



EGYPT BRITISH INTERNATIONAL SCHOOL



Early Years Foundation Stage

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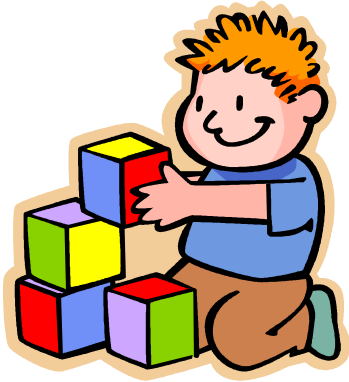
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PARENTS' HANDBOOK

Edited by Suzanne Halder. Head of Early Years Foundation Stage: September 2017





I like to look and listen
I need to touch and try

I want to smell and sample
And need to ask why

Give me time to wonder
To imagine and pretend

Space to run and bend and stretch
Share secrets with a friend

I want to hold and handle
I must play to understand

For I need to know so many things
To find out who I am

Written by a dedicated Foundation Stage Teacher





Introduction

Dear Parents,

On behalf of all of the staff and management team, I would like to wish all our parents and students a warm welcome on entering the Early Years Foundation Stage at EBIS. We are delighted that you have chosen to join us and we hope that we will have a happy and successful time together.

We hope this handbook will answer some of the questions you might have while your child is at school and that it will help ensure a smooth and successful transition into our school for parents and children.

*We are looking forward to working as a **TEAM** with parents and students over the next couple of years, in preparation for Primary School. If you think we have missed out something that you would like to have known, please feel free to contact any of the team.*

*Remember - **Together Everyone Achieves More!***

Yours sincerely,

Suzanne Halder


Head of Early Years Foundation Stage.



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Contact us

	Name	Landline/email*	Mobile*
EBIS	Reception	Landline: 00229200101 00229200202 00229200107 00229200192	0100084843
Early Years Foundation Stage Head	Ms Suzanne H.	Suzanne.h@ebis-cordia.net	
Early Years Foundation Stage Deputy	Ms Mena H. Ms Noha K.	Mena.h@ebis-cordia.net Noha.kh@ebis-cordia.net	01008888167 01002119397 01119804888
Class Teachers	can be contacted via the Link Book, office mobiles or by prior appointment (made through the Link Book)		

** Mobile numbers and email addresses may be subject to change.

What children need

Young children need....

Care:

- Care, love, comfort, security, safety and limits
- To be valued, to develop a positive self-concept
- To have consistent and familiar patterns in their daily life

Adults:

- To interact with familiar adults who stimulate, support, guide and extend their learning

To Communicate:

- To develop warm and caring relationships with adults and friends
- To communicate and extend ideas, feelings and experiences in verbal and non-verbal ways

Time:

- Time to follow their ideas
- Time to return, to repeat and to consolidate experiences
- Time to be quiet, to be alone
- Time to concentrate for long periods
- Time to reflect

Continuity:

- All the adults involved in the life of young children to share and communicate their knowledge and expertise, their concerns and expectations with each other
- Smooth transition and continuity of experiences throughout their Nursery life

Stimulating experiences:

- Opportunities to be challenged
- To be creative
- To be imaginative
- To explore the familiar and the new

Space:

- Space to be active
 - Space to be energetic
 - Space to explore
 - Space to create personal worlds
 - Space to reflect
 - Space to enjoy themselves and have fun.
-

Our aims

At EBIS, we believe that “**Play** is never trivial, it is serious and deeply significant; play is a Child’s work” (Maria Montessori).

Within the F.S. Dept. we are committed to providing a solid foundation in all seven areas of learning as mentioned in the EYFS (The British Curriculum for the Early Years Foundation Stage), through **well planned, rich and stimulating playful experiences**.

We believe that every child has the right to:

- ✓ **Feel included, secure and valued**
- ✓ Be happy, healthy, enthusiastic and confident
- ✓ Be courageous and take risks, challenging themselves and each other
- ✓ Know they have a voice, feel heard and that they can make a difference
- ✓ Be able to identify and communicate their own needs and feelings
- ✓ Respect themselves, each other, their communities and environment
- ✓ **And above all, develop a lifelong love of learning.**



To enable this we will:

- ✓ Offer a stimulating, safe, welcoming and playful environment, inside the classroom and outdoors
- ✓ Ensure every child has access to all the areas of learning within the EYFS and is developing and progressing at their own pace
- ✓ Make careful observations in order to support and extend children’s learning appropriately
- ✓ Encourage the development of self-respect, respect for others and the world around them
- ✓ Promote healthy lifestyles.

We will demonstrate our commitment to this by:

- ✓ Ensuring all staff have access to high quality on-going professional development
- ✓ Maintaining professional integrity, high standards and being effective role models
- ✓ Listening, reflecting and **continuously improving on our previous best**

The school day

[8:00 – 15:00]



1. Before School:

Your child should be at school by **7:55 am** latest. Foundation stage children will be entering the school using the main Administration gate. Reception children will follow the building around to the left while Nursery and Pre-Nursery children will follow the building around to the right. This is to ensure that you enter the building using the correct doors leading the children directly to their classrooms. The doors leading into the buildings will be locked and guarded by a member of the security team. We ask you to kindly respect their presence as they are there for the safety of your children. The doors will be unlocked at 7:45, the children will be greeted by their class co-teacher. Parents are asked kindly to ensure that their child/ren walk safely up the stairs until they are handed to their co-teacher. **Please ensure that you remain with your child/ren at all times until you see him/her safely enter the building.** The Foundation Stage staff **CANNOT** take responsibility for the children until they enter the foundation stage building. **Co- teachers are not permitted to answer questions regarding students at the gate.** If you would like to clarify an issue or raise awareness please kindly write in the link book where the class teacher will promptly respond.

Please DO NOT come inside the buildings!

2. In the Classroom:

During the day your child will participate in activities and discussions created to deliver the learning objectives of the day (see curriculum). Learning takes place through a variety of methods: play, trial and error, exploration, child-led and teacher-led activities. Activities are structured throughout the year to challenge and refine skills and understanding. By Term 3 in Reception Class the school day will begin to look more like that of Primary Classroom as the students are prepared for the transition to Primary School.

One of the main aims of the Foundation Stage curriculum is to encourage independence in our students. This means that they will learn to dress and undress themselves, tidy up after snack time and activities as well as take care of their possessions, unlike in Nursery School, where most things are done for them. Your child will not be expected to do all these things on the first day, but s/he will receive constant encouragement and praise as s/he acquires these skills.

3. During Breaks:

Your child will eat breakfast; lunch and a small snacks/drink milk (see healthy eating policies) in the classroom during the day, and then go to the supervised Playground for the remainder of the break. Students are taught to wash their hands before and after eating. Additionally each classroom in Foundation Stage has its own Nanny to assist the children in the bathroom.

4. At the End of the Day:

Going Home by CAR

Children travelling by **car** must be collected at 3.00 p.m. **sharp**.

Children are to be collected using the same gate and doors as were used to enter the building. The Children will be walked to the pickup doors by their Co-Teachers. Parents are kindly requested to present their gate pass to the member of the security team standing outside the door and he will call out the children one at a time.

***Gate passes:** 2 gate passes have been provided to each gate child. One is for the **designated person** who usually collects the child (parent/driver/relative) and the other one for **someone coming in the absence of the designated person**.

*Should your child, one day, be **collected by anyone other than the designated person**, YOU MUST inform the Class Teacher in writing in the Link Book and give that person the second gate pass to show it to the teacher. In the event of an emergency please ensure that you inform the Foundation Stage office who will inform the class teacher of any changes to your child/ren's collection arrangement.

Please, be aware that your child will NOT BE ALLOWED to leave the school premises with anyone, unless they are the known designated person who has the gate pass and can present it to the class teacher or, in his/her absence, someone who has been mentioned in the Link Book **AND has the second gate pass.

***Should you wish for your younger child to be regularly **collected from their classroom by an older sibling studying at EBIS** please make a note of it in your Foundation Stage child's Link Book, sign it and give the gate pass to the older child who then becomes the designated person. [Be aware that your signature will officially discharge EBIS from any incident/accident that may happen on the way, from the moment your younger child is being collected by his/her authorised sibling].

If both of them are leaving by bus, the older sibling should wait for his Foundation Stage brother/sister outside the Foundation Stage classroom, until the bus matron collects them. The older sibling is NOT ALLOWED to take his/her younger brother/sister to the bus themselves!

In any doubt, we will not release your child without first talking to you or the emergency number you gave us.

Going Home by BUS

At **2.45** Bus Matrons will start collecting their passengers and proceed to the buses.

On the buses the matrons are in charge and are responsible for your child's well-being. They are to be obeyed and treated with respect as they have an important job to do in ensuring that bus journeys are safe. Students are also expected to be polite to any member of the school's staff who uses the bus with them.

- Only water is to be consumed on the buses.
- No litter should be left on the buses, or dropped from the windows.
- Certain types of toys such as yo-yo are unsafe and should not be given to children to go to school.

Whilst on the bus, students are expected to sit down and remain seated for the whole journey. Seat belts should be worn at all times.

Silly, rude or dangerous behaviour on the bus will be dealt with by the Transportation Supervisor in consultation with the Foundation Stage Manager, and could lead to students being suspended from using the bus. If students cause any damage, parents will be asked to pay for it.

If you wish to change the transportation arrangements for your child either for one day, or longer, you should inform the Class Teacher in writing and also the **Bus Matron**. You will be required to sign a form if you collect your child who normally is on the bus.

EBIS Late drop-off/collection policy:

***Late drop-off (after 8:00)**

Should you arrive after 8:05 am, please make your way to the main school reception. Please inform the receptionist your child's name and class and they will contact the Foundation Stage office who will send a member of staff to collect the child and escort him/her to their classroom. Children are **NOT PERMITTED** to arrive at school after **8.30 a.m.** This marks the start of their lesson time and we cannot accept the disturbance to the teaching. **Students arriving at school after 8.30 a.m. will be asked to return home.**

****Late collection (after 3:00)**

Bearing in mind that the department will need to retain a member of staff whilst children are on the premises after 3:00, we ask that parents and carers to be punctual.

At 3:20 there will be limited supervision for this reason we kindly request that parents make every effort to ensure that they arrive at school no later than 3:20. **There will be a fine imposed on any child who is left at school after 3.20 p.m.**

*****Early collection (before 14:45)**

It is better for your child/ren to complete their normal teaching sessions to ensure undisturbed progress. The school will not allow children to leave early except in the case of an emergency. In this case please make your way to the School's Main Reception. Inform the receptionist the name and class of your child. They will contact the Foundation Stage office and a member of staff will bring your child to the Main Reception. You will be provided with an 'Early Leave Permission Slip' which you must sign and present at the gate as you leave with your child. For security reasons, you will not be permitted to leave the premises without this slip.

Food and drinks

In many Nursery Schools meals are provided. However, EBIS does **not** provide meals and children in Foundation Stage are not allowed to purchase food from the Canteen. Therefore you must provide your child with sufficient food for **breakfast, lunch and a small snack or milk**. Always provide sufficient **water** for your child to drink (It is advisable to give the teacher a spare bottle to keep at school).

We believe that eating healthily is extremely important in the development of young children. We recognise that children should be able to enjoy food as well as learn good behaviour for the future.

Sugary foods and drinks, fatty foods or foods containing additives should be avoided. Chocolate, sweets chippy and fizzy drinks are **not** allowed and will be returned to you if they are found in your child's lunch box.

Only healthy snacks and drinks will be allowed at school (this guide lines should be helpful):

Best	Not allowed(will NOT be given to your child if found in their lunch box)	Avoid
Food prepared at home. Wholemeal products (such as brown bread)	Anything artificial, industrial-made products, all kind of processed and ready-made food. These products are overloaded with sugar, salt and chemicals (e numbers, preservatives, colouring, flavouring...) that have no or very little nutritional value and harmful effects. These products have been proven in the UK and US to trigger hyperactivity as well as lack of attention and concentration in children.	
Water (you could add a bit of honey and lemon or any other natural flavours) Fresh Juice	All kind of Fizzy drinks (Cola, Miranda, 7up etc.)	Industrially produced Juices
Sandwiches (with wholemeal bread) Small pastries (home made with fresh ingredients and low sugar contain) Fresh pieces of fruit Dried fruit (raisins, dates...) Plain or fruit yogurt	Crisps/chipsy Chocolate bars Any types of sweets	Refined flour products (white bread and pastries) Ready-made packaged cakes (Todo etc)

From home to school

Every beginning of year, children new to the school, usually Pre-Nursery and Nursery classes will be given time and opportunities for a smooth transition from home to school.

First Day: 'Meet the teachers'

On the first day children will be accompanied by their parents. This allows the children and their parents an opportunity to familiarise themselves with the new environment and to meet the teachers. Parents will be allowed to remain with their children in the classroom for an hour until the child has settled down and will then be asked to leave.

Children are very sensitive to their parents' feelings and any uncertainties they feel will be noticed by them. You need therefore to feel confident and happy to leave your child in our care. Your child on that day should see that you are friendly with the teacher and co-teachers and that you trust them to take care of him/her (should you have any reservation about a member of staff, please arrange a separate meeting with me to discuss the issue out of the children's sight).

The first week at school/Settling in procedure

Most children settle well and will be able to stay the full session during their first week at school. However, some children will require more support to make the transition to their new setting and **the teacher will then agree with the parents the best settling procedures.** (Children who join school during the academic year will also be expected to follow a settling in period)

A settling-in period should be a gradual introduction of the child to the EYFS setting, its children, activities, daily programme and the staff and, at the same time, a gradual withdrawal of the parent's presence. These two aspects have to be carefully and sensitively balanced.

Depending on the child's need, further settling strategies may be needed such as:

- Not attending every day of the 1st week but maybe every other day.
- Asking parents to keep attending part of the session while withdrawing earlier each time from the classroom (remember that when you leave your child in the classroom, it is best to be open and straightforward with your child about what will happen, that you will leave them for a while and come back to pick them up. Slipping away when they are not looking can be very distressing to a child when they find out you have gone).

We understand that **some parents have commitments** and will not be able to participate in the settling in process. Don't worry, we are prepared and will take care of your child and will do everything in our power to make him/her feel happy and comfortable.



The EYFS (Early Years Foundation Stage)

At the centre of the EYFS is the philosophy that every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A **secure, safe and happy childhood** is extremely important; it provides the foundation for children to make the most of their abilities and talents as they grow up.

Effective practice in the EYFS is built on four guiding themes. They describe how early years settings should support the development, learning and care of young children.

The Four Foundation Principles

❖ A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

❖ Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

❖ Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

❖ Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

The 7 areas of learning and development

Children should mostly develop the **3 prime areas** first. These are:

- ❖ Communication and language
- ❖ Physical development
- ❖ Personal, social and emotional development

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the world
- ❖ Expressive arts and design

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

A full version of the parental guide to the EYFS is available

online: <http://www.foundationyears.org.uk/early-years-foundation-stage-2012/> [You must scroll down the page to find the parents' guide to EYFS as a downloadable document].

Example of F.S. Time Table

This is an example of the EYFS timetable. The class teachers will be providing you with a copy of your child's timetable shortly after they begin school.

Your Child's Time Table

Day	8:00-8:30	8:30-8:45	8:45-9:30	9:30-10:15	10:15-10:30	10:30-11:15	11:15-12:00	12:00-12:30	12:30-1:00	1:00-1:45	1:45-2:30	2:30-2:45	2:45-3:00
Sunday	Breakfast / Free Flow				Play Time			Lunch Break	Lunch Time			Snack and circle time	Pack Up
Monday													
Tuesday													
Wednesday													
Thursday			Assembly										

Assessment, Record Keeping and Reporting

We see assessment and observations as a continuous and integral part of our practice. It informs practitioners and parents of individual development and progression through the EYFS and allows them to plan for appropriate learning opportunities.

Early Learning Goals & End of Year Profile / Report

The Early Learning Goals (ELGs) are a set of 17 assessment scales. Throughout the children's time in the EYFS they are assessed against goals which help them to eventually reach the 17 Early learning Goals. It is a statutory requirement of the UK government that the attainment of all children is measured against these scales at the end of the Foundation Stage (normally the end of the Reception year). We report this assessment to you through your child's EYFS 'Learning Journey', Termly Reports and End of Year final written progress Report. A foundation Stage Profile is compiled at the end of their Reception year to show the child's attainment against the ELGs.

Learning Journey:

Each child in The Foundation Stage has a 'Learning Journey' starting with the 'All About Me' document, Photographs, observations and significant pieces of work are regularly added to it.

Progress Reports:

Autumn Term: Parents meeting

Aim: To discuss children's work and progress, time for one to one discussion

Spring Term: Parents meeting

Aim: to discuss children's' work and progress, time for one to one discussion

Summer Term: End of year written report.

[Dates to be confirmed]

Dealing with Behaviour in Foundation Stage

At EBIS, we aim to offer a quality childcare service for parents and children. We recognise the need to set out reasonable and appropriate limits to help manage the behaviour of children in our care.

We understand that providing a happy, well-maintained environment encourages children to develop social skills which, in turn, help them be accepted and welcome in society as they grow up.

We do not, and will not, administer physical punishment or any form of punishment with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment to any child in our care. We will only physically intervene, and possibly restrain, a child to prevent an accident, such as a child running into the road, or to prevent an injury or damage.

All significant incidents are recorded in an incident book and will be shared and discussed with the parents of the child concerned so that together we can work to resolve any behavioural issues.

We endorse positive discipline as a more effective way of setting limits for children. If a child's behaviour becomes cause for concern and our usual methods are not effective, we will discuss this with you and hopefully we will resolve the problem.

From time to time children will have difficulty learning to deal with their emotions and feelings and this is a normal part of child development. We acknowledge these feelings and try to help children to find constructive solutions in liaison with their parents. Distracting and re-directing children's activities are used as a way of discouraging unwanted behaviour.

We encourage responsibility by talking to children about choices and possible consequences. We aim to be firm and consistent so that children know and feel secure in the boundaries we have set.

We will ensure children maintain their self-esteem by showing we disapprove of the behaviour, not the child! We make children feel valued and ensure that apologies and hugs are given to others. We also set a good example ourselves.

Pupils in Foundation Stage receive praise and encouragement as they are learning to socialise with their peers.

Different positive strategies are used to encourage good and responsible behaviour, such as:

- ☆ Each child having their own sticker chart. Efforts such as for tidying up are recognised and rewarded and children add stickers to their charts. (On completion of their chart, children are rewarded such as by being awarded a special certificate by the FS Head)
- ☆ Each classroom uses a traffic light system where children are encouraged to keep their names on a green light.

Good behaviour is praised, encouraged and modelled. A warning is given if a child chooses not to follow school rules and results in their name moving to the orange light. If the behaviour persists their name will be moved to the red light. If a child's name is on a red card a time out or any other appropriate reprimand is used at this point. Children are also encouraged to apologise for mistakes in their behaviour. Parents and peers are made aware of special achievements, outstanding or disrupting behaviour, and children can use their own 'special board' for displaying their work.

'Time out' can in some cases be given; however it will always be age related. If three time outs have been given in one day parents will be informed and the pupil will be supervised by the Phase Leader/Head Teacher. Some pupils may need a Behaviour Education Plan at this point.

We cannot and will not tolerate any physical conduct between students and staff. If a child becomes violent towards any member of staff he/she will be sent home immediately. A meeting will then be scheduled with the parents and school behaviour officer to decide a plan of action.

Communication

As a school we aim to limit the amount of paper we use and will try to send information electronically when possible. Example of what will be available on the **school website**:

- school policies
- Newsletters, the school calendar, special dates
- photos of work done by the children
- photos of special events
- Display walls
- Tips and advice on how to support and extend your child/ren's learning at home
- anything we feel is relevant to you and your child/ren.

If there is anything we are unable to send electronically then this will be handed out to children at the end of the day and will be found in their link book.

If you need to make an appointment with a teacher or manager, or if you need to send anything in to school, for example: notes explaining your child's absence, trip money* etc. it can be handed to the office or you can use the **Link Book**.

***All money should be in an envelope which is clearly labelled with your child's name, class, the amount enclosed and exactly what it is for. Please make sure your child knows if there is something important to be handed in. Please give your child clear instructions not to get it out or open it.**

Parents as Partners

We aim to have a welcoming atmosphere with approachable staff. Effective communication means there is a two-way flow of information, knowledge and expertise between parents and practitioners. As parents, you are the first educators of your children. We believe in a close partnership with parents and staff as we join you in educating your child. Parents are always welcome to come into the Foundation Unit to discuss matters with the teacher or FS Head, as well as to share any expertise they may have e.g. craft making etc. We encourage parents to support and extend children's learning and development and review their children's progress regularly by contributing to their child's 'Learning Journey' which will be sent home twice a term.

Every beginning of year we will have an open day: 'Meet the Teachers' day.

Its aims being to:

- build relationships
- discuss the year ahead

- share information
- understand the child in the class
- discuss curriculum
- discuss teaching and learning strategies

How You Can Help Us

- ✓ **Your child's teacher is a very busy person, responsible for the safety and education of all the children in her class.** For this reason, she will not be free to discuss your child at the beginning or the end of the school day. You can write any **brief** questions or information in the Link Book for her to read when the children are settled, or if you wish to have a discussion with her make an appointment through the Link Book.
- ✓ We would be grateful if you would ensure that **your child is collected on time** at the end of each school day as children can get upset if they are always left until last.
- ✓ Keep us fully informed of any **difficulties or problems** your child may be experiencing.
- ✓ Ensure your child has a **good night sleep** the night before each school day.
- ✓ Make sure that s/he has all the **required items**, including a change of clothes, water and sufficient food for 3 healthy snacks/2 snacks and some milk.
- ✓ **Label** your child's uniform, PE kit, Lunch Box and other possessions, writing their name clearly in capital letters.
- ✓ Support the setting in upholding **high standards of behaviour**. **We expect the children to:**
 - ☆ Be friendly, helpful polite and courteous towards others.
 - ☆ Have a positive attitude towards new experiences and learning.
 - ☆ Be truthful and show respect towards the needs of others.
 - ☆ Take good care of equipment, books and the environment.

EYFS Homework Policy **The Importance of Reading**

Children in Pre-Nursery and Nursery will not be receiving homework and this is why we strongly recommend that you **Read Daily** with your children. Reading develops the children's language skills, encourages discussion and develops their imagination.

Children in Reception will be using the **Oxford Reading Tree** Series. Your child will be given a story book and a small exercise that they must complete. Please ensure that you read with your child until they become confident with the text and help them to complete the exercise set.

Some simple holiday revision packs may be sent at the end of the term. These will be simple revision exercises which can be complete with your children at your leisure.

At EBIS, we follow the 'Read, Write, Inc' approach to reading and writing. It begins with a simple introduction to phoneme recognition and progresses to blending and reading simple CVC words and ends with the children's ability to form and write sentences. For more details parental guidance is available on their website

Reading Books Policy

At School when teaching children to read we also teach them to take care of their books and handle them with care. It is important that you at home support the teachers' work by also showing them the way to handle and care for the book they are reading.

- Regularly review how we Do take care of books:
 - Keeping them in a safe place (on a specific counter or shelf , on your desk)
 - Washing our hands before using a book.
 - Using a book bag or plastic bag as protection, even in a backpack (How many books have you gotten back where a child's flask leaked or juice box wasn't empty from lunch? We have had plenty!)
 - Turning pages carefully by the corner ...
- What we should NOT DO:
 - Write/ draw/ scribble in books.
 - Tear pages.
 - Leave it on the floor or any inappropriate place
 - Eat or drink while holding it...

Tip from a teacher who plans lessons to teach children how to care for books: I discuss what the children's favorite books are and then put the books on a table in front of them. I use peanut butter, jam, chocolate spread, etc., markers, crayons, juice box and this is how I proceed: I bring the jam out, for example, open it and start spreading it on a slice of bread, leaving my hands very messy; I add peanut butter to it to make it even messier. I then show my hands to them asking if it is clean. I then pretend I am going to pick up the book, asking them if it is ok; students shout "No!", I ask them to explain why it is not appropriate. I then discuss how we should not leave our books out but rather put them away in a safe place when we finish reading them. We also talk about how we carry books in a special way etc.

How to Help Children Learn to Treasure Books

- Read to children a lot.
- When reading to a very young child, the adult holds the book at first and invites the child to turn the pages.
- Children should see mum and dad and all the family members reading and enjoy reading.
- In our classrooms, we display all sorts of books and we have created a cozy and inviting reading corner; why not do the same at home?
- Give books as gifts.
- Visit bookstores and libraries often; children enjoy spending lots of time in the children's section.
- Organize group reading programs and activities.

- Show children you value books; it is through your example that children will learn to take care of books from a very young age.

I trust children and their parents will happily follow this advice; however, if a book comes back to school damaged or is lost, we ask parents to contribute a fee of **170 LE** in order to replace it.

Attendance

Your child must attend school regularly, failure to do so could result in him/her not being promoted to the next level.

Please make every effort to contact the EYFS office on the first day of your child's absence with the reason and expected length of absence. EBIS policy discourages any absence during the school year. However, the school recognises that there may be certain exceptional circumstances which mean a child will be absent during the school term.

The Principal/head of F.S. will consider the following points before authorising leave:

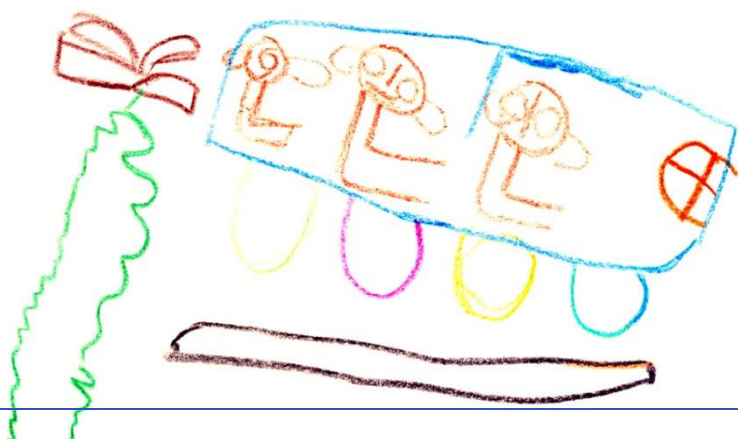
- ✓ the child's previous attendance history
- ✓ the age of the child/ren
- ✓ the child's stage of education
- ✓ the nature of the trip (an exceptional experience)
- ✓ whether the parents are restricted in terms of leave from their employer

In the event of sickness we ask you to please keep your child at home, this is in the best interest of your child and the other children in the class. If a child is sent to school sick they will be referred to the school clinic where the school doctor will judge if the child is well enough to remain at school or if the child must be sent home. In the event that the child is not well enough to remain at school the parents will be contacted and asked to come and collect their child.

Health and Safety

Cars and buses

On numerous occasions I have witnessed **fast and irresponsible driving** outside the school which represents a real danger to children's life! It is a very busy area where pedestrians, children and adults alike, **MUST** at all times be given priority so they can move safely. So please,



please, please, for the sake of all our children, **drive slowly and carefully!**

Jewellery

Please make sure that items of jewellery are not worn for school. Children are physically very active and nasty accidents can result from earrings, rings and necklaces becoming caught or pulled. Watches are allowed but please be aware that these can be easily lost or damaged.

Long hair

Please make sure that if your child's hair is long it is tied back during the school day.

Gates

To keep our children safe when they are in the gardens, please remember to fully close all gates at all times.

Trips

During the academic year your child will be invited to participate in a number of educational trips. The trips are organised to complement the children's topic of study and will always contain an educational as well as fun element. All trips are organised during the school day using school buses. You will be informed of all upcoming trips through letters that are sent home in the link book. **It is parent's responsibility to ensure that they regularly check the link book so as not to miss any correspondence sent home by the school.** You will be asked to sign a short permission slip giving the class teacher permission to take the child out of school premises. **Consent slips WILL NOT be accepted after the deadline stated.** To avoid any disappointment please ensure that the slip is signed and returned before the deadline. Children who are not attending trips must remain at home on the day of the trip as all staff members will be out of school accompanying those who are going on the trip.

Photography permission

We sometimes take photos of the children and put them up in the classroom or on our website to show the sort of activities they enjoy. At the start of each academic year, we ask that you sign a permission slip to allow us to do this. We do not put names with any photographs of the children.

Information about your child

The school keeps basic information about each child which includes emergency contact details and medical details. Once a year, you will be asked to check and update this information but please do update it as soon as possible if it changes at any other time. It is essential that the school is kept informed of any changes of address or telephone number.

New Family circumstances

If your family is experiencing any changes or special circumstances e.g. travelling of one of the parents, divorce or death, the school / teacher needs to be informed so we are able to deal with the child in the most appropriate way.

Some of the main things you need to know

In case of emergency

Please ensure that the school office has a number where a parent or nominated person can be contacted during the day. If you have given a mobile number then please make sure the phone is switched on. It is very distressing for your child if we are unable to contact anyone in cases of sickness or injury. If a child is hurt during the school day they will receive First Aid. Ice packs can be applied, water applied with dry gauze or plasters used. Please let the school know if your child is allergic to plasters. A note will be sent home and a member of staff will try to talk to you at the end of the day to discuss any injuries if required.

Illness and absence

We know that children very often want to come to school even if they are not really well enough to cope with the demands of the school day. Please let them **stay at home for one day after any attacks of vomiting and two days after diarrhoea**, as recommended by the Environmental Health Department in the U.K. If your child has been prescribed antibiotics, it means they have an infection and need time at home for the medication to take effect. If we have to contact you because your child is unwell we ask that you respond immediately.

Infections

If your child has an infectious disease e.g. chickenpox, we ask that they are completely free of infection before they return. We will accept advice from doctors. If your child is prescribed antibiotics, **we operate a minimum 48-hour exclusion policy**. Please remember if a child returns to school before they are fully fit, they may infect other children, or catch another infection because their immunity is low.

Medication

If your child is sick we highly recommend that they remain at home until they are well enough to return to school. This is both in their best interest and in the best interest of the other children. EBIS staff are not permitted to administer any medication so please refrain from sending medication to school. If a child becomes sick at school he/she will be taken to the school clinic and the school doctor will administer any necessary medication. If a child is on antibiotics they should remain at home until the course has been completed.

If your child has a chronic condition, such as asthma, an allergy or diabetes, please let us know and advise us about the medication or any substance that should be avoided. If your child is asthmatic and uses an inhaler, then we will need a spare one at school and in his/her bag (if travelling by bus), which is clearly labelled.

If your child becomes ill during the day, they are automatically sent to the clinic. If upon being examined they are judged too sick to remain at school the EBIS clinic will contact the child's parents. **It is extremely important that you come to collect your child directly after receiving this phone call.** Collecting a sick child is the parent's responsibility the school is unable to provide transportation home for sick children.

Accidents at school

If your child has an accident whilst at school we will tell you what happened and what action was taken. If the accident is of a serious nature you will be contacted immediately. Any head injuries will be recorded by

the clinic and will be monitored closely. A monitoring form will be completed by the clinic and sent home. In the case of serious accidents the clinic will contact you directly.

Accidents at home

If your child has an accident at home we ask that you tell us so that we are aware of the nature and extent.

Uniforms and appearance

- Correct uniform must be worn at all times. The full E.B.I.S uniform can be purchased at the uniform shop on sight. For more details please contact the main reception.
- Girls' hair must be neatly tied back and away from their face. Boys' hair must be short, neat and tidy.
- No sandals or slip-on shoes are allowed.
- Trainers should be black or white.
- No denim, jean-style trousers or track pants as part of the everyday uniform.
- The uniform must be clean and in good repair.
- The correct P.E. uniform must be worn on the days when your child has his/her P.E. lessons.
- If for any reason your child has to come to school out of uniform, s/he must always bring a note to the class teacher explaining why.

Spare clothes.

Accidents can happen, especially when children are busy enjoying themselves. We will need parents to provide the teacher with a spare set of clothes; (Please make sure these are clearly labelled with your child's name and are in a labelled bag).

Should we have to use some of our small supply of spare clothes in school, we would ask you to wash and return any borrowed clothes as soon as possible.

Head lice

Children will be regularly checked by the school clinic. If your child is unlucky enough to have picked up head lice (and it happens to us all at some time or another), a letter will be issued by the clinic asking you to treat them straight away. In that case the child **MUST** be kept home for at least 3 days until completely clear. On the first day back to school the child needs to be accompanied by the parent to the clinic first to be checked and sent to class from there. If the child's hair is **not** clear they must be taken home **immediately**.

Lost property

If your child has misplaced any items of clothing please check our lost property box, which is situated in Ms Mena and the Head office areas.

Re-cycling

We will be using recycling services at EBIS, and will hold a recycling point for the children to help and contribute towards.

Change in the collection arrangements

Should the collection arrangements for your child change, we must be notified beforehand. We reserve the right to refuse collection of any child without prior notification to us through the **link book** of a change of person who would not show us the **gate pass**.

Change of details

Please let us know if any of your details or emergency contact change, especially your mobile or landline numbers.

Birthday celebrations

Parents need to inform the class teacher in advance through their child's Link Book. Parents, grandparents and sibling studying at EBIS will be allowed to be in the classroom at celebration time (provided that their

own Key Stage Heads agree to their attendance). Please, ONLY cup cakes are allowed in the classroom. The teacher reserves the right to cancel the party if any of these rules are disrespected.

What should I do if I wish to escalate an issue?

The Foundation Stage Department works very hard to provide an environment that is appropriate for you and your child. We will work in partnership with you and welcome any comments or suggestions that you may have with regards to EBIS or your child. The department has an open door policy to welcome you in at all times.

However, from time to time, there may be issues that can only be resolved via an escalation procedure. If you feel that you would like to discuss an issue at a higher level then the following procedures apply:

- 1 - In the first instance you would discuss any concerns you may have with the individual member of staff caring for your child "Teacher or Co-teacher".
- 2 - If you are not satisfied or would like a different perspective on the issue then please refer to the Head of Foundation Stage, Ms Suzanne, who will endeavour to deal with the situation immediately.
- 3 - In the event of an unsatisfactory solution being reached at this stage please refer to the school administration.

Finally,

If you are worried or concerned about anything in the Foundation Stage, or if your child seems to be anxious, please speak to me (Ms Suzanne), Ms Mena, Ms Noha or the teacher about it. We are here to help and to try to solve any problem. By working together we will ensure that your child is happy, confident and eager to learn.

Kind regards,

Suzanne Halder.

Head of Early Years Foundation Stage.

