



Primary School Student & Parent Handbook 2019 -2020



Bishop Mackenzie International School
Belief | Motivation | Inspiration | Success

Primary School Parent Handbook 2019-2020

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MISSION STATEMENT

The School's Mission Statement is:

"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."

The School Motto has also been adopted, using the BMIS acronym which is therefore easy to remember: **BMIS: Belief | Motivation | Inspiration | Success**

SCHOOL 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 school;
- 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.

As the Primary section we have collaborated to define our learning principles which allow deeper development of the BMIS aims.

- We all learn differently and develop a growth mindset
- Learning takes place anywhere, any time.
- Our learning strengthens by collaborating with others.
- Our physical and emotional wellbeing impacts on our learning.
- Motivation is enhanced when learning is meaningful.
- All feedback has a powerful impact on learning.
- Time and reflection are essential to learning.



Learning at BMIS- The Curriculum Framework

At BMIS our curriculum framework is developed through the IB Primary Years Programme (PYP). The PYP is an international, transdisciplinary program designed to foster the development of the whole student encompassing social, physical, emotional and cultural needs as well as academic welfare. A PYP school such as BMIS strives towards developing an internationally-minded person who demonstrates the attributes of the IB learner profile.

BMIS has been authorised since 2011 to teach the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IBO) which reflects the best practices from international perspectives, emphasising the BMIS traditions and value inquiry as a powerful force in the natural learning of childhood. The programme of inquiry is flexible enough to accommodate the demands of our international curriculum and provides the best preparation for students to engage in the IB Middle Years Programme.

The curriculum is defined by six Transdisciplinary Themes of global significance, supported by knowledge, conceptual understandings and skills from the traditional subject areas, andt uses them in ways that transcend the confines of these subjects such as Maths, Language, Science, Social Studies, PSPE (personal, social, physical and emotional), Visual Arts, Music with a powerful emphasis on inquiry-based learning. These themes provide BMIS students the opportunity to explore concepts, by looking at issues or problems that are relevant and meaningful through the lens of different subject areas while developing skills in order to make connections with new knowledge resulting in deeper understandings of the world around them.

Lower primary students are in three levels; Reception, Year 1 and Year 2. Each teaching group has a classroom teacher as well as a teacher assistant. Our young learners in Upper primary are in years 3 to 6. Each teaching group has a classroom teacher and a teaching assistant, except for Year 5 and 6 which share class assistants between classes. Learning is also supported by our Specialist teachers for Music, Art, Library, Physical Education, Educational Support across Primary and Drama is offered in Years 3, 4 and 5.

We cater to our Early Years learners in different ways, starting with the concept of development. Children at this age level have a rapid and significant rate of development which occurs in the physical, social, emotional, and intellectual domains. Although the progression usually occurs in recognizable and predictable directions, it is unique in each child. During these stages of development, as a learning community, we begin supporting our students with skills and dispositions to enable them to become lifelong learners .

BMIS provides a secure learning environment in which the individual is valued and respected. The child is best served when the relationships between the teacher and the parent, and between the

school and the home, are reciprocal and supportive.

Exhibition

By the end of the PYP programme, our students in Year 6 will participate in the PYP Exhibition. Exhibitions are an extended, collaborative inquiry project, facilitated under the guidance of teachers and / or mentors and supported by members of the school community. It is an opportunity for students to exhibit the attributes of the Learner Profile that have been developing throughout their engagement with the programme, it also allows our learners to synthesize the essential elements of the programme and share them with the whole school community. It is a culminating experience marking the transition from PYP to MYP.



PRIMARY PERSONNEL

The Director is the senior administrator responsible for the overall organisation and development of BMIS. In the primary section there is a Head Teacher who is responsible to the Director.

PRIMARY ADMINISTRATION

TITLE	NAME	EMAIL ADDRESS
Head Teacher	Eloise Engel	e.engel@bmis.mw
PYP Coordinator	Alexandra Francesconi	a.francesconi@bmis.mw
Upper Primary Coordinator	Sandra Gentili	s.gentili@bmis.mw
Lower Primary Coordinator	Cheryl Thom	c.thom@bmis.mw
Ed Support Coordinator	Shivani McAinsh	s.mcainsh@bmis.mw

STAFFING

The school recruits teachers primarily, but not exclusively, from English speaking countries. The Primary School teaching staff for the 2019- 20 year is as follows:

Specialist Teachers

Dept	Teacher	Teaching Assistant
Music	Brian Thom	Patricia
Art	Anna (Panni) Varadi	Wellington Chauma- Art Technician
Year 3, 4 and 5 Drama	Blessings Maguire	
French	Lauren Norman	
PE	Pachisi Nyasulu	Atupele Mdeza
	Cassandra Ross	
Library	Laurene Van Der Weerd	Chifundo Mwachande, Oxley Munembo, Lusungu Kapira

Ed Support/ EAL	Deborah Tobin (Year 5/6)	
	Yvonne Garside (Year 3/4)	
	Shivani McAinsh (Year 1/2)	
	Zel Carvalho (EAL)	
Counsellor	Rachel Xuereb	
Reading Room	Marilyn Phiri	

Class Teachers and Assistants

Year	Teacher	Teaching Assistant	Room No.	Room Name
RECEPTION	Cheryl Thom	Jean Kachokam'manja	P4	Senga-Bay
	Alice Leaper	Martha Nyirongo	P5	Monkeybay
	Lucy Piper	Chifundo Tumbwe	P7	Nkhata Bay
YEAR 1	Ines Tembo	Joyce Makidani	P1	Lengwe
	Matt Smith	Grace Msakwiza	P2	Kasungu
	Ariane Leclair-Roberts	Patience Nkhonjera	P3	Liwonde
YEAR 2	Janey Mixer	Maria Chima	P6	Dedza
	Naomi Trindade	Falesi Bennie	P8	Livingstonia
	Helen Bowers	Annie Mvula	P9	Thyolo
YEAR 3	Fatima Lemus-Gupta	Fanny Phiri	SN4	Khandi
	Shannon Bond	Grace Kambauwa	P21	Chintheche
	Lioba Burkhardt	Rachael Makhalira	P20	Nkhotakota
YEAR 4	Sarah Qayyam	Linda Phiri	P11	Cape Maclear
	Elana Hendricks	Alter Chilinda	P12	Zomba Plateau
	Sandra Gentili	Grace Mtaya	P10	Mangochi
YEAR 5	Lucy Hall-Patch	Lyness Jere	P15	Vwaza Marsh
	Hannah Woodhead		P13	Nyika Plateau
	Caitlin Harrison		P14	Mt Mulanje
YEAR 6	Shaaaira Jagot	Emily Kaliati/Grace?	P16	Likoma Island
	Mrs Alison Longden		P17	Domwe
	Ms Joey Flowers		P18	Majete



Student House System

The House system is an integral part of life at Bishop Mackenzie International School and aims to provide a sense of competition and fun through a range of school based activities. All students and members of staff are attached to one of four houses that are named after four of the Big Five animals of Africa; each house is also assigned a colour: Elephant (Blue), Lion (Red), Rhino (Yellow) and Leopard (Green). Wherever possible, siblings are allocated membership to the same house.

During the year there will be regular sporting competitions and several major events, including sports day, swimming gala, song and dance competitions and the inter- house quiz where students are able to gain points for their house.

Please note that on Fridays and 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

BMIS believes that it is important for students to be given the opportunity to learn vital skills that will prepare them for learning later in their education. The BMIS Student Council presents a unique opportunity for our young students to learn leadership and teamwork skills while empowering them to maintain an active role in the school-wide programme. It is representative-based and prepares our students for the future. There is typically one student council member per year for Years 3 to 6 and they are elected by their peers. The BMIS Student Council helps share students' ideas, interests, and concerns. They actively engage in worthwhile projects that foster sharing, caring, and companionship to members in our school community.

The Student Council often raises funds through school-wide activities, including social

events, community and school projects. It is a structure for students, through which they can become involved in the affairs of the school and work in partnership with the student body for the benefit of the school, its students and the community.

Field trips

Students benefit from first-hand experiences which enable them to make sense of the world around them.

Trips are a way of bringing the curriculum to life and into reality. In the past year our youngest children have enjoyed trips to a local farm, the fire station and plant nurseries to develop their understanding of the local community.

Further up the school, trips out are seen as just as important, with Year 5 and Year 6 going on residential field trips for two and three nights respectively. Both of these trips provide opportunities for team building and cooperative work and the students experience independence in a supportive environment.

The sports department also organises trips to other schools, mainly in Blantyre, to enable teams to participate in competitive sports and sporting festivals.

In order for a student to participate in a field trip we require parents to complete and sign the consent and medical forms at the start of the year. 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 organising teacher(s).

BMIS also sponsors other activities involving travel, including sports events and visits of educational interest. For these optional trips specific information and release forms are issued by the organising teacher. As these teachers and chaperones are assuming parental responsibility on school sponsored trips, they have delegated authority from the School Director to take whatever actions they deem appropriate while on a trip.

Homework

Reading and building Literacy Skills

Homework at BMIS takes into consideration the need for our young students to be able to relax, enjoy family time and play, when they return home at the end of the day. To this end our homework mainly focuses on fostering a love of reading and building literacy skills.

Guidelines

- Generally Yrs 1-5 Reading only
- Year 6: Reading with other tasks assigned as and when required. These tasks will be related to the units of inquiry. During PYP exhibition, students will have different tasks related to their own investigations and inquiries, these may include research, reading articles, looking for resources, or asking questions about their issues

- The Educational Support Department will monitor and advise if any student needs extra work in specific areas
- Ed Support will allocate homework for their students as required
- Years 1 - 5 teachers can allocate a specific project as homework which must be related to the unit of inquiry or for a specific event e.g. Science fair or Exhibition. This will only be done after discussion and agreement between the Year group and the PYP Coordinator

Students are encouraged to read for work and for pleasure, as part of their homework. In Years 3 to 6, reading books will be chosen and changed when children request. Books will not be allocated but chosen by the individual children. Some of the book resources they can use are:

- Class libraries
- Main library
- Raz Kids
- Books from a home collection
- Books lent to them by friends
- Children's magazines, hobby journals, sporting publications etc.

Lower Primary Reading Guidelines

Daily reading to parents, with parents and by parents, should be a part of family life.

- Reception - Monday to Thursday - Reading to your child
- Year 1 - Reading to your child and listening to them read.
- Year 2 - Listening to your child read (15 minutes) and also reading **to** your child

Upper Primary Reading Guidelines

Reading and literature are important aspects of the PYP programme. Students in Years 3 - 6 are encouraged to spend time on private reading each night. Reading **to** older children is also a great way for parents to share their children's passions. Letting them listen to you or an older sibling or other family member reading, can be relaxing and very enjoyable.

As a guideline the timing below is suggested per night, for reading and sharing books:

Monday to Thursday: Year 3 – 20 min

Year 4 – 30 min

Year 5 – 40 min

Year 6 – 40 min

Responsibilities of Parents

Learning should be an enjoyable, non-stressful experience for children.

Encourage reading! Be involved in reading at home by listening to, reading with and reading to your children (in equal amounts). Remember the teaching of reading is done at

school: reading at home should be an enjoyable experience.

- Set up a quiet space at home that is conducive to doing reading
- Allow your child enough time to do private reading for pleasure
- When other tasks are assigned in Year 6 encourage your child to do these and check that the work recorded in the communication book is completed
- Support your child by helping to provide resources, advice and assistance with the interpretation of information and instructions
- Communicate with teachers for positive feedback or to talk about issues that arise.

Parents open the channels of communication with their children by talking about their day and asking questions. Here are some examples:

- What new things did you learn today in school? Why do you think you learned this?
- What was your favourite moment? Why did you like it?
- Who did you play with? What did you play?
- What did you find challenging today? Why was it challenging?
- How did you overcome the challenges?
- What are you proud of? Why are you proud of this?

Celebrating achievement

In the Primary School it is our aim to reward positive behaviour and work habits and allow children to celebrate their achievements. The “Golden Book” is a record of children who displayed the learner profile qualities and have been awarded a Golden Ticket. These are displayed and updated on a board throughout the year.

At the end of the third term we hold ‘celebration’ events.

- The Head Teacher’s Award, Sporting and House Awards are presented in a special assembly.

Parental Involvement

Bishop Mackenzie International Primary School operates an open door policy and welcomes parents to the school. Parents are involved in a number of activities at the school.

Parents are also approached, from time to time, to assist with class excursions or to share their expertise in support of particular areas of the curriculum.

Equal Opportunities

No person at Bishop Mackenzie International School shall be discriminated against on the basis of race, nationality or ethnic origin, colour, religion, gender, age, marital status, 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.

- Expectations of student behaviour and language with regard to discrimination are made very clear.
- We shall actively challenge discriminatory behaviour or language and take action if necessary.
- Management and staff shall continuously monitor their own language and the materials that they use
- 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.
- 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 characterised or disadvantaged.
- The educational experience we offer shall foster an appreciation of the unity of humankind, respect for its diversity and respect for the culture of Malawi.

Clinic

The school clinic is near the hall and the cafeteria and provides first aid services to students. If a child is sick, or has been hurt, they are admitted to the clinic and the parents are duly informed by telephone. Notes are sent to both the teacher and guardians informing them of what has happened and whether there is a need to see a doctor. **It is therefore imperative that we have up to date contact information from all parents.**

Lower Primary Procedures

If a child is hurt during break:

1. If the injury needs attention from the nurse, the TA **must** tell the teacher on duty before sending the child to the nurse.
2. Year 1 and 2 children may go to the nurse with one friend, after obtaining permission from the teacher on duty.
3. Reception children should be taken to the nurse by an assistant, after informing the teacher on duty. They may **not** go on their own.

Upper Primary Procedures differ only in that the students are more independent, so they will normally go to the clinic alone.

Educational Support

(BMIS) believes that all students are entitled to a broad and balanced curriculum which is differentiated to meet individual needs and which enables them to reach their full potential. Students may need Educational Support if:

- they have a significantly greater difficulty in learning than the majority of students of the same age.
- they have a disability which prevents, or hinders them from making use of educational facilities of the kind generally provided for students of the same age.

All teachers are considered to be teachers of children with special educational needs and the teaching of these students is a whole school responsibility, requiring a whole school response.

Educational support can be defined as any educational provision additional to, or otherwise different from, that generally available to other students of the same age at this school. Support is offered to students whose needs and requirements fall within the following broad areas:

- English as an Additional Language (EAL)
- Cognitive and learning, a specific learning difficulty
- Behavioural, emotional and social development
- Speech and language difficulties
- Sensory and/or physical, hearing or visual impairment
- Response to gaps in learning as a result of school transfers

BMIS promotes an inclusive approach to education based on a philosophy which views diversity of strength, ability and need as natural and desirable. However, there are physical limitations to the resources and facilities available to the school which will impact on this diversity.

The Educational Support Team aims to support the inclusion of all students admitted to BMIS with specific educational needs.

It is preferable for students with potential difficulties, who are newly enrolled at school, to remain in the mainstream classroom for one term and only be offered withdrawal after a one-term review of progress. However there will be students with significant levels of need who will be offered support immediately on arrival. In a similar way, there will be some students whose needs cannot be met within the provision offered by the school.

BMIS uses an internal referral process when it is considered in the best interest of a child to be further assessed and supported. Parents will be kept fully informed of any such internal assessment in order to work hand in hand to support the child's personal development. Identified needs are supported within the classroom wherever possible.

Extra support and/or withdrawal may be provided, as necessary. Any student accepted for Educational Support will be provided with a document outlining this support – an Individual Education Plan (IEP) or a Support Plan (SP). This document will outline the support to be provided, with targets for each student receiving Educational Support.

The Personal, Social and Physical Education Programme (PSPE)

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being.

Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health development and

contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

PSPE is integral to teaching and learning in the PYP and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally minded students and effective lifelong learners. As lifelong learners we strive to make sense of our lives and the world around us by constructing meaning, exploring concepts and revising understandings. Lifelong learners adopt a positive attitude to learning, develop and apply strategies for critical and creative thinking, engage in inquiry, make connections and apply new learning and skills in different contexts. In order to become successful learners, it is necessary for students to feel empowered by their learning, to value and take responsibility for their learning, to demonstrate resilience and to develop independence. Such learners are able to reflect on themselves, their experiences, and the process of learning in order to support personal growth and their ongoing commitment to personal, social and physical well-being.

There will be a focus on PSPE through the PYP units of inquiry, during regular school assemblies as well as during class meetings on Fridays. Through our assemblies, the common focus of primary school will be to develop specific aspects of our PSPE curriculum.

After School Activities

Our facilities and the pleasant climate of Malawi allow us to offer an exciting array of afternoon activities. At BMIS, 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 from Years 3 to 6, to register for at least one activity each term, many choose to do several! We offer a few activities to Years 1 and 2. These activities change from term to term, depending on the demand and scheduled events. Each year we aim to develop our sporting and performing arts programmes to maintain high standards.

Swimming Pool

During term time the swimming pool is not available to the public, from Monday to Friday, because it is in school use. However, it will be open to parents, at certain times, from close of school on Friday's through to Saturday lunchtime each week. Times will be posted on the board outside the swimming pool complex.

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

For safety and security reasons-

Do not enter the swimming pool premises if there is not a lifeguard present.

Do not ask the security guards for the key.

Cafeteria

Children in Years 3, 4, 5 and 6 may go to the cafeteria during 1st and 2nd break to buy snacks and drinks. Children from Reception to Year 2 are only allowed to go to the cafeteria with a parent or guardian at the end of the day.

The cafeteria offers a range of healthy snacks and drinks and also offers a “Special” meal each day. The forthcoming weekly menu is attached to Mawa, our weekly newsletter, each Friday.

Fast Food deliveries from commercial companies are not allowed in school.

BREAK TIMES AND EATING

- Students should show **responsibility** and eat during breaks.
- Students should show **respect** and pick up all the rubbish.
- Students must find a seat and eat from 12.00 until 12.10
- Students must **EAT**:
 - In the cafeteria**
 - On the bleachers**
 - In the picnic area**
- Students must **PLAY** –
 - On the fields**
 - On the play equipment**

1st and 2nd Break

- Students are not allowed to go back to the classrooms or play in the classroom / toilet area.
- Primary student eating area/quiet area goes as far as the secondary music room.
- Children should not be near the library or the primary music room at break times as there is nobody on duty in these areas.

Picnic area outside Primary office:

- This is a quieter area – for eating between 12.00 and 12.10
- Students must not sit on the steps outside the office- visitors need to be able to get in!
- Students must sit to eat their snacks – no playing and eating.
- The basketball court area can be used only for basketball, from 12.10, no football games on the basketball court.

Main Field:

- This area extends over two fields – directly behind lower primary classes and the field in front of the PE block (behind the upper hall).
- Ball games are only allowed on the field nearest the PE block, behind the upper Hall.
- Football can be played on the field nearest the PE block **at second break from 12:10**. No football on a Friday.
- There is **no eating** allowed on either field during either break.
- Students must use the play equipment properly.
- No tree climbing.

Drinking water and food

The school provides a limited water supply through dispensers. However, we recommend that parents make sure that their children have adequate supplies of healthy drinks or water and snacks to last the full day, especially if they are taking part in the After School Activities programme.

Information and Communication Technology (ICT) at BMIS

We have a *Bring Your Own Device Policy*, for years 5/6, that allows students to connect devices brought from home to the school Wifi.

Devices should not be taken out of the classroom during breaks. They should be locked up when not in use. The school can't be held responsible for things stolen from classrooms.

Parents and students will sign an agreement on how to use devices in a sensible manner. Parents will also sign an indemnity form and a photo permission slip during the first week.

Library

Students and parents are encouraged to use the library for study and pleasure.

Opening hours during term times are from 07:30 am until 16.00, Monday to Thursday and until 12:15 on Fridays. The library is closed on public holidays.

Borrowing Entitlements of Students:

Students may borrow as follows:

Reception - 1 book at any given time.

Years 1 & 2 - 2 books at any given time.

Years 3 to 6 - 3 books at any given time.

Years 7 to 11 - 4 books at any given time.

Years 12 & 13 - Depending upon the subject choices

For special projects, the Librarian may allow additional books to be taken out.

Loans are recorded on the Follett-Destiny Library System.

The usual loan period is one week, however, books may normally be renewed by requesting another week from the librarian.

Reference books may not be taken out of the library.

School bags and any other belongings should be left outside the Library.

All library books should be brought in a separate bag or a 'library' bag.

Library bags are on sale in the office.

Students may bring in notebooks and writing materials as necessary.

No food or drink should be brought into the Library. Talking should be kept to a minimum so that students can read and work in a quiet atmosphere.

Before each long holiday, all students are asked to return their books to the Library.

Procedure for books lost by students:

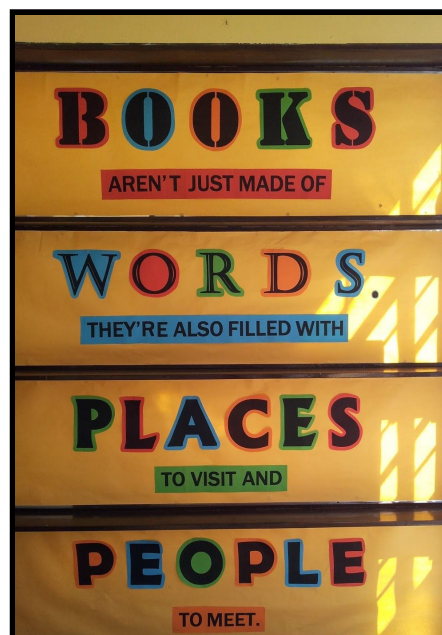
In the unfortunate event of a student losing a book belonging to the school or badly damaging a book beyond repair, the same book must be replaced. In the event that a student is unable to replace the book then he/she must pay for a copy of the same book, with the addition of shipping & handling (S&H) costs, so that the school can arrange to replace the book on their behalf.

Books which are published before 1985 or an old book for primary with not more than 20 odd pages come with a minimum charge of \$5

Minimum charge for any lost or damaged book published 1986 onwards, for which the cost cannot be found, the charge will be \$10.

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

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



School Day

The school day begins at 7.15 am each day

Lower Primary	Upper Primary
<ul style="list-style-type: none"> ❖ From 7.00am Classroom Assistants are available to welcome children into class in the Lower Primary area. ❖ Children should go straight to their class when they arrive and should not play in the play area or in the sandpit. ❖ The day ends at: <ul style="list-style-type: none"> ➤ 12:40 pm Monday- Thursday ➤ 12.00 pm on Friday. 	<ul style="list-style-type: none"> ❖ From 7.00am, children may leave their bags outside their rooms. ❖ NO students around the classrooms between 7.00am and 7.15am, ❖ Students may go to the field or picnic area until the bell rings at 7.15am ❖ The day ends at: <ul style="list-style-type: none"> ➤ 1.50 pm Monday-Thursday ➤ 12.15 pm on Friday

Primary Assemblies will usually take place on Fridays from 11:30 to 12:15pm. Any changes to this will be announced in Mawa a week before the assembly

Punctuality

Punctuality is very important in the mornings and whilst moving between lessons.

Please arrange for your child to arrive at school between 7:00am and 7:15 each morning.

School commences at 7.15am when a bell rings as a signal for students to go to their classroom.

Students arriving after 7.15am must report to the office and tell the secretary. She will then amend the register.

Students must be collected **promptly** at the end of each school day.

Lower Primary	Upper Primary
Parents/drivers who arrive later than 12.50 must collect children from the primary school office .	Parents/drivers who arrive later than 14.05 must collect children from the primary school office .

We do understand that there are rare occasions when parents or drivers cannot avoid being late but you must call the office on 01756364/984/631 if you know you are going to be late for pick-up.

Lower Primary Playground

This playground is for the use of children in **Reception, Year 1 and Year 2 only**.

Children in Years 3 to 6 are not allowed in the Lower Primary playground before or after school. Lower Primary students must be supervised by parents after school.

Older siblings are not allowed on the equipment.

Attendance

If a student is absent from school, a parent/guardian should email the class teacher as soon as possible, explaining why the child will be absent from school. If an absence is foreseen, an email or written message should be sent to the class teacher and copy the Head of Primary, giving dates and the reason for the absence.

Permission to leave school, during the school day, may be obtained by sending an email or bringing a letter to the School secretary during registration.

In case of leaving school, during the day, the student must be collected from the primary office by a parent or other designated adult. The student will need to be signed out and a "leaving" slip taken to show to the gate security.

A student absent for more than 20 school days in the year will be subject to review by the Primary Leadership team and it may be advised that the student should repeat the school year.

Health and School Attendance

Attendance at school is important, especially given that there is continuous assessment taking place across all the IB (PYP, MYP, DP) classrooms. 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 him/her to school on any given day, it is best to keep your child home and observe him/her for worsening symptoms.
- If a child is too ill to attend school in the morning, it is recommended that he/she 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.

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.

Recommendations when to keep your child at home.

Colds/flu	Student needs to remain home if he/she has 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 the school nurse if your child has chicken pox/measles etc.
Diarrhoea	If a student has diarrhoea 2 times in a day, he/she needs 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 to be evaluated by a physician if he/she complains 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. Please note that conjunctivitis is contagious and the child should avoid rubbing the eye ensuring he/she washes his/her hands regularly.

Fractures and Surgeries	Parents need to contact the class teacher 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.
Cuts and Injuries	If a child has an open wound, please ensure that it is properly dressed/covered before she/he comes to school. If there is an accident at school, the nurse will assess the injury, administer first aid as appropriate and notify parents as soon as possible by phone and/or note as to the type and status of any 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. Children with head lice must be kept home until an effective treatment has been administered. The school nurse can do checks for nits and if found parents will be advised to treat the condition but the child may remain at school. If the school nurse finds live head lice then parents will be contacted and the child must not remain at school.
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 him/her to return to school.
Tonsillitis/Strrep 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 he/she has 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.

School Uniform

Boys' Daily Uniform

- Navy blue or black trousers/shorts
- Plain white polo/golf shirt- with school crest- buy from school/ without crest if bought elsewhere

Girls' Daily Uniform

- Navy blue or black pleated or plain skirt/skort or trousers- skirt/skort must be no shorter than one hand width above the knee
- Plain white polo/golf shirt- with school crest- buy from school/ without crest if bought elsewhere

ALL

- Socks plain, grey, black, navy or white. Girls may wear plain tights or leggings/grey, black, navy or white with skirt/skort or shorts
- Black or brown leather/ leather type shoes or covered toe sandals/no CROCS
- Jumper, cardigan, sweatshirt- navy, black, grey- NO HOODIES
- A hat is requested for playtimes and PE

Other Appearance Guidelines

Generally, jewelry is discouraged because of safety during PE and swimming, when it has to be removed.

These things may be worn but removed for PE/Swimming

- A neck chain
- 1 pair of ear studs
- A watch

Coloured nail polish/ makeup/ body art are not acceptable at any time except for dress-up days.

School tracksuits are also available in the school shop and the tracksuit top makes a very good jacket/ jumper for school, on cooler days. **A tracksuit (trousers and jacket together) is sports wear** and should not replace the normal day uniform.

PE UNIFORM

PE kit has:

- BMIS White round neck T-shirt (A plain white t-shirt is acceptable for in-school PE lessons)
- Plain Navy/Black shorts
- Appropriate sports trainers/shoes
- Water bottle
- Hat (requested)

Swimming Kit:

- **Rec to Year 2 Girls-** One piece swimming costume
- **Year 3 to Year 6 Girls-** One piece swimming costume- blue or black
- **Rec to Year 2 Boys-** Swimming shorts- no longer than mid-thigh
- **Year 3 to Year 6 Boys-** Swimming shorts- no longer than mid-thigh-blue or black
- Flip-flops/plastic beach shoes
- Swim Caps for children with long hair

Swimming Pool Lessons and Activities

- Long hair must be tied back
- No jewelry of any kind to be worn in the pool
- If a child has forgotten any of the above it will be recorded onto a kit register. If a child forgets their kit twice (within the same term) then an email will be sent to the classroom teacher who will then upload the incident as a level one offence on ManageBac.
- If a child forgets the kit four times (within the same term) the classroom teacher will be emailed who will then upload the incident as a level two offence on ManageBac.
- Where possible the child will be given spare kit which must then be returned to school, washed, as soon as possible.



Safety and Security

Fire precautions and safety procedures are posted in each room. Fire, earthquake and riot drills will be carried out regularly to ensure that students and teachers are familiar with the procedures.

Should it be necessary to evacuate the school campus in an emergency, any instructions given by an authorised member of staff must be obeyed immediately and implicitly by each student.

No student, under any circumstances, should leave the rest of the student body in such an emergency.

Lost property

Items which are found on the school campus are taken to the school office and then put into a lost property cupboard by the school uniform shop.

All items brought to school must be labelled. The school cannot accept responsibility for loss or damage to students' personal property.

Clearly labelled items are always returned to students.

Social Events

Social events for students are planned into the school calendar, to provide children with an opportunity to develop social skills in situations not normally experienced in their day to day activities.

- 1 adult to 4 pupils in Reception
- 1 adult to 6 pupils in Years 1 and 2
- 1 adult to 10 pupils in Year 3 to 6

The BMIS code of conduct will be applied to such events.

Guests will be allowed only after approval has been granted by the Head Teacher and in limited numbers.

As with all school events, we welcome parental support at social events.

Birthdays

Should parents wish to share a birthday treat (cupcakes, mini sandwiches, fruits, popcorn, etc.) with classmates of their child, they should send a note to the class teacher a few days

before the birthday. On the day, the parents may send the treat into school. We encourage to send in cupcakes instead of a cake to make serving easier. Treats can not contain any nuts due to our NO NUTS policy. If parents decide to send in a cake, they are kindly asked to please give a **knife** to cut the cake directly to the teacher as well as bring in **napkins**. Parties cannot be organised in school time.

Party Invitations

School is an ideal opportunity to deliver invitations to a birthday party. However, they can create huge problems where one child, for example, is not invited.

If you would like to invite all children from one class, then invitations can be distributed with teacher's help at school.

However, if only a few children from a class are invited, invitations have to be distributed outside of school. We thank parents for their understanding.

However, please be sensitive and understand that to help develop all children's self-esteem, we encourage parents to invite ALL children from a class or school group.

It is not possible for the teacher to email other parents about birthday parties or give out contact information for other parents.

No Nuts Policy

We have a few children in our school who are severely allergic to nuts and nut products. We therefore have a **NO NUTS policy** throughout the school.

This covers products such as salted peanuts, peanut butter, energy bars, nut oils, biscuits and sweets containing nuts and other whole nuts.

Written Communication from School to Home

From time to time the school issues important written communication to parents which are sent home with the students. It is the responsibility of students to ensure that all written communications are handed to their parents on the day of issue but it is also the responsibility of parents to check bags at the end of each day. We also communicate by email to the school community so please make sure your email address has been given to us. Parents may wish to communicate with the school through the Communication Book for Years 5 and 6 only. Children in Year 3 and Year 4 have a homework book which is used to record daily homework and to send messages between home and school. There are also some useful pages to fill in with contact information- please help your child to fill these pages in at the start of each term.

Newsletter- Tikambe!

An official newsletter “Tikambe” is published at the end of each month and is passed on to parents via email. It contains general information about student activities, reports on school events, articles and topical notices. Please make sure we have your **correct email address** on our distribution list.

Each Friday, the newsletter “Mawa” is published, containing important dates for academic, sporting and social events at school. It also has a copy of the cafeteria menu each week.

Reporting to parents

Meetings with parents and written reports provide an opportunity to review a student's progress to date, discuss strengths and areas of growth and set goals for the future.

These meetings give parents the opportunity to ask questions, share their thinking and gain insight into their child's settling down at school, performance and attitudes.

The current process is as follows:

August 20 August 2019 Lower Primary - Upper Hall 21 August 2019 UpperPrimary - Upper Hall	Parent Introductory Evening Upper Primary and Lower Primary will hold a separate informal introduction to the school, your child's class teacher, expectations for the year and the curriculum.
October 1st October 2019	Settling-In Conference Lower Primary: Parents and teacher meet to discuss how your child is settling in and to set goals going forward. Upper Primary: Student, parents and teacher meet to discuss how the child is settling in and to set goals going forward.
December 6 December 2019	Mid Term Report: These reports are sent via Managebac. You will receive an email stating that the report is ready to view or download.
February 12 February 2020	Lower Primary: Parent-Teacher Conferences for all parents, to discuss how your child has progressed since the report. Upper Primary: Student-Parent-Teacher Conferences for all parents, to discuss how your child has progressed since the report.
May 6 May 2020	Student-Led Conferences: This is an opportunity for students to share their learning with parents.
June 18 June 2020	Final Report: These reports are sent via Managebac. You will receive an email stating that the report is ready to view or download

If parents wish to meet with the teachers at other times during the school year, they may make an appointment with the teacher directly.

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 BMIS PTA is a committee of proactive parents and teachers who come together to assist the school to develop and continually improve its facilities, infrastructure, environment and atmosphere for the benefit of all the students.

The PTA is committed to co-operation between parents, teachers, students and the community, to financially assist and actively support BMIS whilst promoting a spirit of fellowship and fun. New members are always welcome and always needed. The dates of PTA meetings are in the MAWA newsletter each week.

Parental Concern Procedure

The following procedure is designed to allow all parents of children in the school to express concerns to the school, in a manner which 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.

- Any complaint should be made on a personal basis, 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.
- 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 in the complaint and come to a decision about the action required.
- All parties will be informed of this action and a written report will be sent to and kept by the Director for information.
- 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 a record will be kept by the Director.

The Board's decision is final.

BMIS PYP BEHAVIOUR GUIDELINES

BMIS Mission Statement

BMIS educates and inspires students to value integrity, cultural diversity, and the pursuit of wellbeing 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.

The goals of the PYP Behaviour Guidelines are to create a safe environment that is conducive to learning for all students and to develop in our students, an awareness of how their personal actions affect others and the overall school community.

To this end, **5 Golden rules** have been created to highlight our behaviour expectations.

Golden Rules

We are honest at all times (social skills)

We respect each other, use appropriate language and listen to each other (social and communication skills)

We reflect on our learning and our behaviour; we learn from our mistakes (social skills)

We accept responsibility for being organised, ready for class with appropriate resources and on time (self-management skills)

We collaborate to find solutions to our conflicts (social and self management skills)

STUDENT'S RIGHTS & RESPONSIBILITIES

The relationship between rights and responsibilities is pivotal to behaviour expectations for our PYP students. To preserve these rights for everyone it is necessary for us to uphold and honour our responsibilities. It is through choice, reflection and action that we will develop life skills, as well as attitudes and attributes, from our **IB Learner Profile** which are necessary, inside and outside the school community.

PYP teachers and students work together to build classroom essential agreements that are consistent and aligned with the BMIS Golden Rules.

Teachers, students, parents and administrators are committed to working together to address disciplinary matters with the aim to help students develop strategies to self-regulate behaviour and take responsibility for their chosen actions.

LEARNING Everyone should be free to learn, teach and express him or herself without being interrupted.	
RIGHTS I have the right to..	RESPONSIBILITY It is my responsibility to..
Learn and help others learn	Respect others in the learning process. <ul style="list-style-type: none"> ★ Come to school on time and be ready to learn ★ Following directions and demonstrate best behaviour in class ★ Being engaged in learning and putting forth my best effort ★ Understanding that making mistakes is part of the learning process ★ Moving within the school environments in an orderly manner that is respectful of other learners
SELF Everyone should be able to play, work, read, study, teach or spend time quietly and peacefully without unwelcome interference.	
RIGHTS I have the right to...	RESPONSIBILITY It is my responsibility to...
My own individual style as both a person and learner	Allow others their personal style Ensure that others also feel respected and safe <ul style="list-style-type: none"> ★ Showing awareness of myself and others as learners and thinkers ★ Regulating and taking responsibility for my actions ★ Acting in a principled, responsible manner with all members of the BMIS community ★ Taking care of my personal hygiene and health
Feel respected and safe at BMIS	

SELF Everyone should be treated fairly, and have their feelings and cultures respected.	
RIGHTS I have the right to...	RESPONSIBILITY It is my responsibility to...
Be myself and to be happy in school	Act with integrity and respect for others. This means that I am responsible for: <ul style="list-style-type: none"> ★ Speaking to others in a kind and respectful way ★ Being considerate of the feelings of others and their personal space ★ Showing tolerance and appreciation for all personal and cultural differences ★ Respecting all members of the BMIS community on the campus: teachers, assistants, support staff, parents, volunteers, and classmates
PROPERTY Our belongings and environment should be looked after and protected	
RIGHTS I have the right to...	RESPONSIBILITY It is my responsibility to...
Enjoy the facilities and environment at BMIS	Do whatever I can to protect and to preserve the property and environment of this school and community This means that I am responsible for: <ul style="list-style-type: none"> ★ Taking care of my own property ★ Respecting the property of others ★ Cooperating with others in a respectful manner when using shared equipment ★ Using equipment in the manner for which it was designed ★ Keeping our school free from destruction and reminding or reporting anyone who fails in that responsibility

PYP students will be responsible for complying with these behavioural expectations all around campus and at any time. Each student is held responsible for his or her actions when under the supervision of school personnel.

Once students have been dismissed, **parents or guardians are expected to adhere to all policies and procedures in this document whilst on campus.**

CONSEQUENCES

Actions to be taken by all teachers (including specialists) with the student

1. Discuss with student(s) their behaviour in connection with the 'Golden Rule' that he/she has not followed - on the 3rd occasion go to the next step

2. Next step - 'Down-time' in the classroom - Set student in a different area of the class and let him cool down for a few minutes - allow for student to have a reflection writing time - student fills Golden Rule Think sheet
3. Student to go to Lower Primary Coordinator in LP/ Student to go to the PYPCo in UP. Think sheet or Behaviour contract (depends on behaviour) - signed by teachers, parents, students. - Incident reported on Managebac by coordinator
4. Student will be recommended to have Behaviour Counselling
5. Student to go to the Head of Primary - Incident reported on Managebac by Head of Primary or PYPCo
 - a. Head of Primary meets with parents
 - b. Highlighted offences are an instant referral to Head of Primary - Internal suspension

Note: If incident happens at break times or after school then straight to step 4

OFFENCE AND ACTIONS

Golden Rule	Examples of consequences/	Roles, responsibilities. Action taken
Highlighted offences are an instant referral to Head of Primary		
We are honest at all times	<ul style="list-style-type: none"> • Use of electronic devices and/or applications without teacher consent. • Dishonest behaviour; lying or instigating • Theft 	Please see consequences at the top of the page.
We respect each other, use appropriate language and listen to each other	<ul style="list-style-type: none"> • Not following classroom agreements • Interrupting class or disruptive behaviour in class or on field trips • Inappropriate or disrespectful behaviour to any member of the BMIS community or the environment (including students, teachers, non-teaching staff and parents, littering) • Inappropriate or disrespectful use of technology - inappropriate websites and use of emails • Swearing/foul language • Threatening to hurt someone • Fighting • Physically hurting someone deliberately 	
We reflect on our learning and our behaviour; we learn from our mistakes	<ul style="list-style-type: none"> • Leaving the classroom without permission • Inappropriate or disrespectful behaviour in class or field trips (repeated incident is breaking 2 golden rules at the same time) 	

We accept responsibility for being organised, ready for class with appropriate resources and on time	<ul style="list-style-type: none"> • PE Kit • Uniform • Prepare for special events such as field trips, assemblies and Exhibition 	
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Bring Your Own Device Guidelines

Our Bring Your Own Device (BYOD) guidelines aim to bring 21st century learning to every classroom at Bishop Mackenzie International School. It will introduce meaningful ICT integration into teaching and learning.

This will be achieved by allowing students to:

- access a wealth of information that may not be readily accessible
- become responsible users of the internet and develop Digital Citizenship
- reduce their carbon footprint
- develop responsibility in the use of and care of modern digital devices.

Devices

It is recommended that devices are brought in a padded bag or protective sleeve which is used only for the appropriate device (i.e. not books or other supplies). Students are encouraged to bring the following devices and use them in the following locations:

Location	Laptop, Netbook, and Tablet (Recommended)	eReader/Kindle
Classroom	As directed by teacher	As directed by teacher
Lunch Period	No	Yes
	Note: For educational activities	Note: For educational activities or free reading time

NO GAMING DEVICES ALLOWED

Internet Access

All devices brought into school must have antivirus software installed and updated and must

be capable of WIFI access. The school provides internet access through its WIFI network. While internet access for the device at home would be useful; it is not a requirement.

Charging of Devices

Devices that are brought to school should come fully charged and must have a LONG LIFE BATTERY that lasts the entire school day. The school will not provide power outlets in classrooms for charging devices. Teachers will not permit students to be distracted from lessons due to the charging of devices.

Software

No software needs to be purchased

Acceptable Use of Device

School policy applies to all devices on school grounds or using the school's WIFI network. Please note the ACCEPTABLE USE POLICY needs to be signed and will be held in the school's files.

Responsibility for Devices

Each student is responsible for his or her own device. Purchase, repair and security of the device is the responsibility of the family. The school provides lockers, which can be used to secure devices. Bishop Mackenzie International School takes no responsibility to search for lost or stolen devices nor is there any assumption of financial responsibility by Bishop Mackenzie International School for damaged, lost or stolen personal computing devices. It may be wise to acquire theft or hazard insurance for devices.

Storage of Work and Printing

All students' work will be stored online. The use of a flash disk /thumb drive/USB key as a backup for times when there are difficulties connecting to internet services is recommended. Students will not have access to printing directly from their device. The school will provide the following alternatives

- Printing through the school computers
- Electronic delivery of documents through email and other online services.

Access to the School's Resources

In order to get access to the school WIFI network, each device must be registered with the school Network Administrator. This can only be done if:

- The student can produce a signed acceptable use agreement form
- The student's device is acceptable
- The device has up-to-date antivirus software

Student Access to the Internet -Aims

BMIS encourages students to use the internet as a resource which will allow the

development of skills as well as to seek, analyse and evaluate information available through the internet.

This accords with the following extracts from the school's Mission and Aims:

- to prepare students to become responsible, self-reliant, contributing and productive citizens of the ever-changing world;
- to develop skills for independent, creative and critical thought;
- students are offered education in an international context which ensures transferability and continuity with educational institutions around the world.

Internet Roles and Responsibilities

The School

BMIS acknowledges a duty of care regarding access by students to the internet in school time and on school equipment, due to the availability of offensive material (for example, pornographic, racist and fascist material), teachers will inquire into and evaluate websites and resources in order to give guidance to students in the appropriate use of such resources.

Parents

BMIS believes there are more benefits when students access information with parents. This is an opportunity for collaboration and to engage in students' learning process. However, BMIS respects each family's right to decide on content from the internet as well as the device students bring to school.

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 their access to the internet with care and respect for themselves and others.

Guidelines

BMIS will provide access to the internet, including student email addresses.

The school will, as possible and reasonable, control and monitor access to the internet.

Copies of regulations for internet use, including the control and monitoring arrangements, will be provided for parents. Older students- Year 3 to Year 6 will be required to sign an agreement indicating that they understand and are prepared to follow school guidelines regarding internet use.

Students found to have been accessing unsuitable sites or otherwise breaching the school's regulations, will be excluded temporarily or permanently from internet use in school, depending on the seriousness of the issue. Parents will be immediately be informed of the reason

Use of Media

Learning experiences at BMIS cater to students' inquiries, there are multimedia resources that enhance the inquiries and allow students to gain deeper understandings in their learning process. These resources are thoughtful and purposefully planned to the units of inquiry or other learning engagements students work on.

Planning for Media Usage

When selecting a multimedia tool as a teaching and learning resource, teachers will:

- ensure that curriculum resources are suitable for the age group using them,
- ensure that media resources link directly to the year level's current curriculum
- consider the particular needs of all students
- ensure students are not exposed to offensive or obscene materials or themes
- consider the words, behaviour, images or themes of the resources in terms of the: impact on the audience age group, literary, artistic or educational merit of the material, the intention of the author and general character of the material, how parents might react to their children being exposed to this content, impact on persons from different ethnic, religious, social and cultural backgrounds.

In Primary, all teachers will share and discuss potential video and multimedia resources in their year level planning meetings with the PYP Coordinator, to ensure that all materials have been vetted and approved as appropriate.

Duration of Multimedia and Video Teacher discretion must be used when evaluating the extent of video or multimedia resources used in the classrooms, which will be age and content dependant. However, as a broad guide, a 3-5 minute video clip would be viewed as an appropriate introduction to a new topic or an illustration of a point. Video content beyond this should only be used when strictly relevant to the teaching concerned, and must be the most appropriate means of conveying the content. Remember that the most valuable resource is the teacher spending quality teaching time with the students and any extended periods of time watching video may be open to justifiable criticism.

Risk of Close Proximity to Screens

With interactive touch screens becoming more popular in the school opposed to a projector, there are some risks associated with being close to the screen. While old fashioned CRT televisions emit small levels of radiation "It is important to note also that flat panel TVs incorporating Liquid Crystal Displays (LCD) or Plasma displays are not capable of emitting x-radiation. As such these products are not subject to the FDA standard and do not pose a public health hazard." (1)

That being said, there is ongoing research that is emerging about the potential harm from being in close proximity to electronic devices, including LCD screens and telephones. There is the added risk of working close to a screen where one's eyes are unable to appropriately adjust to the screen. As a guide, where students are required to work in close proximity to a screen, this should be limited, so as to avoid unnecessary risk of electromagnetic radiation and eye-stress from working too close to the screen.

(1.)<https://www.fda.gov/RadiationEmittingProducts/ResourcesforYouRadiationEmittingProducts/ucm252764.htm>

Contact Information

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