



BISHOP MACKENZIE  
INTERNATIONAL SCHOOL



PRIMARY SCHOOL

# PRIMARY YEARS PROGRAMME PYP HANDBOOK

2025 – 2026

Diverse | Inclusive | Sustainable | Joyful

[www.bmis.mw](http://www.bmis.mw)





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**BMIS ACADEMIC CALENDAR**

**IMPORTANT DATES**

2025  
2026

<b>August</b> Mo Tu We Th Fr Sa Su 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	<b>September</b> Mo Tu We Th Fr Sa Su 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	<b>October</b> Mo Tu We Th Fr Sa Su 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	<b>SPECIAL DATES</b> New Family Induction 11 Aug 2025
<b>November</b> Mo Tu We Th Fr Sa Su 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	<b>December</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 14 15 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>January</b> Mo Tu We Th Fr Sa Su 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	<b>STUDENT HOLIDAYS</b> 20 - 22 Sep 2025 Long Weekend 13 - 17 Oct 2025 Mid Semester Break 16 Jan 2026 PD Day 2-3 Mar 2026 Long Weekend 28 Mar - 12 Apr 2026 Easter Break
<b>February</b> Mo Tu We Th Fr Sa Su 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	<b>March</b> Mo Tu We Th Fr Sa Su 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	<b>April</b> Mo Tu We Th Fr Sa Su 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	<b>SEMESTERS</b> Semester One 83 Teaching Days Aug 12 - Dec 12 2025 Semester Two 97 Teaching Days Jan 12 - Jun 18 2026 Total 180 Teaching Days
<b>May</b> Mo Tu We Th Fr Sa Su 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	<b>June</b> Mo Tu We Th Fr Sa Su 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	<b>July</b> Mo Tu We Th Fr Sa Su 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	<b>PUBLIC HOLIDAYS</b> 15 Oct 2025 Mother's Day 25 Dec 2025 Christmas Day 26 Dec 2025 Boxing Day 1 Jan 2026 New Year's Day 15 Jan 2026 John Challenor Day Off 3 Mar 2026 Maryn's Day 20 Mar 2026 Eid al-Fitr (Tentative Date) 3 Apr 2026 Good Friday 6 - 10 Apr 2026 Easter 1 May 2026 Labour Day (May Day) 14 May 2026 Kamaau Day 6 July 2026 Independence Day
			<b>INTERNATIONAL CALENDAR DATES</b> 3 Sep 2025 Prophet Muhammad Birthday 21 Sep 2025 International Day of Peace 22 Sep 2025 September Equinox 1-2 Oct 2025 Yam Kippur (Yom Kippur) 5 Oct 2025 World Teachers' Day 28 Oct 2025 Diwali 18 Nov 2025 International Day for Tolerance 25 Nov 2025 International Day for the Elimination of Violence against Women 21 Dec 2025 December Solstice 26 Jan 2026 Republic Day (India) 24 Jan 2026 International Day of Education 17 Feb 2026 Chinese New Year 1 Mar 2026 Zero Discrimination Day 20 Mar 2026 March Equinox 21 Mar 2026 International Day of Forests 13 - 15 Apr 2026 Songkran 22 Apr 2026 Earth Day 20 May 2026 World Day Day 25 May 2026 Africa Day 21 Jun 2026 June Solstice

**Primary Reporting Events**

<b>August</b>	<p><b>Parent Open Evenings</b> Lower Primary and Upper Primary will hold a separate informal introduction to the school, your child's class teacher, expectations for the year and the curriculum.</p>
<b>September/October</b>	<p><b>Goal Setting Conferences</b>  <b>Lower Primary:</b> Parents and teacher meet to discuss the how the child has settled into the new school and to set goals going forward.  <b>Upper Primary:</b> Student, parents and teacher meet to discuss how the child has settled into the new school and to set goals going forward.  <b>PASS:</b> An online assessment of Social and Emotional Well-being will be administered to Grades 3, 4 and 5.</p>
<b>December</b>	<p><b>SEMESTER 1 REPORT</b> Mid-Term Report: These reports are sent via Managebac. Parents will receive an email stating that the report is ready to view or download.  <b>MAP Test Report</b> Grade 3 to 5 students will receive their MAP test results together with their first semester report. The MAP test results will be sent by the class teacher on the same day the report card will be distributed.</p>
<b>April</b>	<p><b>Student-Led Conferences (SLCs)</b> Students have the opportunity to share their learning with parents during the Student-Led Conferences as well as goals. Parents can ask questions and understand where students are in their learning journey.  <b>PASS:</b> An online assessment of Social and Emotional Well-being will be administered to Grades 3, 4 and 5.</p>
<b>June</b>	<p><b>End of Year Report</b> These reports are sent via Managebac. Parents will receive an email stating that the report is ready to view or download.  <b>MAP Test Report</b> Grade 3 to 5 students will receive their MAP test results together with their first semester report. The MAP test results will be sent by the class teacher on the same day the report card will be distributed.</p>

# SECTION A: BMIS MISSION STATEMENT AND AIMS



**“We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success”**

## School Aims

The School’s Mission Statement is:

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.

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

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- We all learn differently and develop a growth mindset.
- Learning takes place anywhere, at any time.
- Our learning strengthens by collaborating with others.
- Our physical and emotional well-being impacts 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 toward developing an internationally-minded person who demonstrates the attributes of the IB learner profile.

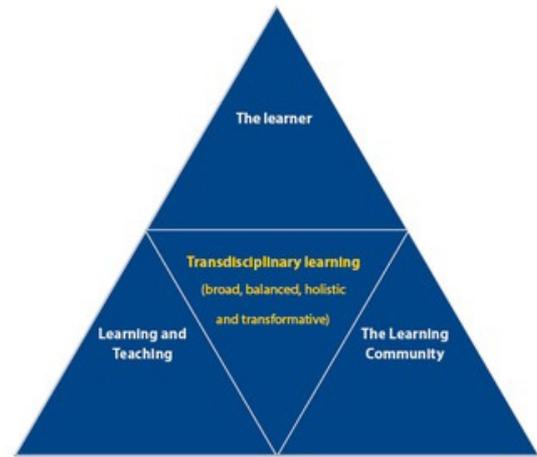
BMIS has been authorized since 2011 to teach the Primary Years Programme (PYP).

The programme reflects the best practices from international perspectives, emphasizing 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, and it 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 with 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.



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Lower Primary students or sometimes Early Years are in three levels; Pre-Kinder, Kinder Garten, and Grade 1. Each class has a classroom teacher as well as a teacher assistant. Upper Primary refers to Grades 2 to 5. Each class has a classroom teacher and a teaching assistant.

Learning is also supported by our Specialist teachers for Art, Music, Malawian Culture, Physical Education, French (Grades 1- 5), and Educational Support across Primary.

### EARLY YEARS

Experiences during the early years lay the foundation for all future learning. A rapid rate of development during the early years occurs in the physical, emotional, social and cognitive domains. The brain and body develop faster than at any other point in a child's life. Social development also takes shape in these early years as children are naturally inclined to explore, to discover, to play and to make connections between self, others and these interactions, children form their perception of themselves and others in the world (Rushton, Juola-Rushton 2010).

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.

## PYP EXHIBITION

By the end of the PYP programme, our students in Grade 5 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 the programme and share them with the whole school community. It is a culminating experience marking the transition from PYP to MYP.



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## Primary Administration

The Director is the senior person responsible for the overall organisation and development of BMIS. In the Primary section, there is a Primary Principal who is responsible to the Director and the PYP Coordinator/Primary Assistant Principal.

Primary Principal:

Lisa Hughes: [primaryprincipal@bmis.mw](mailto:primaryprincipal@bmis.mw)

PYP Coordinator:

Wayne Derrick: [w.derrick@bmis.mw](mailto:w.derrick@bmis.mw)

## Staffing

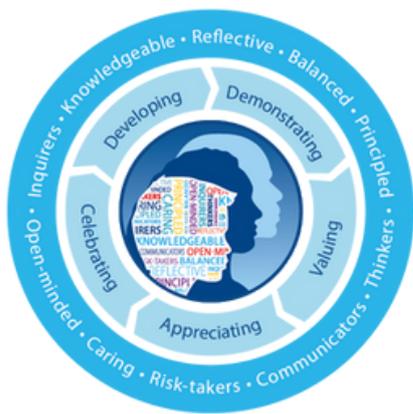
Each class in Primary has a teacher and a teaching assistant. Our teachers are recruited from across the world and have experience of working in different international schools. Our teaching assistants are trained Malawian teachers.



The Primary School teaching staff for the 2025/26 year is as follows:

Classes	Teachers			Teacher Assistants		
Prek	Andrea Lewis			Jean Kachokammanja		
K	Breda Hayes	Claire Marciniak		Elizabeth Tembo Mkwaira	Chrissy Nzunda	
1	Angelique Muggleton	Kate Smithson		Annie Mvula	Martha Nyirongo	
2	Natasha Dalrymple George	Angela Dsouza	Ines Tembo	Sarah Masonje	Robert Sanjale (with Aidie)	Falesi Bennie
3	Caroline De Meyere	Natasha Ellis Enright	Michelle Ferguson	Elizabeth Nkhata	Grace Mtaya	Rebecca Kazembe
4	Kyle Tallmadge	Julie Castonguay	Colleen Quinn	Irene Chinyama	Patience Nkhonjera	Jean Mponda
5	Jamie House	Zoe Fitzsimmons		Patricia Phiri Kavala	Temwa Nyirenda	
<b>Ed Support</b>		<b>Single Subject Teachers</b>				
ELL	Sarah Burr	<b>French</b>	Prashant Matthew			
LS	Nicole Gottlieb	<b>Aquatics Coordinator</b>	Tarren Peverelle			
LS	Rejoice Chigoga	<b>Music</b>	Chiletso Msuzi			
LS	Jomari Veenstra	<b>Music</b>	Kimberley Hall			
LS lead	Laura Gray	<b>PHE</b>	Brent Ferguson			
Counsellor	Janani Rayan	<b>PHE</b>	Pachisi Nyasulu			
		<b>Library</b>	Susan Waterworth			
		<b>Library Assistant</b>	Alter Mwale			
		<b>Library Assistant</b>	Lusungu Kapira			
		<b>Malawian Culture sessions</b>	Agatha Chilaya			
		<b>Art</b>	Maya Gilmour			
		<b>Art assistant</b>	Wellington Chauma			





## STUDENTS RIGHTS AND 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 Class Essential Agreements. 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.

### 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.

As IB learners we strive to be:

<p><b>INQUIRERS</b> 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.</p> <p><b>KNOWLEDGEABLE</b> 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.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> 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.</p> <p><b>PRINCIPLED</b> 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.</p>	<p><b>OPEN-MINDED</b> 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.</p> <p><b>CARING</b> 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.</p> <p><b>RISK-TAKERS</b> 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.</p> <p><b>BALANCED</b> 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.</p> <p><b>REFLECTIVE</b> 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.</p>
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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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PYP students will be responsible for demonstrating and upholding the values and attributes of the Learner Profile. As members of the BMIS community, all stakeholders are encouraged to model the attributes of the learner profile at all times.

# Student House System



The House system is an integral part of life at Bishop Mackenzie International School and aims to provide a sense of community and belonging 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 color: Elephant (Blue), Lion (Red), Rhino (Yellow), and Leopard (Green). Siblings are allocated membership to the same house. During the year there will be a variety of events for these communities to come together. Please note that on Fridays and when inter-house competitions are organized, students may come to school in their house colors 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 colors, then they must wear normal school uniforms.



# Field Trips



Students benefit from first-hand experiences that 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.

Grade 4 have a camping sleepover at school following a day trip to Dedza and Grade 5 going to Luwawa Forest Lodge for three nights. These sleepovers/trips provide opportunities for team building and cooperative work and the students experience independence in a supportive environment. For any field trip or over night stay that students participate in, we do a thorough risk assessment and always ask for parent permission for their child to attend these trips.

# Student Council (STUCO)



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. STUCO presents a unique opportunity for our young students to demonstrate agency, as well as developing leadership and teamwork skills.

The Grade 5 students help decide on the structure of the PYP STUCO group, as part of their How We Organise Ourselves, government unit. This typically involves representatives from each class for Grade 3 to 5, elected by their peers. STUCO 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.



# 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

- Grade 5: Students in Grade 5 will receive weekly homework in language, math, and unit of inquiry. Reading will be a daily expectation. During the 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. KG to Grade 4 teachers
- can allocate a specific project as homework which must be related to the unit of inquiry or to a specific event e.g. Science fair or Exhibition. Students are encouraged to read
- for work and for pleasure, as part of their homework. Students will be able to take
- home reading books and read on Raz-Kids.

### Reading Guidelines

Reading and literature are important aspects of the PYP programme. All students are encouraged to spend time on private reading each day. Reading to children is also a great way for parents to share their children's passions.

#### Pre-K to Grade 2 Reading Guidelines

- Daily reading to parents, with parents and by parents, should be a part of family life.
- Pre-K - Reading to your child.
- KG - Reading to your child and listening to them read. (KG students bring home readers from January).
- Grade 1 - Listening to your child read (15 minutes) and also reading to your child.
- Grade 2 - Listening to your child read (20 minutes) and also reading to your child.

#### Grade 3 - Grade 5 Reading Guidelines

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

- Grade 3, 4 and 5 - Daily Reading for 30 mins

## Responsibility at home

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 reading
- Allow your child enough time to do private reading for pleasure
- When other tasks are assigned in Grade 5 encourage your child to do these and check that the work posted on Seesaw 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 favorite 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?*

## 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 coming in as a guest speaker 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 behavior and language with regard to discrimination are made very clear.
- We shall actively challenge discriminatory behavior or language and take action if necessary.
- Leadership 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 characterized 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.



# SECTION B: SERVICES



## Clinic

The school clinic is near the hall and the cafeteria and provides first aid services to students.

Our school nurse is called Nurse Thoko Truwa . 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.** Please email your child's teacher, the Primary Principal, and Nurse Thoko ([t.truwa@bmis.mw](mailto:t.truwa@bmis.mw)) about any health-related issues regarding your child so we can give the best support possible.

## PRIMARY PROCEDURES

If a child is injured during the 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.For Prek, KG and Grade 1 students the nurse is on duty in the lower playground during their break time to attend to any minor injuries.
- 3.During class time, Pre-k, KG and Grade 1 children may go to the nurse with the teacher assistant or an adult.
- 4.During class or break time, if a Grade 2-5 student gets injured or feels unwell they can go to the nurse with a friend but must have a nurses' slip from the class teacher.

## Educational Support

BMIS believes that all students are entitled to a is differentiated to meet individual needs and enables them to reach their full potential.

All teachers are considered to be teachers of all children and the teaching of these students is a whole school responsibility, requiring a whole school's response.

Educational support can be defined as any or otherwise different from, that is 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 Language Learning (ELL)
- Cognitive and learning a specific learning difficulty
- Behavioral, 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

Educational support can be defined as any educational provision additional to, or otherwise different from, that is generally available to other students of the same age at this school.

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.

Learning Support at BMIS refers to a range of services and programs designed to provide academic assistance and resources to students who require additional support to achieve their full potential. This can include students with learning difficulties or physical or sensory impairments.

Learning support may involve individual or group instruction, specialized materials and resources, and accommodations or modifications to curriculum and assessments. The goal of learning support is to help students overcome any barriers to their learning and to foster their independence and growth and success in the classroom and beyond.

At BMIS, learning support is provided by a team of qualified professionals who work closely with teachers, parents, and students to develop individualized support plans that meet the unique needs of each student. These plans may include regular progress monitoring and ongoing collaboration to ensure that students receive the support they need to thrive academically and personally.

Learning Support at BMIS exists on a three-tier system which allows learners to receive support as needed based on their specific needs.

The Three Tier process is based on a framework called the Multi-Tiered System of Support which is:

- The research-based system used in top-tier international schools worldwide
- Made of Tiers of interventions that can be amplified in response to levels of need and include:
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports

A complete breakdown of the Three Tiers as well as a view of our entrance and exit procedures can be found [here](#).



The ELL program also fosters cultural awareness and appreciation, helping students develop a deeper understanding and appreciation for different cultures and ways of life. The ultimate goal of the ELL program is to help students become confident, effective communicators in English, and to support their academic and personal success at Bishop Mackenzie International School and beyond.

### **PRIMARY COUNSELLOR**

There is full time counsellor in our Primary School .

In the counselling department we believe in a systematic approach to support student well being as well as the adults who care for them. The counselling programme emphasises the importance of:

- Cultivating kindness
- Responsibility
- Self care
- Appreciating personal differences
- Being caring
- Advocating for others

### **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 of internationally-minded students and effective lifelong learners.

to develop and apply strategies for critical and make connections, and apply new learning and skills in different contexts. In order to become successful 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 ongoing commitment to personal, social, and physical well- being. There will be a focus on PSPE through the PYP units of inquiry as well as during class meetings.

### **EXTRA CURRICULAR PROGRAM (ECP)**

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. We offer ECP activities focusing on creativity, sport and skills education. We encourage every student from Grade 1 to Grade 5, to register for at least one activity each term, many choose to do several.

Our Kindergarten students will have an opportunity to sign up for ECP activities from October.

Our Pre-K students do not engage in ECP activities.



# Library

An active and welcoming space used by the entire BMIS community, the BMIS Library supports the school's Mission, the IB curriculum, and pleasure reading to promote literacy. While housed under one roof, the BMIS Library comprises separate Primary and Secondary spaces designed for dynamic group learning as well as independent study. It contains nearly 20,000 volumes and is open Monday through Friday from 6:45 a.m. to 3:45 p.m. The librarian is available to provide reading recommendations and research assistance.

The library staff is dedicated to providing and promoting access to an extensive range of print and electronic resources, tools and technologies to support the academic, artistic and recreational needs of the school community, to encourage faculty, students and the entire school community to become competent users of information and independent lifelong learners as well as to stimulate a love of reading, learning and inquiry.

## How does the library work?

We buy books, which we then loan to students. The books need to be returned on the due date so that other students may enjoy them. Families are responsible for replacing or paying for lost or damaged books.

Primary students have a library period on the same day every week, so parents can get into the habit of ensuring their child's library books are in their bags for return, allowing them to check out new books. PYP students don't need to wait for their "library day" to visit the library; we encourage them to check out and return books whenever they are so inclined.

Secondary students come to the library once a week for Independent Reading and can check out books during library hours. There is also seating for quiet study. The library also provides textbooks which need to be returned at the end of each year. Eleventh-grade students keep their textbooks for both years of the Diploma Program and then return them before graduating; MYP students return their textbooks at the end of each year.

Parents are welcome to check out books from the library; we have sections for parenting and adult fiction that may be of interest.

We look forward to seeing you in the library!



## Swimming



BMIS has three swimming pools on campus: a kids pool, 18 m pool, 25 m pool. The swimming pool is used for curricular and extracurricular swimming. We have three lifeguards on deck to help supervise students and keep them safe.

All students (Pre-K to Grade 5) will take part in curricula swim lessons between October to the end of March. Our swim coaches and lifeguards carefully assess all students before the start of swim lessons in order to offer a differentiated swim program to help all swimmers grow.

## Cafeteria & Food

Ourschool cafeteria is open Monday through Friday. Students from Grade 1 to Grade 5 have the possibility to order a hot lunch from the cafeteria which will be delivered to the classroom.

All lunches have to be pre-ordered and pre-paid. An order form will be sent by the cafeteria team on Thursday before the start of the new week.

Grade 2 to Grade 5 students can also go to the cafeteria during their first break to buy a snack. All snacks have to be paid in cash.

All students can bring packed snacks/lunch from home if they wish, which most students in primary do.

## Drinking Water and Food

The school provides water through dispensers. All students are encouraged to bring their water bottles to school which can be refilled throughout the day. Please label your child's water bottle with their name and class name.

### BREAK TIMES AND EATING

- Students are encouraged to bring healthy food choices to school (no cake, fizzy drinks, candy, chips, etc.). Students should eat during the designated times. We are a nut-free school. Please leave nuts, peanut butter sandwiches, Nutella at home. Students should show respect and pick up all their rubbish. Students will eat in outdoor learning spaces before or after break times as determined by the class teacher. Students will have a choice to play in different outside areas:

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- 1.Pre-K: Lower Primary Playground
- 2.KG & Grade 1: Lower Primary Playground and Lower Hall Field
- 3.Grade 2 - 5: Picnic area and basketball court; Lower Hall and Upper Hall Field
- 4.Grade 2 - 5: Library to read books
- 5.All students are supervised during break times.
- 6.All students must wear a hat when playing outside.

# SECTION C: STUDENT EXPECTATIONS



## School Timings

Pre-k	KG and Grade 1	Grades 2-5
<p>From 6:50-7:10: Pre-k students enter through the <b>lower portal</b>. Families, with ID are welcome to come in with their child for the first semester, but need to remain in the playground with their child/children. Teachers need time to set up in the mornings, so families are discouraged from entering the classrooms.</p>	<p>From 6:50-7:10: Students enter through the <b>lower portal</b> and can play on the lower playground until the bell rings.</p>	<p>6:50-7:10: Students enter through the <b>Upper Primary Portal</b>. Students can play until 7:10 and then make their way to the classrooms once the bell rings.</p>
<p>All students should be in their classrooms ready for the day to begin at 7:15 am.</p>		
<p>Semester 1: Mondays to Thursdays the school day ends at 12:40 or 1:50. Families can pick up their child/children directly from the lower playground. Semester 2: 1:50 for all students. Fridays: 12:10 The School day ends.</p>	<p>1:50: School Day ends Monday to Thursday. Families can pick up their child/children directly from the lower playground. 1:50/2:50/3:45: Pick-ups start Fridays: 12:10 The School day ends</p>	<p>1:50: School Day ends Monday to Thursday. 1:50/2:50/3:45: Pick-ups start Fridays: 12:10 The School day ends.</p>
<p>If a parent wishes for a student to go home with another student/driver/parent, the school needs to be informed well ahead of time. The school will not allow students to go home with another person if the school does not get notified by the parents ahead of time. Parents need to notify the school via email the day before the new arrangement. If the parent made a last-minute arrangement, they are asked to email their child's teacher, and the Primary Principal, and call the school in order to ensure that the message will be received in time.</p>		

## Punctuality

Punctuality is very important in the mornings and whilst moving between lessons. Please arrange for your child to arrive at school by between 6:50 and 7:10am each morning. Registration will begin at 7.15 am. The day begins with a class check-in and community responsive meeting. It is essential that all students are in school before 7:15.

# End of Day Dismissal

Pre-K	Grade 1 and 2	Grade 3-5
<p>From 12:40/1:50, parents and carers can enter the lower portal, with ID and pick up their children directly from the lower playground. Teacher assistants will take students who are picked up by a driver directly to the portal and check ID of the driver or person picking up a student.</p>	<p>From 1:50, parents enter the lower portal with ID and can pick up their children directly from the classrooms.</p> <p>If a student is in an ECP, from 2:50/3:50 parents can pick up their child/children directly from the ECP classroom or space.</p> <p>If a student has an ECP and is a bus/driver pick up. Students will go to the bus holding area or driver pick up bay.</p>	<p>From 1:50, parents with ID can enter the primary portal and wait for their child on the lower field.</p> <p>If a student is in an ECP, from 2:50/3:50 parents can pick up their child/children directly from the ECP classroom or space.</p> <p>If a student has an ECP and is a bus/driver pick up. Students will go to the bus holding area or driver pick up bay.</p>
<p>Parent/Driver/househelp/relative ID must be shown to security before entering the school.</p>		
<p>Two bus duty teachers will be placed in a <b>Bus holding area</b> and all bus students and place them directly onto the bus.</p>		<p>Bus students will make their way to the <b>Bus holding area</b> and the bus duty teacher will take the students directly to the bus.</p>
<p>Teacher assistants will take driver pick up students to the <b>Drivers Pickup Bay</b>. The duty teachers need to check ID.</p>	<p>Teacher assistants will take driver pick up students to the <b>Drivers Pickup Bay</b> and hand over students to the duty teachers. The duty teachers need to check ID.</p>	<p>Driver pick up students will make their way to the <b>Drivers Pickup Bay</b> and the 2 teachers on duty will hand over students to their drivers. The duty teachers need to check ID.</p>
<p>Drivers/helpers parents who are late pick-ups can go directly to the classroom or the lower playground to pick up a student.</p>	<p>A pick-up is considered late from 2:15 pm, 3:15 pm or 4:15 om. Late pick-up students can be collected from the Primary Admin office.</p>	<p>A pick-up is considered late from 2:15 pm, 3:15 pm or 4:15 om. Late pick-up students can be collected from the Primary Admin office.</p>

## Pre-Kinder After School Supervision

After-school supervision is available Monday–Thursday from 12:40 p.m. to 1:50 p.m. for Pre-K students who have an older sibling enrolled in Kindergarten through Grade 12. To support consistent planning and staffing, we kindly ask that families using this service ensure their child attends every day it is offered.

### ABSENTIISM

If your child or children have an urgent absence from school, you need to email your child's teacher immediately. If you are requiring long leave for a personal reason, please email the class teacher and the Primary Principal to seek approval. We understand that there are rare occasions when parents or drivers will be late. They are asked to call the office (+265 983 297 020 or 0886 488 490 or 0996 322 153) so that we can inform the teacher.

## Health and School Attendance

Attendance at school is important, however the health and well-being of any student 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 them for worsening symptoms. Contact your child's class teacher and let them know that they will be absent.

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 anxiety at the root of the problem.

# School Uniform

## DAILY UNIFORM

BOYS	GIRLS	ALL
<ul style="list-style-type: none"> <li>Navy blue or black trousers/shorts (athletic shorts or tailored shorts)</li> </ul>	<ul style="list-style-type: none"> <li>Navy blue or black pleated or plain skirt/skort or trousers- skirt/skort must be no shorter than one hand width above the knee</li> </ul>	<ul style="list-style-type: none"> <li>Socks plain, grey, black, navy or white. Girls may wear plain tights or leggings/grey, black, navy, or white with a skirt/skort or shorts</li> </ul>
<ul style="list-style-type: none"> <li>Plain white polo/golf shirt- with school crest- buy from school/ without crest if bought elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>Plain white polo/golf shirt- with school crest- buy from school/ without crest if bought elsewhere</li> </ul>	<ul style="list-style-type: none"> <li>Dark, black, blue, or brown shoes or sneakers or covered-toe sandals- NO CROCS</li> <li>Jumper, cardigan, sweatshirt- navy, black, grey- NO HOODIES</li> <li>A hat is required for break times and PE</li> </ul>



## PE UNIFORMS

### PE Kit has:

- White round neck t-shirt
- Plain Navy/Black shorts
- Appropriate sports trainers/shoes
- Water bottle
- Hat

On PE days students should come to school in their PE uniform or they can wear their house colours. Older students (Grade 4 and 5) are encouraged to bring in an extra shirt in case they would like to change after PE, especially on days they have PE in the morning.



### Swimming

- Figure-hugging swimsuit (no bikinis, board shorts, wet suits, or baggy clothing - these impede skill development)
- Swim hat, if hair grows to below ears (keeps hair out of the water and filters = keeps pool water sanitary)
- Goggles (helps with face submersion and correct technical learning)
- Towel
- Flip flops/Crocs

On Swimming days students who swim first thing in the morning can come to school wearing their swim gear and need to bring a change of clothes to wear after swimming.

Students who have swimming later in the day must bring their swim gear to school and will change either in class (PreK, KG, Grade 1) or in the pool changing rooms.

Swimming costumes need to be either black or navy blue. Costumes can be purchased at the school uniform shop. Students are also expected to wear swimming caps, which can be purchased at the school uniform shop; normal swimming caps and extra large (for those that have braids).

**Please remember to label all of your children's items with their name and class name.**

## 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 earrings
- A watch



## Safety and Security

Fire precautions and safety procedures are posted in each room. Fire, earthquake and lockdown 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 authorized 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.

# Nut Free at BMIS

The safety and well-being of all our students are our top priorities. In Primary, we have chosen to be a nut-free because some children have severe nut allergies, which can cause life-threatening reactions, even from small traces of nuts. By keeping our environment nut-free, we reduce the risk of accidental exposure and help ensure that all students can learn and play safely. We kindly ask for your support in checking food labels and avoiding any nut-containing products in packed lunches and snacks. Thank you for helping us create a safe and inclusive school community!

In our ongoing commitment to creating a safe and inclusive environment for all our students, BMIS decided to become a school that will create nut-free zones for students with nut allergies.

## Updating School Records of Students with Nut Allergies

- Parents will be asked to inform the school if their child has a nut allergy. Parents will be asked to
- indicate the severity of their child's allergy. If an EpiPen is needed, the parents/guardians will be
- asked to leave the EpiPen clearly labeled with the child's name at the school clinic. The school nurse will update all records to show which students are
- allergic to nuts. The records will also show the severity and symptoms of the allergy as well as the treatment required. The updated records will be shared with all teaching and admin staff.

## No Sharing of Food

- Students are asked to not share their food in order to keep all students safe.
- Bake Sale and Shared Treats
- If the school has a bake sale or treats are shared in classes, all treats have to be nut-free.

## INCLUSIVITY AND AWARENESS

Our goal is to create an inclusive environment that accommodates the needs of all students. We encourage open communication and cooperation among students, parents, and staff to foster a sense of community and understanding.



## SAFETY MEASURES

Our school nurse is trained to recognize and respond to allergic reactions promptly.

Emergency action plans will be in place for students with severe nut allergies.

## Examples of Nut-Containing Foods

- Peanut butter and jelly sandwiches
- Peanut butter and banana wraps
- Almond or cashew trail mix
- Nutty granola bars

## Community Cooperation

We kindly request the cooperation of parents, these guidelines. By working together, we can ensure the safety and well-being of all students, including those with nut allergies.



## Lost and Found

Items that are found on the school campus are taken to the admin building. On Fridays, these items are brought to the lost property room next to the clinic.

Students are encouraged to be responsible for their items and look after them at all times. The school cannot accept responsibility for loss or damage to students' personal property.

**We will do our best to return clearly labeled items (student's name and grade level) to students.**

At the end of each semester, all families will receive a message letting them know that all lost items that have not been collected before the last day of the semester will be donated.



## Social Events

Social events (for example International Day, and Day) 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.

Guests will be allowed only after approval has been granted by the Primary Principal 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 to school.

We encourage parents to send in cupcakes, **NO CAKES**, to make serving easier.

Shared treats can not contain any nuts. Please read more about our Nut Policy.

Parties cannot be organized in school time.

## PARTY INVITATIONS

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

However, if only a few children from a class are 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.

## GIFTS FOR TEACHING STAFF

We appreciate the support and involvement of our students' families in fostering a positive learning environment. While gifts for teachers and teaching assistants are not required, we understand that some families may choose to express their gratitude through such gestures.

Families are under no obligation to give gifts to teachers or teaching assistants. The decision to provide a gift should be entirely voluntary and based on personal choice.

## PRIMARY ASSEMBLIES

Assemblies usually take place on Friday mornings (7:30 - 8:10am). Parents will be informed ahead of time and be told if they can join.

# SECTION D: HOME - SCHOOL COMMUNICATION



## Written Communication from Home to School

### FROM THE PRIMARY PRINCIPAL

Every 2nd Friday, the Primary Principal will share a link on Seesaw to updated Primary information. Secondary information is also available on this site. reminders will be sent via Seesaw and the school email address. Please make sure your email address has been given to us.

### FROM YOUR CHILD'S CLASS TEACHER

Every Friday, each Grade will send home a weekly newsletter via Seesaw to summarize the learning that took place, share highlights of the week and send some important reminders.

### COMMUNICATION BETWEEN PARENTS AND TEACHERS

Parents are welcome to contact the school and teachers whenever they have a question, concern or information to share. Teachers have 48 hours to respond to parent emails. If parents want to share information about pick-up arrangements, playdates, etc. they should email 24 hours in advance as teachers teach during the school day and can't always check their emails. Teachers are not expected to answer emails on weekends or during the holiday. In case of an emergency, please email the Primary Principal at [primaryprincipal@bmis.mw](mailto:primaryprincipal@bmis.mw)

## Class Representatives

All Primary classes choose a class representative at the beginning of the school year.

The [job description of the class representative](#) outlines all responsibilities.

All parents, including, class representatives are requested to join the Class Lists App.

Because of our [GDPR rules](#) the school can not give out parents' contact details.

However, the class representative is welcome to contact the teacher and ask them to send out messages from the class representative to all families.

### CLASS LIST



The Class List App is for parents to connect with other parents in the community. Class lists is an App that can be used to share reminders and important information with all families. You can find more information at <https://www.classlist.com/>

## 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 allow parents to ask questions, share their thinking, and gain insight into their child's settling down at school, performance, and attitudes.



## Parent Teacher Association

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

The PTA is committed to cooperation 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.

## 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 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 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 person concerned. The person
- concerned should report back in a time not exceeding 48 hours. The Primary Principal will listen
- to or read, in the case of a written communication, and record the complaint. The Primary Principal will advise the parents when they should expect an
- initial response. In the meantime, the Primary Principal 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. In the event that parents are not satisfied with the
- course of action proposed by the Primary Principal,
- 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 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, After investigation, the Board, or a committee appointed by the Board, will notify all parties of their decision.

**The Board's decision is final.**



## BMIS PYP Behaviour Guidelines



At BMIS Kindness Matters. As a community we are committed to create a safe, welcoming, supportive and kind environment for all members of our community. Being kind and respectful are at the heart of our behavioral guidelines.

## COMPASSIONATE DISCIPLINE

Compassionate discipline encourages us to think about the way we discipline differently to consider factors that underlie a student's behaviors. It approaches discipline as a means to approach the behavior with curiosity and examine what the child is trying to communicate through their actions.

In Primary we follow the 3Rs. The 3Rs are used to help students reflect about their behavior when needed and guide all that we do at school.



## Restorative Practices



## Information Communication

### Technology and Devices

All BMIS students have access to technology during the school day. Quality and quantity of use is carefully planned and monitored by the teachers. Technology is viewed as one of the many tools of learning. 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.

**Early Years:** We prepare students to use technology by introducing them to basic devices, such as tablets and interactive whiteboards. We document their learning using Seesaw, a great tool for sharing and reflecting on learning. We also incorporate online books into our reading time, enjoying digital stories while reminding everyone about balancing screen time with offline activities. Our goal is to create a balanced environment where technology helps with their learning and prepares them for the future.

**Grades 1, 2 and 3:** Students share iPads, Laptops and ChromeBooks are used for online safe searches and for research. Students use Epic books, Freckle, Raz Kids, Kids A-Z. Students also use Book Creator to publish stories and Scratch for coding. A range of tech tools are used for formative assessments. Grade 3 use Nearpod and Google Classroom for publishing work, research projects and group projects

**Grades 4 and 5:** Devices are used for research purposes (e.g. Britannica School, Google Safe Search, library databases, etc.) and organizing on Google Classroom or Canva for creation and presentation. Seesaw is used to showcase learning and journal student growth. Grade 5 also have tech lessons on media literacy.

### BMIS ACCEPTABLE USAGE POLICY

[BMIS Primary Indemnity Form 2025-2026](#)

### GRADE 4 and 5 STUDENT TECH AGREEMENT

Grade 4 and 5 students each have access to their own school device, during school time. Each of these devices are linked and tracked to an individual student and the student is responsible for the school device, every time they use it.



**Student Acceptable Technology Use Expectations**

- 1. Use Technology for Learning**
  - Use devices for school assignments, research, and educational activities.
- 2. Be Safe Online**
  - Never share private information (like your full name, address, phone number, or passwords).
  - Only visit websites that your teacher or parents have approved.
  - If you see something that makes you uncomfortable, tell a trusted adult immediately.
- 3. Be Respectful and Kind**
  - Treat others online the way you would in person: no bullying, teasing, or posting hurtful comments.
  - Ask for permission before sharing photos or information about anyone.
  - Remember that your words can impact others, even if you're behind a screen.
- 4. Take Breaks and Balance Screen Time**
  - Follow the "20-20-20" rule: every 20 minutes, take a 20-second break to look at something 20 feet away.
  - Limit non-school screen time to an hour or less on school days.
  - Make time for outdoor play, reading books, and spending time with friends.

### DIGITAL SAFETY

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.

### ROLES AND RESPONSIBILITIES

#### PARENTS

At BMIS, we believe students benefit most when they access information in partnership with their parents. This shared experience fosters collaboration and encourages deeper engagement in their learning journey. As a school, we are committed to supporting families by offering resources and guidance on maintaining healthy, balanced use of devices at home. We also host parent sessions focused on technology, providing a space for families to explore digital tools, raise questions, and address any concerns together.

## TEACHERS

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.

## SEESAW



Seesaw is used across the Primary school for students to upload pictures of their learning, complete activities/assessments. Parents have access to their child's journal, can provide feedback and access information from the class teacher.



## Contact Information

### Director

Mr. Adrian Moody  
director@bmis.mw

### Primary Principal

Mrs. Lisa Hughes  
primaryprincipal@bmis.mw

### Main Office

0983 297 020 / 0996 322 153 / 0886 488 490

Email: [info@bmis.mw](mailto:info@bmis.mw)

Website: <http://www.bmis.mw/>

### Address

**BISHOP MACKENZIE INTERNATIONAL SCHOOL, P.O. BOX 102, Lilongwe, Malawi.**  
**BISHOP MACKENZIE INTERNATIONAL**  
**Barron Avenue, Area 3, Lilongwe, Malawi**

# STUDENT AND PARENT HANDBOOK

 EMAIL  
[info@bmis.mw](mailto:info@bmis.mw)

 TELEPHONE  
T: 0983 297 020 / 0996 322 153 / 0886 488 490

 WEBSITE  
[www.bmis.mw](http://www.bmis.mw)