROFILE

Bishop Mackenzie International School is an English medium international school. Our students are drawn from the international expatriate and the local Malawian community. About 80% of our students speak English as their main language, spoken both at school and at home. Most of our students are exposed to a second language at home on a regular basis. Chichewa (10%) and Gujarati (3%) are the next most common home languages. In total, 48 languages are represented at Bishop Mackenzie International School. (BMIS community survey — October 2011).

TRANSITION FROM PRIMARY TO SECONDARY

To facilitate transitions from Primary to Secondary within BMIS, Year 6 and Year 7 teachers, and PYP and MYP coordinators liaise at the end of each school year. They discuss individual student language profiles in order to place students in the appropriate class and to provide them with the necessary language support.

LANGUAGE & LITERATURE

Language instruction involves the belief that planning, teaching, assessing and reflecting are interconnected processes. Language support occurs throughout the school. In the **Years 7-11**, specialist English teachers are responsible for the direct instruction and assessment of student language acquisition and for identifying each student's individual needs. **Language support** is organized in and out of the classroom through whole group, small group, and individualized instruction. Additional support is also provided by the EAL teacher in case of limited English proficiency and by the Educational Support team to scaffold students' language acquisition and skills. Students who require intensive instruction in English on admission to BMIS may be withdrawn from English Language & Literature classes and placed in a modified EAL programme. They will return to mainstream Language & Literature classes when they are able to benefit from the material taught.

For students in **Year 12 and 13**, Language & Literature is provided under the framework for Group 1 of the IB Diploma. Courses are designed for students who have experience of using the language of the course in an academic context. Courses that may be offered for Group 1 in Years 12 and 13 include;

- Literature – SL or HL
- Language & Literature – SL or HL
- Self-taught Literature – SL only

BMIS will provide curriculum support for self-taught students, but will not provide a teacher of that language. Learning resources beyond those ordinarily available in the school must be provided by the student's family. Students following a self-taught programme would be expected to work closely with the IB Diploma Coordinator (or designated supervisor) to make sure they follow IB requirements for assessment.

LANGUAGE ACQUISITION

The primary aim of Language Acquisition is to encourage students to gain competence in a modern language other than their mother tongue.

The IB acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives. The study of another language aims to encourage in the student a respect for and understanding of other languages and cultures.

BMIS offers IB MYP French and Spanish courses to students in **Years 7 to 11**. Within the framework of a communicative approach, students learn the structure of the language in order to be able to express themselves in a variety of situations. Learning is based on a core textbook and a variety of other resources.

Language Acquisition is provided for **Year 12 and 13** students under the framework for Group 2 of the IB Diploma, consisting of two modern language courses—language ab initio and language B. These are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Language ab initio and language B are taught courses, but both may not run, depending on the needs of the students and staffing resources.

- French B, Spanish B – HL or SL
- English B HL or SL (in conjunction with an appropriate self-taught Language A option)
- Spanish ab initio – SL (*not currently offered*)

A second Language & Literature course may be studied in place of a language ab initio or language B. At BMIS this would normally be a second Literature self-taught – SL, but may depend on timetabling constraints.

At the discretion of the IB Diploma Coordinator (in consultation with the Secondary Head Teacher) it may be possible for a student to register a strong language B (SL or HL) to replace the Group 2 languages offered by the school.

Further information on the available Group 2 options for IB Diploma students are available from the IB Diploma Coordinator.

ELL

English Language Learners (ELL) is offered in BMIS MYP to help students of all linguistic backgrounds achieve their potential in educational, social and cultural contexts at school. The support is designed to enable EAL students to achieve accurate and confident use of English across the MYP curriculum developing communicative skills, including the language of critical thinking and problem solving, and the use of creative language for self-expression.

All incoming students are assessed as part of the admissions process to see if they may be in need of more specific English language support than provided in mainstream classes. Assessment is carried out through tests and through an interview with an ELL teacher and/or the Secondary Head Teacher. Based on the outcome of these assessments, students are recommended to be placed in the ELL support programme with a modified language programme. (Withdrawal from other subjects will be considered in order to meet specific needs of individual students.) Modifications to individual student programmes are discussed with students and parents during the admissions process and an Individual Education Plan (IEP) established for the student soon after admission. The results of initial tests and the IEP are shared with all subject teachers so that they are aware of any difficulties the student may encounter within their classroom.

In addition to language support, students in the ELL programme also receive subject support. Subject teachers collaborate with the ELL support teacher to identify content skills needed for subject learning. Whenever possible, first language materials are used to help students access the curriculum. Progress is monitored both informally and formally by the ELL support teacher and subject teachers.

At BMIS our expectation is that any student who follows a modified language programme will be able to pursue the standard programme within a two year period. This has considerations for the final two years of MYP for the validation of student grades and their ability to complete the Personal Project.

The expectation of language competence required to enter the BMIS High School Diploma for an ELL student is generally high. In order to be successful language learners, our ELL students are encouraged to take responsibility for developing strategies that will extend their language learning. In Years 10 and 11 the emphasis is on the acquisition of academic reading and writing skills to prepare the students for the IB Diploma Programme in Years 12 and 13. Students following a modified programme to accommodate any additional language needs through ELL must continue to meet the graduation requirements for the BMIS High School Diploma in Years 10 and 11.

Successful exit from ELL classes involves ELL Exit Testing and discussion about ELL student progress with a teacher of English Language A and subject teachers.

BMIS does not provide ELL support in the IB Diploma programme (Years 12 and 13). It is our expectation that students should be academically functional in the language of instruction to benefit from the IB Diploma programme at BMIS.

MOTHER-TONGUE SUPPORT

It is our belief that mother tongue language is crucial for maintaining age appropriate cognitive development, cultural identity and emotional stability. We try wherever possible to recognize and support each and every aspect of language development and provide opportunities for individual students, parents and families to share their heritage with us.

Parents are encouraged to promote language learning at home and to engage with their children in their mother tongue. To this end, resources are available in the library to support other languages being spoken at home and their culture. We would try to provide parents with contact details for mother tongue language support and learning groups in Lilongwe, where these exist. Parents and community members are also welcome to use the school facility for activities and clubs that support mother tongue development, as supported by the "Use of school grounds and facility policy".

Due to the wide diversity of our home languages, we are not able to offer direct mother tongue support for languages not taught at the school. When possible, our practice is to pair up students with buddies and/or place them with students in a form tutor group that have the same mother tongue.

The school library is in the process of acquiring suitable resources to support mother-tongue.

Students in **Year 12 and 13** wishing to study a mother tongue language may do so through the Literature SL self-taught provision in Group 1 of the IB Diploma.

HOST-COUNTRY LANGUAGES

The official languages of Malawi are Chichewa and English. BMIS encourages Chichewa speaking staff to speak their language to the students, to reinforce instructions and routines. We are working to recognize our host-country language through bilingual signage around the school to guide our visitors. The library has, and continues to add, resources in Chichewa.

As we value the culture of our host country, our students have opportunities to study Malawian literature, music, poetry and myths and legends throughout the curriculum. All secondary students play an active part in the community through the community and service programme.

ASSESSMENT POLICY

Assessment practices at Bishop Mackenzie International School are based on the following beliefs about learning that reflect school values and IB philosophy and practices.

ASSESSMENT IS LEARNER CENTRED:

- Assessment is a reflection of the holistic learning environment that is inquiry based, connected across the curriculum and grounded in real life experiences.
- Assessment is developmentally appropriate.
- Assessment is used to help ascertain what learners know, understand and can do.
- Assessment practices recognize that learning is a lifelong process.
- By recognizing each person's unique potential, assessment practices are designed to promote individual excellence.

ASSESSMENT INVOLVES THE WHOLE COMMUNITY:

- Assessment enables on-going collaborative reflection between the students, teachers and parents, enabling each to become a partner in the learning process.
- Assessment practices encourage emotional, creative and intellectual risk-taking.
- Assessment practices cater for and respect cultural, linguistic and intellectual diversity of the school community.

ASSESSMENT PRACTICES

- Learning expectations and assessment strategies are made clear to students and parents.
- Assessment values the learning process, as well as the products students create.
- The school uses a balanced range of strategies and tools for formative and summative assessment, which are reviewed regularly.
- Learning involves students in both peer and self-assessment.
- Students are provided with regular and prompt feedback to inform and improve their learning.
- Assessment at the school provides students with regular opportunities for reflection on their own learning.
- Teachers provide regular and timely feedback to parents on student learning outside of the reporting and parent-teacher conference cycles.
- Assessment tasks provide opportunities for students to reflect on their time management skills and develop learning goals for the future.
- The reporting cycle includes written reports and conferences. Conferences can take the form of parent-teacher conferences, three-way conferences and student-led conferences.

Students are to use the appropriate pages in their student planner to record their levels of achievement for each assessment task. Levels of achievement are also recorded on ManageBac. Parents are asked to regularly view their child's achievement levels and discuss the outcomes of assessment tasks.

Students are required to meet the agreed deadline for each assessment task; failure to submit on the agreed date has consequences that are dealt with through the student code of conduct (page 28). Late assignments will be accepted if a student was absent on the specified day, but only if it is submitted the first day the student returns to school. To avoid delay, assignments labelled with the students name and the teacher to whom it should be given, may be handed in at the secondary school office by parents.

EQUAL OPPORTUNITIES

No person at Bishop Mackenzie International School shall be discriminated against on the basis of race, national or ethnic origin, colour, religion, gender, age, marital status, or mental or physical disability. The letter and spirit of applicable human rights law shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of tolerance and respect for individual differences.

It is our policy that:

1. Expectations of student behaviour and language with regard to discrimination are made very clear.
2. We shall actively challenge discriminatory behaviour or language and take action if necessary.
3. The management and staff shall continuously monitor their own language and the materials which they use.
4. The curriculum, teaching methods, materials and texts shall reflect the diversity of the school community so that no student is disadvantaged by feelings of alienation and all may experience positive role models.
5. The educational experience we offer shall seek to counter existing stereotyping and shall strive for the elimination of prejudice, discrimination and bias by actively promoting non-discriminatory attitudes so that no student suffers by being or feeling belittled or unfairly characterized or disadvantaged.
6. The educational experience we offer shall foster an appreciation of the unity of humankind and respect for its diversity and the culture of Malawi.

ACADEMIC HONESTY POLICY

BMIS aims to comply with copyright law, in accordance with the existing and future laws of Malawi, and the Berne Convention for the Protection of Literary and Artistic Works, to which Malawi is a signatory nation (12th October 1991). Staff and students will limit reproduction and communication of copyright materials in accordance with generally accepted principles of **fair use**.

BMIS recognizes that students should understand and comply with accepted principles of academic honesty, and that instruction in academic honesty is a fundamental part of each student's education. These principles are:

1. That authors and creators possess a moral and legal right to their own work;
2. That these rights must be acknowledged by following accepted procedures for citation and attribution;
3. That work must be authentically produced through a students' own efforts;
4. That plagiarism, collusion and cheating of all kinds are unacceptable.

All students will be taught to act in a responsible, ethical and honest manner towards intellectual property and authentic authorship. Instruction will be age appropriate and reflect the regulations and expectations of the educational programmes offered in the school, and the agencies that govern them (for example, the International Baccalaureate Organization).

Academic malpractice will be treated as a serious breach of discipline and will be dealt with through the student Academic Honesty Code of Conduct.

Detailed guidance for the avoidance of plagiarism and how to cite the intellectual property of others is provided in the **Student Planner**. The standard system for referencing at BMIS is the MLA system.

RESPONSIBILITIES OF STUDENTS

Students are not expected to know and create everything themselves. They should always try to do their work on their own, but if any help is given it should be acknowledged in writing in the final work.

Students should ensure that they know how to cite (reference) sources and how to create a bibliography.

Students should not give their work to another student for any reason even if they are friends.

Students should not wait until the last minute to work on an assignment.

When in doubt about any aspect of academic honesty, students should ask their teacher or librarian.

RESPONSIBILITIES OF PARENTS

Parents should encourage their children to try to do their homework on their own and write in their own words. Any help given by parents should be clearly stated in writing on the work itself.

If a parent knows or suspects that their child has been academically dishonest he/she should inform the school.

RESPONSIBILITIES OF TEACHERS

Teachers will model good practice. All articles or quotes from newspapers, journals, books and websites should be referenced before being presented to students or put on display.

Teachers will educate students about the importance of academic honesty. Teachers will take into account that students are still learning to understand what academic honesty means.

Teachers will educate students about the right way to use someone else's ideas. Students will be encouraged to ask teachers for help if they are not sure about whether a particular behaviour or writing style is plagiarism or not.

If a teacher recognizes cheating or plagiarism, or even suspects such a case, he/she will take immediate steps to deal with it, according to school policy using the code of conduct.

OUR CURRICULUM

BMIS is proud to be the only IB World School in Malawi, authorized by the IBO to offer all three academic programmes. Secondary school students are prepared for the IB Diploma at 18.

The IB Diploma is well established at BMIS as a route to post-18 education around the world, with more than 90% of our graduating class annually finding places at colleges and universities worldwide. We are the obvious choice in Malawi if you and your child have aspirations to further and higher education.

The Middle Years Programme, provides a natural progression from the Primary Years Programme in the primary school at the age of 11, and perfect preparation for IB Diploma studies at 16. And if your plans are to join us for only a few years and to leave before your child(ren) finish secondary education, our IB programmes will guarantee good preparation for your next destination and a smooth transition when you get there.

We aim to provide the very best of secondary education by means of:

- A well designed international curriculum
- High expectations
- Good facilities
- Encouragement of self-discipline
- Care and enjoyment

The school seeks to provide for change and academic success by encouraging staff and students to develop flexible approaches to learning. These approaches, whilst encouraging individual initiative, make clear to students what is expected of them and ensure that they are capable of achieving what is expected. In this way it is hoped that BMIS students will achieve the self-respect, self-discipline, organizational skills, and examination success required for their futures either in Malawi or overseas.

YEARS 7–11

In Years 7-11, students follow a common MYP curriculum consisting of:

Language & Literature	Mathematics	The Sciences
Language Acquisition	Individuals & Societies	The Arts
Physical and Health Education	Design	Tutor Group

Electives are offered in the Arts only (Drama, Music and Visual Art), in Years 10 and 11. All other subjects are mandatory. Our aim is to provide all students with a full range of options for entry into the IB Diploma Programme in Year 12.

Full details of the programme can be found in the BMIS MYP Guide.

YEARS 12 & 13

For 2019-20, we are offering the following range of subjects for students in Years 12 and 13.

Group 1 LANGUAGE A (First language)
English Language & Literature (HL or SL)

Group 2 LANGUAGE B (Second language)
French (HL or SL)
Spanish (HL or SL)
English B SL (with self-taught Language A)
Self-taught option

Group 3 INDIVIDUALS and SOCIETIES
Geography (HL or SL—Year 13 only)
History (HL or SL)
Economics (HL or SL—Year 13 only)
Global Politics (HL or SL—Year 12 only)
Business Management (HL or SL—Year 12 only)

Group 4 EXPERIMENTAL SCIENCES
Biology (HL or SL)
Environ. Systems & Societies (SL)
Physics (HL or SL)

Group 5 MATHEMATICS
Mathematics (HL or SL—for Year 13 only)
Math. Studies (SL—for Year 13 only)
Maths. Analysis & Approaches (HL or SL—Year 12 only)
Maths Applications and Interpretation (HL or SL—Year 12 only)

Group 6 ELECTIVES :
ONE OF THE FOLLOWING OPTIONS
Visual Arts (HL or SL)
Theatre (HL or SL—Year 13 only)
Information Technology for a
Global Society (HL or SL—Year 13 only)
Chemistry (HL or SL)
Global Politics (HL or SL—Year 12 only)

Some of these and additional courses may be offered to students in an online format. Contact the IB Diploma Coordinator for further details.

The IB Diploma Guide provides more information about this programme and the subjects offered. Information is also available at **www.ibo.org**.

BMIS also offers an alternative to the full IB Diploma programme by offering individual subjects to be studied at Certificate Level only. A student could choose to take 5 or 6 of these IB Diploma courses along with participation in the CAS programme. For these students completion of the Extended Essay is not required, but they are encouraged to follow the unique Theory of Knowledge course.

BMIS HIGH SCHOOL DIPLOMA

The BMIS High School Diploma is a four year programme beginning in Year 10, that provides an alternative preuniversity qualification for students who elect, or are advised, not to continue with the IB Diploma programme in Years 12 and 13.

The BMIS High School Diploma is recognised by universities around the world.

All students in Years 10-13 at BMIS are able to graduate with the BMIS High School Diploma providing they meet the following graduation requirements:

- **Maximum absence of 20 days** in each of the four High School Diploma years.
[equivalent to a minimum 90% attendance record in a normal school year. This requirement may be waived at the discretion of the Secondary Head Teacher under exceptional circumstances only (e.g. severe ill-health).]
[Late arrivals may affect overall attendance records]
- **Minimum of 12 credits** cumulative over Years 10 and 11.
- **Minimum of 12 credits** cumulative over Years 12 and 13.
- Successful **completion of the MYP Service as Action** programme in Years 10 and 11, **and** successful **completion of the DP CAS** programme in Years 12 and 13.
- **24 Credits** or higher.
[No more than one IB grade 2 or lower in each year of the high school diploma.]

For a full description of how to earn credits, and minimum entry requirements into the IB Diploma programme in Years 12 and 13, visit the BMIS website or contact the College Counsellor or Head Teacher.

SCHOOL PROFILE

BMIS produces an annual publication called a "school profile". This includes information about our programmes, assessment philosophy, the successes of our students in external examinations, and a list of the colleges and universities they have entered after graduating from our school.

The school profile is produced specifically for college admissions services, but can also be used by families at BMIS who wish to transfer to another school before completion of secondary education with us. The latest version of the school profile is available to download from the school website at www.bmis.mw, or by request from the secondary school office.

OTHER ASPECTS OF OUR PROGRAMMES

PASTORAL CARE

The primary concerns of our pastoral system are the personal development of each student, the integration of each student into the social framework of the school community, and the establishment of an ethos and environment within which effective learning can take place.

The pastoral system at BMIS is coordinated and administered by two Pastoral Coordinators, one for the Middle School (Years 7-9) and one for the High School (Years 10-13), through a team of Form Tutors.

The Form Tutor is probably the most important person for each student. The Form Tutor builds a strong relationship with each child, helps develop high standards of work and behaviour and stresses the positive achievements of the tutor group. The Form Tutor will also keep an eye on the welfare of your child.

For day-to-day questions about school, the Form Tutor will probably be the teacher you contact first.

Every morning your child will spend ten minutes with his or her Tutor for registration and notices. One lesson per week is also spent with the Tutor. During this lesson the Tutor Programme is delivered (see below) and the opportunity can be taken to resolve any issues that students may have.

The Pastoral Coordinators and the Form Tutors regularly set aside time to talk to individuals and small groups about their work and their own development. In addition the Form Tutor usually (but not always) teaches that class for one subject on the class timetable.

Student Records

In order for us to maintain up-to-date links with home, it is important that the school secretary and/or Tutor are advised of any change of personal circumstances which may have an effect on your child's school life. All information given to the school remains strictly confidential, and is not released to third parties. It is also essential that any changes of address, telephone numbers etc. are forwarded in writing to the school so that all school records are up-to-date. E-mail notification of changes to contact details is acceptable.

Student Health

If a student becomes ill at school, they must first be taken by another student to the secondary office where they will be given a pass to visit the school nurse. If the nurse finds that the child should be taken home due to an illness, **THE SECONDARY SCHOOL OFFICE WILL CONTACT THE PARENTS OR GUARDIANS. UNDER NO CIRCUMSTANCES SHOULD A STUDENT CONTACT A PARENT.**

Students will only be given a security pass to be allowed out of school after they have been to see the school nurse, and she is in agreement that they should go home.

Parents should not send a sick child to school (see page 42 and 43 for guidance). Parents should notify the school secretary or Form Tutor immediately by telephone or email of any serious health problems.

Parents are asked to avoid arranging medical appointments during the school day wherever possible. Any medical appointments arranged during the normal school day will be classified as an absence.

Parental absence

It is vitally important to notify the school of any parental absence from the family home during term time. We understand that parents are called away on business trips or family visits from time to time. However, we do need to know if these take place to make sure that we contact the correct person in the case of an emergency. Details of a temporary change of residence and/or guardianship, during the parents absence, should be given to the secondary school office. All information is of course kept in the strictest of confidence.

THE TUTOR PROGRAMME

The BMIS tutor programme covers important aspects of the student's academic, social and emotional wellbeing at school. The programme is tailored to the needs of each year group and includes the expertise of a number of people. Alongside their tutor, the students can expect tutor sessions led by their programme or pastoral coordinator, the school counsellor, the Service as Action or CAS coordinator, fellow students and other guest speakers. The topics covered are wide ranging and include the following:

- PSPE (Personal, Social and Physical Education) topics that include;
- Friendships, relationships and risky behaviour in the middle school and substance abuse (both legal and illegal) in the high school;
- Advice on academic honesty;
- Service as Action or CAS advice and reflection sessions;
- Student led conference preparation;
- College applications;
- Advice on subject choices in preparation for the Diploma Programme;
- Team building;
- House competitions;
- Assembly preparation and performance.

POSITIVE REFERRALS

To recognize student achievement in the secondary school, teachers award Positive Referrals through the online ClassCharts software. Positive Referrals are awarded to students that have exemplified any of the 10 IB Learner profile attributes (described on page 41) or shown significantly strong Approaches to Learning skills (ATLs). The referral is at the discretion of the subject teacher or Form Tutor who knows the student and what is special for that individual. Recognition of special achievement is open to students of all ages and abilities and will reflect achievement related to each individual's own special gifts and talents in respect to the Learner Profile.

A certificate is awarded to students in recognition of the number of Positive Referrals they have received. These will be celebrated in a secondary school Awards Assembly, which occur twice a year.

At the end of the year achievement is recognised in several ways.

- Positive Referrals.
- Subject awards - for each year group and each subject group three awards are given.
- 'Honor Roll' - a recognition of sustained and consistent achievement across all subject groups.
- A number of special awards including the Head Teacher's Award.

HONOR ROLL

Honor Roll is calculated automatically from school report grades and is recognised twice a year; once in the middle of the year from mid-year reports and once at the end of the year in June. The award is available to all students in the secondary school.

To achieve '**honor roll**', students must first achieve a grade average of 5.0 or higher (using the IBO 1-7 grade scale), with no grade lower than a '4'. Students must also have a good level of attendance.

Students who achieve a grade average of 5.8 or higher, with no grade lower than a '4', are awarded an **Honor Roll with Distinction**.

Students who achieve a grade average of 6.0 or higher, with no grade lower than a '5', are awarded an **Honor Roll with Commendation**.

POSITIVE REFERRALS

Level	Examples of reasoning	Actions
1	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during a lesson, after-school activity, Service as Action/CAS activity or any other BMIS related event. 	<ul style="list-style-type: none"> Upload 1 point on Classcharts.
2	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during lesson time, for the period of one week. Outstanding demonstration of ATL and/or IB learner profile attributes during an after-school activity, Service as Action/CAS activity or any other BMIS related event, for the period of one month. Outstanding formative work. 	<ul style="list-style-type: none"> Upload 2 points on Classcharts.
3	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during class time, for an entire unit. Outstanding demonstration of ATL and/or IB learner profile attributes during an after-school activity, Service as Action/CAS activity or any other BMIS related event, for an entire term. An increase of one level in any subject criteria. Gaining a level 7 in an MYP summative assessment. Gaining a level 6 in an DP summative assessment. Being awarded Honor Role. 	<ul style="list-style-type: none"> Upload 4 points on Classcharts. Include note on Classcharts, click send to parents.
4	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during class time, for an entire term. Outstanding demonstration of ATL and/or IB learner profile attributes during an after-school activity, Service as Action/CAS activity or any other BMIS related event, for an entire year. Being involved in a school production or performance. An increase of two levels or more in any subject criteria. Gaining a level 8 in an MYP summative assessment Gaining a level 7 in an DP summative assessment. Being awarded Honor Role with distinction. 	<ul style="list-style-type: none"> Upload 6 points on Classcharts. Include note on Classcharts, click send to parents.
5	<ul style="list-style-type: none"> Outstanding demonstration of ATL and/or IB learner profile attributes, during class time, for an entire year. Being awarded Honor Roll with a commendation. Being selected for an end of year subject award. 	<ul style="list-style-type: none"> Upload 10 points on Classcharts. Include note on Classcharts, click send to parents.

COUNSELLING

Our secondary school guidance programme is comprehensive in meeting the academic needs of our students while providing opportunities for appropriate social and emotional growth. Together with the Pastoral and Curriculum Coordinators, the school employs a counsellor and a college counsellor to guide students in their academic and social development.

COUNSELLOR

The Counsellor offers direct/indirect counselling support and guidance to individual students, small groups and classes, when needed. Emotional counselling, and consultation on developmental issues is available, with the aim of further enhancing the development of personal and social skills.

To schedule a meeting with the Counsellor call the secondary office or email the Counsellor directly. Contact details are on page 6.

COLLEGE COUNSELLOR

The College Counsellor works with all secondary school students and is a resource to students, parents and teachers, providing academic guidance, university and career counselling. In each of the year groups in the BMIS Diploma years (Years 10-13), the counsellor meets with students to discuss the various issues that are pertinent to their individual goals and aspirations.

HOUSE SYSTEM

On admission to the school, each student is placed in one of four houses, Elephant (Blue), Lion (Red), Rhino (Yellow) and Leopard (Green). The House system is an integral feature of the life of the school and we expect all students to participate during normal school hours, in the afternoon and on Saturday mornings if necessary. During the year students will be able to gain points for their House as a result of good behaviour or outstanding achievements. There will also be regular sporting competitions and several major events, including Sports Day, the Swimming Gala and the House Quiz.

Please note that on days when inter-house competitions are organised, students may come to school in their house colours to show team spirit and support for their house. When competitions are of a sporting nature, students may come to school in their sports clothes. If students choose not to wear house colours, then they must wear normal school uniform.

STUDENT COUNCIL

The BMIS Secondary Student Council is the representative body for students in Years 7-13. It is composed of dedicated and enthusiastic students and is supported by the Student Council Advisor. Senior officers are elected by the Secondary student body in September of each academic year, following nominations from the Year 12 class. The other members of Student Council are classroom representatives elected through in-class elections at the beginning of each academic year.

Student Council officers include:

- President
- Vice-President
- Secretary
- Treasurer
- Student Council Website Coordinator
- Prom Committee Chair/Events Coordinator

The Student Council meets once a week during term time. These student leaders commit their time, energy, and ideas in order to improve the quality of life for everyone in our community, and they also try to add a few moments of fun to everyone's intense schedule. Following each meeting, the President discusses issues raised with the Head Teacher or other appropriate persons. These meetings provides valuable insight for the school administration about those issues of interest and importance to students and provide an opportunity for students to influence school policy and practice. Minutes of meetings are circulated and each class representative reports back to their tutor group.

WORK EXPERIENCE

This is a one-week compulsory programme for Year 10 students that normally takes place in Term 3. The students are placed in businesses and other workplaces in the local community and this experience forms part of their work on career choices. The students are prepared for their placement by considering a number of work related issues:

- Health and safety at work
- Telephone techniques
- Calling to inquire about a job
- Arranging interviews
- Interview preparation
- Difficulties at work and how to overcome them

Students participate in a debrief session after they return to school, where they are given an opportunity to reflect on their experience. Their immediate line managers in the work place provide the school with valuable feedback on their progress during the placement.

EXTRA CURRICULAR ACTIVITIES

At Bishop Mackenzie great value is placed on enriching the students' experience outside of the curricula programme. This could involve recreational sport, competitive sport (including tournaments abroad), learning new skills and developing existing ones. We encourage every student to register for at least one activity each term – many choose to do several! These activities change from term to term, depending on the demand and scheduled events.

OUT OF SCHOOL TRIPS

Class related field trips are organized by subject teachers and are designed to enhance the curriculum. Some of these trips are directly related to student coursework and are an important part of schoolwork.

In order for a student to participate in a field trip we require parents to complete a permission form and a medical form. If a trip is taking place you will be sent notification and information about the trip. Should you have any questions or concerns about the field trip please contact the organizing teacher(s). All field trips are charged to parents at cost.

BMIS also sponsors other activities involving travel (including sports events and visits of educational interest). For these optional trips the organizing teacher issues specific information and release forms. As these teachers and chaperones are assuming parental responsibility on school sponsored trips they have a delegated authority from the School Director to take whatever actions they deem appropriate while on a trip, even when a student aged 18 or over is involved.

SOCIAL SERVICE AND COMMUNITY EDUCATION

Service as Action (S as A) is a vital requirement in the 5 years of the MYP programme (Years 7-11), and as such students are expected to be involved in certain community based activities both in and out of school. Through this involvement the students gain invaluable experience and exposure to various organisations and communities to enrich their understanding and appreciation of how they can positively contribute to their community, both on a local, national and global level. The students will evaluate and reflect on their participation in the S as A programme through ManageBac, in order to build on their experiences.

Participation in CAS (Creativity, Activity, Service) is a requirement of all students in the IB Diploma programme (Years 12 & 13), and successful completion of CAS is an essential requirement for students aiming to pass the Diploma Programme. Students will be involved in various activities, and are encouraged to initiate events, and act as role models for the younger students who are participating in the S as A programme. An essential part of the programme is student self evaluation and reflection recorded through ManageBac, which also helps students and the CAS Coordinator keep track of individual student involvement.

WEEK WITHOUT WALLS

At the beginning of the academic year, each year group will be involved in the Week Without Walls. This programme takes students off regular timetable and engages them in community service and team building activities. Most year levels will travel to places outside of Lilongwe, which will require overnight camping. This is an integral part of the programme and it is expected that all students participate fully in this week.

PHYSICAL AND HEALTH EDUCATION (PHE)

The Physical and Health Education programme at the school aims to be inclusive and progressive. Our mission is to produce physically able and knowledgeable students who have the ability and inclination to continue participating in physical pursuits for the rest of their lives. Our programme is designed to develop the students' physical ability and understanding through a wide range of activities, improve their fitness/health and understanding of how to maintain it. We also aim to structure lessons so that students enjoy their PHE lessons and are challenged relevant to their own ability and experience.

Students from Years 7 to 11 follow a programme that includes a wide variety of sports ranging from established team games such as basketball to the creative disciplines of dance and gymnastics to water-based activities that covers stroke improvement, personal survival, and lifesaving. Students will also learn how to coach others and develop their own fitness programmes (including diet and nutrition).

Swimming kit

For pool-based lessons and activities:

Females should wear a one-piece swimming costume, preferably dark blue or black. Additional coverings for arms and legs may be worn if required by religious custom. Long hair should be tied back for safety and hygiene reasons. Males should wear appropriate swimming trunks which should be no longer than mid-thigh, preferably dark blue or black. If goggles or earplugs are required, the students should provide them. No jewellery of any kind is to be worn in the pool.

Sports kit

All students should come to PHE lessons dressed in the correct kit for that activity. The school PHE uniform is a plain white round-necked T-shirt emblazoned with the school logo on the chest on the left hand side. The shorts should be dark blue or black and suitable for taking part in sporting activities. On cold days long blue tracksuits may be brought and may be allowed at the teacher's discretion, however, the student should bring shorts as well. The socks should be sporting white socks and the footwear appropriate to the activity e.g. studded shoes for grass based activities and trainers for hard court or hall activities. Please note that students should bring their kit to the lesson even if they are not participating for medical reasons.

If a student needs to be excused from a PE lesson they must present a note to their teacher written and signed by a parent. A student who misses three or more lessons must bring a medical certificate from the family doctor. When students do not bring the correct kit they will begin the PHE disciplinary process which is in line with the school's policy. They will also be given freshly washed kit to wear so that they are able to participate in some guise. Students will not be allowed to wear any jewellery during PHE lessons so if you intend to get your child's ears pierced it is advised to choose a time that will cause least disruption.

SWIMMING POOL

During term time the swimming pool will not be available to the public Monday to Thursday because it will be in school use. However, it will be open to the public on Friday afternoon and all day Saturday if it is not in use by the school. The school swimming pool hours are:

18m pool - Fridays 12:30 to 15:00

Saturdays 8:00 to 12:00

25m pool - Fridays 14:00 to 16:00

Saturdays 8:00 to 12:00

Sundays the swimming pools are reserved solely for the use of BMIS staff and their families.

Please do not enter the swimming pool premises without a lifeguard present or ask security for the key.

LIBRARY

Students and parents are encouraged to use the library for study and pleasure. Opening hours during term times are from 07:30 until 16.00 weekdays (until 12:15 on Fridays). During the holidays the library is usually open between 09:00 and 12.00 every Wednesday.

The library is closed on public holidays.

Library Borrowing and Responsibilities

- Students may borrow three books. For special projects, the Librarian may allow additional books to be taken out. Loans are recorded on the library computer database.
- The usual loan period is one week, however, books may be renewed by the librarian for another week if requested before the loan period expires.
- Students in all forms may also exchange books at break-time and during afternoon openings.
- A charge is made for lost or damaged books to help towards the replacement cost (see below).
A bill is sent to parents when a book is lost or damaged two weeks before the end of term.
- Reference books may not be taken out of the library, except through special permission given by the Librarian.
- School bags should be left outside the Library. Students may bring in books and writing materials as necessary.
- No food or drink should be brought into the Library.
- Talking should be kept to a minimum so that other students can read and work undisturbed in a quiet atmosphere.
- Before the end of the academic year, *all* students are asked to return their books to the Library.
- Exact opening dates/times for the holidays will appear in the school newsletter and will also be posted on the door of the Library.
- The Librarian operates a system of *reservations* for books which students want saved. Books may also be held for collection at a later date, but will be kept for no longer than five days.

Procedure for books lost by students:

In the unfortunate event of a student losing a book that belongs to the school, the same book must be replaced. In the event that student is unable to replace the book, he/she must pay for the same so that the school can arrange to replace the same.

Books which are published before 1985 or an old book for Primary with not more than approximately 20 pages, the minimum charge is \$5.

The minimum charge for any lost book for which we cannot find the cost price, excluding the above, will be charged at \$10.

In the case of textbooks, the charge will be the invoice price plus 20% for S&H.

For library books where the cost price can be ascertained using the ISBN, the minimum charge will be the invoice price plus 20% for S&H.

EXPECTATIONS OF OUR PARENTS

Parents are important members of our school community whose role plays a vital part in the progress that their child will make in the school. We sincerely hope that parents will participate as much as they can in all of our activities and we welcome parental involvement at all times.

In particular, making contact with their child's subject teachers and his/her Form Tutor will ensure that they can keep well informed.

It is also important for parents to keep the school informed about any issues relating to the welfare of their child.

BMIS students will be more successful in achieving their goals if parents:

1. Take an active interest in your children's schooling. Ask specific questions about what happens at school each day and how your children feel about it.
2. Help instill student pride, confidence, and a positive attitude in their school and their teachers.
3. Support school policies on behavior, uniform, and attendance.
4. Know your child's homework schedule.
5. Make homework a daily activity and help your children develop good homework habits.
6. Provide the time and environment for students to complete homework. If possible, set up a quiet, comfortable study area with good lighting and the school supplies that your children need. This can be almost any place in your home; you don't need a special room.
7. Set a family "quiet time" where you and your children can work together on homework and reading. If your child says they "have no homework" or they "have finished it", then still use this time and encourage them to use the time effectively to review their other lessons from the day or to read further.
8. Encourage students to take responsibility for completion of all homework assignments, and to take responsibility for minimising the effects of absence on their own learning.
9. Are aware of and communicate to teachers about the level of difficulty students experience with homework.
10. Initiate and encourage discussions with students on local, world, or family issues, in a manner that significantly engages students and stimulates thinking.
11. Communicate problems, concerns, and criticisms immediately and directly to the appropriate teacher or administrator for clarification or resolution. Do not wait until the next conference to do this.
12. Support where possible, or take an active role in the PTA, volunteer activities, and school events.
13. Share and convey openly and honestly any special problems students have had or are experiencing regarding learning, behaviour, emotional problems and changes in the family situation (divorce, separations, death, etc.)
14. Dedicate time and thought to the continual improvement of BMIS.
15. Avoid disruption to the educational process by arranging family trips during the school holidays and other activities at weekends and in the evenings.

EXPECTATIONS OF OUR STUDENTS

HOMEWORK POLICY

General guidelines

- Homework is very important and plays an essential role in supporting the academic programme in the secondary school and it is required of all students.
- Homework is never given as punishment or as a superfluous exercise; neither is it used to penalise slower workers.
- As well as the aims relating to the timetabled curriculum, the school aims to develop students' ability to learn independently. Homework provides the opportunity for students to undertake independent learning as well as extending the time spent on timetabled subjects.
- The length of time to be spent on homework increases as students progress through the school. The following times are set as maxima, not minima.
 - **Year 7** students should spend approximately **60 minutes** working on homework per night and **90 minutes** on Friday/weekends.
 - **Year 8** students should spend approximately **60-90 minutes** working on homework per night.
 - **Year 9** students should spend approximately **90 minutes** working on homework per night.
 - **Year 10 and Year 11** students should spend approximately **120 minutes** working on homework per night.
 - **Year 12 and Year 13** students are advised by the IBO to spend an equivalent amount of time studying outside of school as they do in school, which is equivalent to:
 - **3½–4½ hours** per week for each HL subject
 - **2–3 hours** per week for each SL subject
- A variety of types of task are set, many of which provide independent and extended learning experiences rather than mere consolidation of work done in class.
- Homework tasks and deadlines are clearly specified. It should be possible to complete the task to a good standard within the allocated time.
- All students are allowed adequate time to record the tasks set in their planner.
- Homework tasks are not always written tasks, nor are they always subject to formal assessment.
- In setting homework, teachers take into account the range of abilities and needs of students.
- Holiday homework is usually only ever set for students in Year 10 and above and can be completed without access to special resources, so that the tasks can be done anywhere.
- The secondary school offers a Homework Club in the afternoons to provide an opportunity for students to complete homework in an atmosphere conducive to study and the chance to seek advice from a member of staff.

Student Planner

All students are provided with a student planner in which to record homework assignments. The planner is regularly checked by the class teacher and Form Tutor. **This planner should be asked for by the parent, and checked and signed each week to show that homework has been completed satisfactorily.** Any comments to teachers can be written in the spaces provided for parent comments. Parents will greatly assist their children's progress by taking an interest in their homework tasks and offering encouragement when necessary. However, there is no benefit to the student if the homework is actually written by a parent, other family member, or private tutor.

IB DIPLOMA HOMEWORK AND PRIVATE STUDY

Given the rigorous academic nature of the IB Diploma programme, it is often necessary for students to have homework every night of the week, including weekends and holidays. The IBO recommends that a IB Diploma student will spend the same amount of time studying outside the classroom as he or she spends within the classroom. In order to ease the burden of home study, all IB Diploma students are provided with some in-school study periods and a quiet area in which to work.

It is recommended that students get into the habit of sitting down each day for a couple of hours to study, to do homework that has been assigned, to re-read the day's notes and to do background reading. Students may choose to work at a suitable location at home or at BMIS in the afternoon; maybe in the library or the Design lab. Students should use their study periods during the day constructively.

The type of homework varies with the subject. A typical homework for each subject might be:

- **Language & Literature:** reading, writing essays and commentaries, preparing orals.
- **Language Acquisition:** shorter writing, learning vocabulary and grammar, exercises.
- **Mathematics:** exercises, working through solutions to questions.
- **Sciences:** practical write-ups, studying textbooks, and exercises.
- **Humanities:** longer research essays, background reading and exercises.
- **Art:** working in the studio, site visits, keeping up your workbook.

Deadlines - it is important that students get into the habit of meeting deadlines. Deadlines are provided so that students can manage their private study time more effectively. Success in the IB Diploma programme will depend on a students' ability to be **organized** and on their willingness to **work hard**. School deadlines are designed to help them meet these two challenges.

Students who get behind with work will be offered help to alleviate any problems. Students are also encouraged to approach either the counsellor or IB Diploma Coordinator for help if they feel they are getting into difficulty meeting course deadlines.

GUIDELINES ABOUT INTERNAL ASSESSMENT

In all subjects, internal assessment is a mandatory requirement in determining the final grade awarded to students. Those students who don't find formal, end of course examinations easy should take full advantage of the opportunity to get marks and grades 'in the bag' as their course progresses; the quality of their on-going work in the classroom will have a major impact on their final grades, and will in itself help students lay foundations for any final written examination.

The school must ensure that marking standards for the IB are the same among teachers who will mark the internal assessment. That is why we undertake extensive standardisation of our marking through a process called "moderation". Deadlines are very important in this process. They are set in order to provide the teachers with plenty of time to carry out those procedures with great care. Students who fail to meet the deadlines are placing themselves in a position where the teacher cannot complete the moderation process, and so award them marks for their coursework. Failure to complete internal assessment tasks will often result in no grade being awarded by the IBO.

Students need to make sure, too, that it is **their work** which is being submitted, and not somebody else's. Students should make sure they are aware of the rules and regulations for internal assessment as it applies to each of their subjects. They should also make sure to read and make use of the Referencing guidelines provided in the Student Planner.

IMPROVING GRADES

It is perfectly reasonable for students to want to improve their grades. Students are allowed to ask teachers for the opportunity to repeat an assignment, or to do an extra assignment to try to improve their grade. Whether the teacher allows either of these requests will depend on whether this is possible (practical work in science is difficult to repeat, for example), and whether it is necessary. The teacher's decision will be final and will be explained to the student.

If a teacher allows a repeat or extra assignment, it must be completed at least one week before the teacher's final deadline for completing grading.

SCHOOL UNIFORM AND DRESS CODE

BMIS UNIFORM YEAR 7-11

In order to give students a sense of belonging to our community and for practical reasons, we have a compulsory school uniform for students in Year 7 to Year 11.

Trousers	Navy blue or black tailored trousers - long or short. No jeans or PE shorts, pedal pushers, slits, tears or frays.
Skirts	Navy blue or black pleated or plain <i>skirt which must be no further than 4 fingers away from the knee.</i>
Shirts	Plain white polo shirt.
Sweat-shirts	Plain navy blue school sweatshirt or a plain black, navy blue or grey jumper or cardigan with no logo. Hoods on jumpers, sweatshirts and cardigans are not allowed.
Shoes	Black or brown shoes, no trainers.
Socks	White, or dark plain coloured socks. Socks must be worn and visible.

DRESS CODE YEAR 12 AND YEAR 13

Students should see school as their working environment. They are part of an International and Local Community where the importance of being well groomed, modestly dressed, neat and clean, and culturally sensitive is self-evident. Students are expected to be smartly dressed, wearing clothing which is suitable for a professional environment.

Boys' dress code	Top: Plain, long or short sleeved collared shirt or polo with collar. Hoods on jumpers, sweatshirts and cardigans are not allowed. Trousers: Smart, tailored trousers or tailored shorts. Jeans of any kind, tracksuit bottoms or combat trousers are not allowed. Shoes: Smart shoes, trainers, or boots (dark in colour).
Girls' dress code	Top: Plain blouse or shirt. Low-cut blouses, revealing tops, hoods on jumpers, sweatshirts and cardigans are not allowed. Trousers: Smart, tailored trousers or tailored shorts. Jeans of any kind, tracksuit bottoms or combat trousers are not allowed. Skirt: Smart, pleated or plain and of an appropriate length, <i>no further than 4 fingers away from the knee.</i> Shoes: Smart shoes, trainers, or boots (dark in colour). Leggings: Must be dark in colour, plain and worn with a top. The bottom of the top must reach fingertip length when arms are by your sides.

OTHER CONSIDERATIONS CONCERNING APPEARANCE (YEAR 7 TO YEAR 13)

Hair	Should be in a tidy, plain style. Long hair should be tied back in laboratory or workshop situations, PE and swimming. A simple, plain, dark coloured hair band is acceptable. Facial hair must be kept smart and groomed. Hair dyed or styled in an extreme way is not allowed.
Jewellery	Is discouraged since it must be removed for safety reasons for PE and can easily be mislaid. A neck chain, one pair of ear studs, one nose stud and a watch may be worn.
Hats	May be worn at school for PE, other outdoor events and at break time, to protect against the sun but they are not to be worn in class.
Clothing	Any clothing which reveals underwear is not allowed.

If you require further clarification of the school uniform or dress code expectations, or wish to make a special request for personal reasons, please do not hesitate to contact the Secondary Head Teacher.

PHYSICAL EDUCATION KIT

T-Shirt	Plain white round-necked T-shirt with the badge emblazoned on the chest (left side). Please Note: the house T-shirt can only be worn for House competitions.
Shorts	Plain dark blue or black PE shorts.
Socks	White sports socks (visible).
Swim-wear	Girls: One piece swimming costume (no bikinis or split costume and preferably dark blue/black). Boys: Plain swimming trunks (no longer than mid-thigh) for boys, preferably dark blue/black (no Bermuda shorts).

Chewing gum is not permitted and should not be brought on to the school campus at any time.
Any student who does not dress appropriately for school will be sent home to change.

TUTORING FOR PAY

Professional ethics and responsibility require that teachers make themselves available during the school day for student conferences and extra help outside the regular class periods for the subjects taught. No reimbursement may be accepted for such extra help during the school day.

However, in some cases teachers may recommend to parents, through the Director, that a student receive academic tutorial help outside school hours. Permitting, arranging, and paying for such tutorial assistance will be the responsibility of the parents. It is considered unethical and poor professional practice for teachers to tutor one of their own regular students for pay in their stated curriculum area. It is the policy of the Board of Trustees not to permit a teacher to serve as tutor for their own students except in cases of non-school related activities/subjects as deemed appropriate by the Director or Head Teacher.

STUDENT STANDARDS:

All students are encouraged to act in a courteous and responsible manner toward all members of the community. The Students of Bishop Mackenzie International School have discussed and decided the following standards of conduct.

All students should:

1. Treat each other respectfully;
2. Be polite to each other, teachers, other staff and visitors;
3. Look after school property, equipment and other students' possessions;
4. Respect other peoples' cultures;
5. Make new students feel welcome;
6. Be honest.

For any breaches of the above code the levels of procedure outlined below (firstly for general behaviour and secondly for academic honesty), seek to clarify discipline procedure and provide examples of typical offences for each level. The lists are not exhaustive and include examples of typical consequences and sanctions.

CODE OF CONDUCT

Level	Examples of offence	Examples of consequences/action taken	Roles, responsibilities.
1	<ul style="list-style-type: none"> • Disturbing class • Breaking subject specific rules • Failure to complete class or home work • Lateness to class • Littering • Inappropriate dress or jewelry • Failing to attempt to meet minimum BMIS expectations (e.g. uniform) • Use of electronic devices and/or applications without teacher consent. • Eating in class • Chewing gum • Running or being noisy in class room areas. 	<ul style="list-style-type: none"> • A verbal warning and discussion of the incident with the student if necessary • Loss of break time • Repeat or replacement assignment 	Minor offences will initially be dealt with by the subject teacher or the teacher on duty.
2	<ul style="list-style-type: none"> • Repeated 'Level 1' offences • Repeated lateness to school • Unexplained absence from school • Missing class without reason • Petty theft (e.g. stealing another students pen) • Failure to complete assessed class or homework • Use of electronic devices and/or applications for phone calls, photos and/or videos without teacher consent. • Inappropriate public displays of affection • Swearing/foul language • Inappropriate or disrespectful behavior to any person or persons. 	<ul style="list-style-type: none"> • Loss of break or after school time (student/teacher session) • The student may write an apology where deemed necessary and/or reflect on why their behavior was inappropriate. • Litter duty, cleaning desks, gardening etc. • Parental notification by the Subject Teacher and/or Form Tutor • Peer mediation • Confiscation of electronic device 	Moderate offences will be dealt with by the subject teacher, teacher on duty or the Form Tutor. The relevant Pastoral Coordinator and Form Tutor will be notified.
3	<ul style="list-style-type: none"> • Repeated 'Level 2' offences • Use of electronic devices and/or applications to insult, abuse or harass other people. • Minor theft (e.g. stealing a person's lunch money) • Fighting • Bullying (defined as repeated abuse or intimidation over a period of time) • Purposely defacing or damaging the property of the school or others • Abusive language towards any member person or persons • Truancy • Offensive public displays of affection. 	<ul style="list-style-type: none"> • Behavior report/subject report • Student agrees to sign a school contract alongside parents and senior teacher(s) with agreements to improve and modify behavior • Parental conference • Counselling • Internal or external suspension • If more than one student is involved, conflict resolution strategies are employed (cooling off, identifying the problem, understanding different perspectives, working out solutions). • Maintain/repair damaged property • Peer mediation • Banning of the use of electronic devices and/or applications. 	Offences are referred immediately to the relevant Pastoral Coordinator. The Form Tutor and parents will be notified and parents may be required to attend a parent conference.
4	<ul style="list-style-type: none"> • Repeated 'Level 3 offences • Major theft • Use of electronic devices and/or applications to intimidate or stalk other people. • Violent or abusive behavior towards any member of the BMIS community (including students, teachers, non-teaching staff and parents). • Bringing in a weapon to school • Smoking, alcohol, drugs • 	<ul style="list-style-type: none"> • Immediate internal suspension before parental meeting. • Up to five day suspension after parental meeting. • Expulsion • Counselling • Contacting the Police 	Offences are referred to the Head Teacher by the relevant Pastoral Coordinator. A meeting with parents will be required.

ACADEMIC HONESTY CODE OF CONDUCT

Level	Offence	Consequences	Roles, responsibilities
1	<ul style="list-style-type: none"> • <u>Year 7:</u> • The first time a student commits any form of academic dishonesty. • <i>(Students from years 8-9 who have committed a first time offence may be considered at this level at the discretion of the relevant pastoral coordinator)</i> • <i>(SEN and EAL students who have committed more than one offence may also be considered at this level at the discretion of the pastoral coordinator)</i> 	<ul style="list-style-type: none"> • The work is marked as a zero, the student is asked to re-submit the work. • The deadline for the resubmission will be set by the subject teachers. • The resubmitted work will be awarded a level. • The student may be given a break time catch-up session. • Parents to be informed. • Subsequent student report to be marked 'below expectations' for academic honesty in the relevant subject area. 	<ul style="list-style-type: none"> • Dealt with by the Subject Teacher. • Relevant Pastoral Coordinator, Head of Department and Tutor to be informed.
2	<ul style="list-style-type: none"> • <u>Year 7:</u> • The second time a student commits any form of academic dishonesty. • <u>Years 8-13:</u> • The first time a student commits any form of academic dishonesty (not including level 4 offences) 	<ul style="list-style-type: none"> • The work is marked as a zero. • The student will re-write the work during break time and after school catch-up sessions until complete. • The resubmitted work will be awarded a level. • Parents to be informed. • Subsequent student report to be marked 'below expectations' for academic honesty in the relevant subject area. 	<ul style="list-style-type: none"> • Referred to and dealt with by the relevant Pastoral Coordinator. • Relevant Program Coordinator, Head of Department and Tutor to be informed. • The counselor may be informed and meet with the student (optional).
3	Continuous incidents of academic dishonesty (not including level 4 offences)	<ul style="list-style-type: none"> • The work is marked as a zero. • The student will re-write the work during an internal suspension. • The resubmitted work will be awarded a level. • Both the zero and the new level will be included in the student profile/mark book. • A parent conference will be arranged. • The student will be put on a monitoring report card. • Subsequent student report to be marked 'below expectations' for academic honesty in the relevant subject area. 	<ul style="list-style-type: none"> • Referred to and dealt with by the relevant Pastoral Coordinator. • Pastoral Coordinator to refer to relevant Program Coordinator. • Head of Department and Tutor to be informed. • Counselor will be informed and meet with the student.
4	<ul style="list-style-type: none"> • Cheating in an exam. • Work intended for submission to the IB that includes any form of academic dishonesty (e.g. Internal Assessments, Extended Essays, Personal Projects) 	<ul style="list-style-type: none"> • Work will not be submitted to the IB until it is re-written and authenticated as the student's own work. • The resubmitted work will be awarded a level. • Both the zero and the new level will be included in the student profile/mark book. • A parent conference will be arranged. • The student will be put on a monitoring report card. • Up to five day external suspension after parental meeting. • Subsequent student report to be marked 'below expectations' for academic honesty in the relevant subject area. 	<ul style="list-style-type: none"> • Referred to the relevant Pastoral Coordinator. • Pastoral Coordinator to refer to Head Teacher and other relevant Senior Teachers. • Head of Department and Tutor to be informed. • Counselor will be informed and meet with the student.

FURTHER GUIDANCE

Bullying

Every student should feel comfortable and safe coming to school. A recent survey carried out amongst students indicates that bullying is not a major issue at BMIS. Bullying, whether verbal or physical, is completely unacceptable in this school and will be dealt with firmly. Students who feel they are being bullied, or witness bullying, should talk to their Form Tutor or another member of staff immediately. Victims should not just put up with it, and witnesses who do nothing are silently condoning it.

Fair Play

Fair play is expected of all students who participate, either as athletes or as spectators, in any form of school-related sports activities. Good behaviour rests again upon the basic principles set forth in the code of conduct above: students are expected to behave with self-respect, respect for others, and respect for their own and others' property.

Bringing the school into disrepute

Students of BMIS act as ambassadors for the school and, inevitably, in a community such as ours, students' behaviour outside school is noted and reflects on the school. In general, we are proud of our students' behaviour and their involvement in activities outside school. However, if a student does behave in a way that brings the school into disrepute, we will consider contacting the parents to express our concern, and in serious cases disciplinary action may be taken.

Student Rights and Responsibilities

Each student in our School has the right to be treated with respect, courtesy and consideration by every other student, teacher, school employee, or other adult in the School. They have the right to know what the rules are; to appeal to authority when they feel unfairly treated, or when they think that no objective hearing has been allowed.

However, persons with positions of responsibility at the School must have the authority to carry out their work for the benefit and safety of everyone concerned without constant arguments. If a student feels that a particular rule or judgement is unfair, they may express their complaints using the process described below.

Student Complaints and Grievances

In the interest of safety and order in the School, it is expected that students appreciate that the teachers and administrators have special responsibilities that can be carried out only if their authority is accepted, respected, and supported by all.

This does not mean that students who feel that they have been unfairly treated have no recourse. Most complaints and grievances can and should be resolved at the level at which they arise: between the student and the teacher or other school employee, if necessary with the help of the Head Teacher. In all cases student complaints will be dealt with courteously and promptly.

If any matter cannot be resolved at the school level, the Head Teacher will consult the Director. The Director's decision shall be final. However, if the parent/student feels that their complaint has not been fully or fairly dealt with, the possibility of making an appeal to the Board of Trustees should remain open to the student as a last resort and be made in accordance with the Complaints Procedure.

Sanctions

The Director and the Head Teachers are responsible for setting and enforcing rules of behaviour and for dealing with behaviour problems as appropriate to the students' age and maturity. Infractions of the school's expectations will be treated appropriately. Serious or persistent neglect of these expectations may result in various disciplinary measures, including withdrawal of privileges, detention, 'on class report', suspension, probation or other measures deemed appropriate by the Head Teacher. Where appropriate, actions will be taken following consultation with parents, either verbally or in writing.

For the most serious or persistent neglect of school expectations, permanent expulsion of a student will be recommended by the Director to the Board of Trustees. Expulsion forms part of the permanent record of a dismissed student.

Suspension of a student

Behaviour that is construed as 'serious' or consistently deviates from accepted standards as judged by the administration will lead to suspensions from one to five school days by the Head Teacher. Suspensions may be given as 'In-School' or 'Out of School' suspension. A suspended student cannot return to class until a conference is held between the administration and the student, parent(s) or guardian. Academic work missed (especially coursework) during suspensions must be made up.

Expulsion of a student

Very serious and/or chronic offences may lead to expulsion. This action shall only be taken after due consideration and consultation between the Head Teacher of the school involved, the Director, the student, and the parent(s) or guardian. Members of the Board of Trustees shall be involved before a final decision is reached.

Forfeiture of Tuition Fees

If a student is suspended or expelled, tuition fees for the period of suspension or for the remainder of the term after expulsion cannot be refunded.

STUDENT EQUIPMENT

Required

Students are expected to come to school prepared for lessons. Normal equipment would include a 'Geometry Set' containing a setsquare, protractor, 30-cm ruler, plotting compass (for drawing circles), pencil, eraser and pencil sharpener. A black/blue ink fountain or ballpoint pen is essential. A set of coloured pencils (preferably not felt-tips) is also necessary.

Suggested items

Other items that students may also find useful:

Glue stick, small scissors, small stapler, highlighters, a small notebook, an A4 file for keeping loose leaf pages in. A small USB flash drive for electronic files and transporting documents for printing.

Planners

All students are required to use a planner (personal organiser) to help them organise their learning in school and at home. All students are provided with a "BMIS Student Planner" at the beginning of the academic year or on arrival that contains a lot of helpful advice and tips for learning at BMIS as well as calendar pages for organising assignments. Students must take their planner to every class.

IB Diploma students in Years 12 and 13 may use a commercially produced planner/organiser to organise their learning. However they are responsible for making sure that any key information provided in the "BMIS Student Planner" is also transferred into it. "I didn't know" is not an acceptable response for failing to meet key deadlines or knowing the details of procedures and policies in school.

Calculators

Electronic calculators are required for Mathematics courses from Year 7 onwards and may be useful in other subjects such as the sciences also. Students must bring a calculator to school for these lessons. Details of the course requirements for calculators in these classes are provided in the MYP and Diploma Handbooks, both available from the BMIS website. Students in Years 11 will be introduced to a graphic display calculator.

Correction fluid

Correction fluid may be used in school at the discretion of the subject teacher; however, it cannot be used in examinations.

ELECTRONIC DEVICES (BRING YOUR OWN DEVICE POLICY)

Secondary school students may use devices in school that fall into the following categories

(**note; phones are not allowed in Years 7 through 9**):

Location	Laptop, Net-book, Tablet	Mobile Phone, Smart Phone	MP3 Player	eReader
Classroom	As directed by the teacher	As directed by the teacher	As directed by the teacher	As directed by the teacher
Between classrooms	No	No	No	No
Study Periods	Yes	Yes	Yes	Yes
Lunch Period	Yes	Yes	Yes	Yes
Library	As directed by the librarian	As directed by the librarian	As directed by the librarian	As directed by the librarian
Activity	For educational activities	For educational activities as an MP3 player or as an eReader	For educational activity or student personal time	For educational activity or student personal time

Laptops / Netbooks / Tablets / Slates / eReaders

- It is **strongly recommended that IB Diploma students bring a laptop** to school to fully access the different electronic media now used extensively in the teaching of the Diploma courses.
- In some instances teachers **may** allow cell phones/smartphones and MP3 players to be used. (See the table on the next page for a summary of places where devices can be used.)
- BMIS provides a wireless network which students may connect to while using their devices in school. The device must be registered with the BMIS Network Administrator in order to use this connection.
- Additionally a student may use an Internet connection from an outside provider. In this case the student's family will be responsible for any expense incurred using this type of Internet connection.
- Students will not be allowed to connect their personal computing device to the BMIS wired network.
- Providing a padded bag or protective sleeve is suggested. This will provide more protection for the day to day use of the device.
- Students are encouraged to ensure that devices brought to school are fully charged in the morning. Students should not rely on charging stations being provided in school.
- Students and/or their families are responsible for their personal computing devices at all times. BMIS takes no responsibility to search for lost or stolen devices, nor is there any assumption of financial responsibility by BMIS for damaged, lost or stolen personal computing devices.
- Students may use their devices in class as instructed by the teacher. Although it is not expected that a teacher will need students to bring electronic devices every day, there may be longer projects in certain subjects where the device will be needed each lesson.
- Students may use their devices during study lessons (IB Diploma only), during break and after school, and when in the library.
- Students at BMIS are encouraged to conserve paper resources at school and at home.

LOCKERS

BMIS provides lockers for students to store personal equipment. The lockers are for daytime use only, and should not be used for overnight storage or for storage over the weekend. The school can take no responsibility for any personal effects lost from a locker.

A refundable deposit of MWK5000 is required to secure the use of a locker, which will be returned to the student at the end of the school year provided they have returned the key and the locker is undamaged. Students are responsible for the maintenance of their locker.

There are sufficient lockers for every student in the Secondary school to have their own.

The student should come to the Secondary school office in the first instance to register for a locker.

STUDENTS DRIVING TO SCHOOL

Only Year 12 or Year 13 students, who are holders of a driving license valid for use in Malawi, are allowed to drive to school or onto the school grounds. Although surrounding countries may allow students to drive at 16 the school will not allow students below Year 12 to drive and park their car in the school grounds. All students who wish to drive to school must have signed permission from their parents, and display a BMIS pass in the windscreen for security purposes. Parking during the school day should only be done in the parking area behind the Secondary school office.

ATTENDANCE

Students who are regularly present at school make rapid progress and are more successful than students who are absent from school. The school therefore expects a high level of attendance. Parents can help by planning family vacations and visits ahead of time to avoid interruptions to your child's learning.

It is the student's responsibility to make sure that all class and home assignments are completed by the agreed deadline. It is therefore the student's responsibility to make sure that any work missed due to absence is quickly completed without any undue delay. In extreme situations of absence (e.g. long-term illness), a deadline may be extended in agreement with the teacher concerned, if this is deemed appropriate and necessary by the teacher.

Parents must make sure that students arrive at the drop off area in the morning in plenty of time for their child to walk into school and be at registration promptly by 7:15 a.m.

Students who arrive at school AFTER REGISTRATION is completed in the morning, **MUST REPORT TO THE SECONDARY OFFICE BEFORE GOING TO CLASS**. Teachers are required to report any students absent from their class if they are not recorded as absent in the daily attendance list.

Students who do not report to the office to record their late arrival will be marked absent for the whole of the day.

Students are to remain in school until the end of the school day unless specific written permission to leave has been granted. A letter must be provided by the parent to explain the reason for early departure. This letter should be given to the secondary office staff. Students must report to the secondary office before departure to have their attendance status recorded and to collect a security pass to allow them to leave the school. Students who leave school early will be marked absent for those classes that they miss.

At the completion of the school day transport arrangements must be organised by parents to ensure students vacate the school grounds within 20 minutes of the final lesson or activity being ended. (If, after 20 minutes, the parent/driver has not arrived to collect the student, the student will be asked to wait in the cafeteria area. Parent/driver must collect students from the cafeteria.

Under special circumstances students may be involved in extra curricular activities that will require additional time on campus. Prior notice will be given regarding such arrangements.

GENERAL RULES AND GUIDELINES

Safety & Security

Any object, material or substance that could be construed as dangerous to the health and safety of students and staff, should not be brought to school.

Fire precautions and safety procedures are posted in each room. A fire, earthquake or riot drill is carried out regularly to ensure that teachers and students are familiar with the procedures.

Should it be necessary to evacuate the school campus in an emergency, any instructions given by an authorized member of staff must be obeyed immediately and implicitly by each student. No student, in any circumstance, should leave the rest of the student body in such an emergency.

Lost Property, Mobile Phones and Other Electronic Equipment

Items which are found on the school campus are taken to the school office and placed in the lost and found cupboard. It is suggested that articles brought to school are labelled (e.g. uniform, other clothes, student equipment, mobile phones, tablets, laptops, etc). Other items of significant personal or monetary value should not be brought to school.

Some parents like to be able to contact their children during the afternoon activity sessions and therefore students are allowed to bring mobile telephones to school. *Please be aware that the school will take no responsibility for lost or stolen phones. Mobile phones must not be used during the school day except as outlined in the BYOD Policy (page 33) and should remain switched off until the end of lessons. Phones will be temporarily confiscated if they ring or are used during the school day.*

Phones should not be left in unaccompanied bags and, like all valuables, including money, should be handed to the teacher during PHE lessons.

The school will accept no responsibility for loss or damage to students' personal property.

Particular procedures and safety precautions are recommended in certain subject areas e.g. science laboratories. Students should ensure that they are familiar with these and exercise appropriate caution.

Smoking, Alcohol and Drugs

Tobacco use

The use of tobacco, and the use of tobacco substitutes such as e-cigarettes and vaping inhalers, by a student, whilst on school campus or at school events, is strictly forbidden. Infractions of this rule will automatically lead to suspension. Repeated violation of this policy leaves the student liable to expulsion.

Alcohol use

The use or possession of, buying or selling of, or giving of alcoholic beverages by any BMIS student on its campus or during school-sponsored activities is prohibited.

Any student who violates this policy shall be immediately suspended from the school for a period of five days. Before returning to school a contract will be drawn up by the Secondary Head Teacher that lays out a series of service measures, restrictions and school advisory sessions that will be carried out for up to a maximum of six weeks. A student's return to school will be dependent on agreement to this contract by the student and the student's parent or guardian. Violation of this contract and repeated violation of this policy leaves the student liable to expulsion.

Drug Abuse

Students attending the school must undertake not to use dangerous or illegal drugs.

The use or possession of, buying or selling of, or giving dangerous or illegal drugs by any student of the school on its campus, near the campus, or during school sponsored activities is prohibited. (Drugs prescribed for the student by a medical doctor are not prohibited.)

Possession or use of dangerous or illegal drugs

Any student who violates this policy through possession or use of dangerous or illegal drugs on the school campus or while under school supervision for the first time, will be subject to an immediate seven school -day suspension from school. During this suspension the student's parents or guardians must arrange for counseling sessions for the student with a professional counselor at their expense. Evidence of this must be received before the student returns from the suspension. Also, before returning to school, a contract will be drawn up by the Secondary Head Teacher that lays out a series of service measures, restrictions and school advisory sessions that will be carried out for up to a maximum of six weeks. A student's return to school will be dependent on agreement to this contract by the student and the student's parent or guardian. Violation of this contract and repeated violation of this policy leaves the student liable to expulsion.

Selling of dangerous or illegal drugs

Any student who violates this policy through selling dangerous or illegal drugs on the school campus or while under school supervision leaves the student liable to expulsion.

Voluntary disclosure

Any student who voluntarily seeks aid for drug or alcohol abuse will not be subject to disciplinary action, provided from the time they seek aid, they do not contravene school policies on drug and alcohol use. The student's parents will be informed and advised to seek professional counseling. The student will also be supported through school advisory sessions and be re-informed of the school's policy concerning drugs and alcohol.

School Discos/Social Events

School discos and other student-organized activities must have prior approval of the Secondary Head Teacher. There will be staff supervision, consistent with the number of students attending the event. The BMIS Code of Conduct will be applied to such events. Guests may be allowed at some events but only with permission of the administration and in limited number. Parents should ensure that their child(ren) are collected at the end of the event at the required time. Failure to do so will result in them not being allowed to attend the next event.

ACCEPTABLE USE OF TECHNOLOGY

Bishop Mackenzie International School wants to provide you (the student) with Internet/Computer access as part of your education. The network is provided for students to conduct research, complete assignments, and communicate with others. Students and parents will be required to sign an Acceptable Use Agreement at the beginning of the academic year, which will be kept on file. The following are general guidelines that BMIS asks all students to honour, covering the requirements for being a responsible digital citizen.

1. Respect & Protect Myself

I will show respect for myself through my actions. I will select online names that are appropriate and not use false identities. I will carefully consider the information, images and personal information about my life, experiences, experimentation or relationships I post. I will not be obscene. I will report any attacks or inappropriate behaviour directed at me. I will protect passwords, accounts and resources. I will use my access for educational purposes and I will not visit sites that are degrading, pornographic, racist or inappropriate.

2. Respect & Protect Others

I will show respect for others. I will not use electronic media to insult, abuse, intimidate, harass or stalk other people. I will protect others by reporting abuse, not forwarding inappropriate materials, images, or communication, including spam/junk mail. I will only use computers or networks that I've been given permission to access. I acknowledge my responsibility for the appropriateness of the material I send, post or publish electronically.

3. Respect & Protect Property

I will use the school's computers, software, and other technology equipment with care and encourage others to do the same. I will purchase, license and register all software or use free open source alternatives on my own device(s). I will not plagiarize the work or intellectual property of others, suitably citing any and all use of websites, books, media, etc. I will act with integrity to respect the physical and intellectual property of others.

4. Respect & protect the school environment

I will use any electronic device(s) in a manner that is appropriate for the social and educational environment of the school. I will use my device(s) in a way that will enhance the ability of other people and for me to learn. I will use my device(s) in a way that promotes development of appropriate behaviors within the school.

I undertake to always act in a manner that is respectful to me and to others, and to always act in a moral and ethical manner. I agree to follow the principles of digital citizenship outlined above and accept that failing to follow these tenets will have consequences. I understand school administrators will decide what inappropriate use is, take appropriate action, and determine consequences. Consequences may include restriction of computer/network access, suspension/expulsion, and payment for damage/loss of property.

Roles and Responsibilities

The School

The school acknowledges a duty of care regarding access by students to the school computer system, whether this is on school equipment or on the students' own equipment.

Teachers will research and evaluate ICT resources in the course of their lesson planning and preparation, and give guidance and instruction to students in the appropriate use of such resources.

Parents

The school respects each family's right to decide whether or not access to the Internet at home should be allowed, and will provide alternative avenues for learning when access to the Internet at home is not available.

Where students have home access to the internet, parents are expected to exercise the same care over access to offensive and inappropriate material as is exercised by the School.

Students

As in all aspects of school life and work, students have a responsibility to use new technologies with care and respect for themselves and others.

REPORTS AND PROGRESS

We report to parents, in writing and at parent conferences, on at least six separate occasions throughout the academic year.

PROGRESS REPORTS

Progress reports are sent home twice a year, usually in the early part of Term 1 and once again towards the end of Term 2. These reports do not provide a summative statement of performance. The first report is also referred to as a "settling-in" report and is used to inform the first formal parent-teacher conference.

COMPREHENSIVE REPORTS

Every student will receive a comprehensive report twice a year, once in the middle of the year in January, and once at the end of the year in June, electronically through the ManageBac portal.

BMIS uses a continuous assessment approach to student evaluation in the classroom, which means that all homework, class work, projects, tests and other exhibitions of learning will be reflected in each written report. These are also available for viewing through the ManageBac portal.

Comprehensive reports can not be issued earlier than the published date unless in exceptional circumstances. Parents should contact the Head Teacher with any requests.

PARENT-TEACHER CONFERENCES

Formal conferences are scheduled twice a year, once in the middle of Term 1 and once in the first half of Term 2.

Parent-teacher conferences are usually arranged on an appointment basis during the school day. Classes do not run on these days and we encourage students to attend the conferences, as much as possible, with their parents.

STUDENT-LED CONFERENCES

Student-led conferences take place in term 3 for all students. Throughout the school year, students and their teachers will compile a portfolio of work that represents growth and development across the whole range of learning the student has experienced. This portfolio is presented to parents at the conference by the student. The student is responsible for the contents of the portfolio and for the organization of the conference with their parents. The student-led conference is a requirement for all students and is held during the school day. Parents are expected to make time during their busy schedules to attend this conference with their child.

MEETING REQUESTS

Parents are encouraged to call and schedule meetings when they have any concern at all regarding their child's progress. Please do not wait for a formal conference to raise an issue about your child, when an early intervention would be more productive. We strongly encourage parents to contact the child's tutor, subject teacher (including the ELL or learning support teacher if applicable) or the counselor if and when the need arises. Early intervention to tackle problems means that we can help to overcome them sooner rather than later. Collaboration between home and school is crucial to the successful development of each and every child in our school.

MANAGEBAC

BMIS has been developing a curriculum assessment system through the ManageBac portal for more than four years. We have been using this system extensively for assessment and reporting purposes with secondary students since August 2014. Students have online access to their assignments and their individual portfolios, and will receive feedback from teachers through this system also. ManageBac is also now being used for recording student attendance. Through individual parent profiles, all these features are now accessible on ManageBac. Help videos are also available through individual ManageBac accounts but if further help is required, parents are encouraged to communicate this through the secondary office.

REPORTING ACHIEVEMENT

In all school reports, for all Year groups (Years 7 to 13) the following grading scale will be used to indicate progress and achievement in the written reports. Written reports will also contain information to allow parents and students to clearly see how the achievement grade has been determined in each subject.

A student does not have to meet all the factors in a descriptor above to gain the specific grade. Teachers will use the one that most closely describes their progress or achievement, and in the case of MYP classes, will also be able to describe how the grade relates to individual subject criteria.

Grade	Descriptor	General Descriptor
7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Acceptable	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Very poor	Minimal achievement in terms of the objectives.

COMMUNICATIONS

From time to time the school issues important written communications to parents which are sent home with the students as a letter or via the Student Planner. It is the responsibility of students to ensure that all written communications are handed to their parents on the day of issue. Parents are welcome to use the Student Planner to send informal communications to the Form Tutor, or to send a message by email. We aim to respond to all parent communication within 48 hours.

NEWSLETTER AND WEBSITE

An official school newsletter called TIKAMBE is published every month, and is sent home to parents via email. TIKAMBE contains general information, calendar updates, announcements about student activities, reports on school events, articles and topical notices. Make sure you get your copy every week by registering your email address with the main administration office.

Much of the information published in Tikambe is also included on the school website (www.bmis.mw), where a full electronic copy of the newsletter is also available for download.

PARENTAL COMPLAINTS PROCEDURE

The following procedure is designed to allow all parents of children in the school to express concerns to the school in a manner that ensures fairness and integrity to all concerned. It is felt that this procedure will provide the quickest possible solution to a problem, whilst also allowing time for 'cooling off' and reflection.

Complaints should be made by the person concerned, not on behalf of anyone else.

If parents have a complaint or a matter of concern, they are advised in the first instance to try to sort the matter out by speaking with the teacher concerned (appointments can be made via the school secretary). The teacher concerned should report back in a time not exceeding three school days.

If they are unable to do this, or if such action has not resolved the matter, or if the concern is of a non-educational nature, they should bring the matter to the attention of the Head of the relevant school.

The Head will listen to or read, in the case of a written communication, and record the complaint. The Head will advise the parents when they should expect an initial response.

In the meantime the Head will talk to all parties concerned regarding the complaint and come to a decision about the action required.

In the event that parents are not satisfied with the course of action proposed by the Head, they can then take their complaint to the Director. At this stage the complaint should be in writing if this is not already the case.

The Director will follow the procedures set out above and come to a decision. Again, all parties will be informed of this decision and a written record of the matter will be filed with the Director.

If the parents are still dissatisfied with the outcome, they can make a final appeal to the Board, in writing, addressed to the Chair of the Board. After investigation the Board, or a committee appointed by the Board, will notify all parties of their decision, and the Director will keep a record.

The Board's decision is final.

MATTERS OF GENERAL CONCERN

If you wish to discuss a matter of general school concern please first see the Senior Management Team member who directly handles the issue. The Secretary will help you schedule an appointment.

The operations of the school and the roles of the Board of Trustees and the Parent Teacher Association are subject to written policies. Such policies are available for consultation in the main office. All communications with the Board should first be channelled through the Director.

PARENT TEACHER ASSOCIATION

The Parent/Teacher Association (PTA) aims to 'encourage and develop a spirit of cooperation'. It attempts to do this through various fund raising projects and social events involving the entire school community. The Committee is elected annually and communicates with parents through the school newsletter.

MESSAGES FOR STUDENTS

It is sometimes difficult, and often time-consuming, to locate a student to pass on personal messages. Please ensure that all reminders of appointments and after-school arrangements are made before school. Requests for students to leave school during the school day should be in writing (email is sufficient) and given/sent to the Form Tutor or Secretary before 7:25 a.m.

There are telephones in the school offices, which students may use to contact home. BMIS numbers are given at the back of this handbook.

LEAVING BMIS

At BMIS we try to help make the transition from BMIS to another school a smooth experience.

We aim to provide each family with a child leaving the Secondary school with an exit pack of information containing supporting documents for the move to a new school. We aim to provide this pack of information within three weeks of receiving the request to provide it.

The exit pack will include:

- BMIS Transcript (Y10 – Y13) and/or End of Year Reports (Y7 – Y13).
- Statement of Attendance inclusive of your dates of enrollment at BMIS Secondary School.
- Letter of Recommendation (if necessary).

This packet of documents will be sealed and stamped so as to remain official and can then be mailed or hand-carried to any prospective school.

Please note that these documents will be provided under the following terms:

- There is no outstanding balance with the Finance Office.
- The student has completed and submitted a 'Book Return Form' to the Secondary School Secretary. (All books issued by BMIS to students must be returned to the library, **NOT** the secondary office or the class teacher.)
- The student has contacted his or her Tutor and requested a letter of recommendation.

This pack of documents and records will be available for pick-up from the Secondary school office within three weeks from the initial date of request. Three sealed and official packs will be provided, all at no cost to you. Please be advised that any future request for additional packs (part or in full) will incur a fee of US\$20 per pack.

Forms for requesting the information pack are available from the Secondary school office on request. You can pick up a form from the office, or call us and we will send a copy home with your child. Forms are also available as a download from the BMIS website.

Families requesting us to mail the information pack to an address by courier will be asked to pay for the courier charges before the packs are sent from school.

CAMPUS GUESTS

Parents and visitors to the school are welcome. All visitors, including parents, should report to the Secondary School office on arrival. Visitors are asked to refrain from disturbing the atmosphere of the school, or interrupting classes. Students wishing to have visiting friends attend school lessons must apply with a letter or email from their parents, at least two days in advance, for permission from the Head Teacher.

Students who were previously at BMIS and are visiting Lilongwe occasionally drop in to school to see staff and students. However, they should only be in school during break time.

THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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APPENDIX: GUIDELINES ON HEALTH AND SCHOOL ATTENDANCE

In order to provide a healthy school environment for all children and staff, the following guidelines have been prepared to assist you in making decisions relating to your child's health and school attendance.

Attendance at school is important, especially given that there is continuous assessment taking place in the MYP and Diploma classrooms. Parents should be alert to requests from a child to stay at home, to look for patterns or to try to understand if there is an anxiety at the root of the problem. However, the health of your child and that of other children is our priority.

If your child is not feeling well and you are uncertain about sending them to school on any given day, it is best to keep your child home and observe them for worsening symptoms. If a child is too ill to attend school in the morning, it is recommended that they stay home all day. *(Children and adults come into close contact at school and therefore there is a higher risk of contagious illness and it is therefore advisable to keep a sick child at home.)*

When you make the decision to keep your child home, please notify the secondary school office or form tutor that your child will be absent and state the nature of your child's illness.

Colds/'flu	Student needs to remain home if they have an excessive runny nose, excessive coughing, temperature at or above 38°C, or is too uncomfortable to function at school.
Chicken Pox, Measles etc.	Student may return to school after all blisters are dried and crusted over. Notify school nurse if your child has chickenpox or measles etc.
Diarrhoea	If a student has diarrhoea 2 times in a day, they need to remain at home until diarrhoea subsides and no other signs of illness exist. Try to keep the child hydrated and seek medical help if symptoms persist beyond a day.
Ear Infections	Student needs should be evaluated by a physician if they complain of ear pain. Early treatment can ward off possible permanent damage to the ear which could result in hearing loss.
Eye Infections	Redness, drainage, or watering of the eyes requires assessment to determine the cause of conjunctivitis (pink eye) or possible eye injury. Eyes need to be clear, or children need to be treated with prescription medication for at least 24 hours before returning to school. <i>(Please note that conjunctivitis is contagious and the child should avoid rubbing the eye and ensure they wash their hands regularly.)</i>
Fractures and Surgeries	Parents need to contact the form tutor or nurse when a child has a serious injury or surgery. Modifications to physical activity and mode of travel throughout the school campus may need to be evaluated. Please provide written information from your physician as to your child's level of activity at school. State limitations and special needs.
School Injuries	The school nurse will assess the injury, administer first aid, and notify parents as soon as possible by phone and/or note as to the type and status of injury.
Head Lice	Your doctor or pharmacy can recommend the best available shampoo treatment for children. Nits can be persistent if not dealt with properly, which usually involves treatment of the whole family, cleaning bedding and clothing. Children should not share hats at school. Notify the school nurse if your child has head lice.

Rashes	Student is to remain at home with any undiagnosed skin rash and may return when the rash has cleared, or with a doctor's note stating diagnosis and clearing the child to return to school.
Tonsillitis and Strep Throat	Treatment for tonsillitis may depend on the cause and the child may need to be treated with antibiotics for 48 hours before returning to school if there is a positive throat culture.
Fever	The student needs to be fever-free (less than 38°C) for at least 24 hours.
Vomiting	Student is to remain at home if they have vomited within the past 24 hours. Should a student experience vomiting during school hours, the child will be sent home. The child needs to remain home for at least 24 hours after vomiting subsides.
Malaria	A child suffering from high fever, chills, aches and other 'flu-like symptoms should be tested for malaria. Early intervention with appropriate medication is advised and the child will need to rest at home for several days to recuperate.

CONTACT INFORMATION

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