



MEMORIAL
INTERNATIONAL
SCHOOL - TIRANA

Primary School Staff Handbook 2018-19

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MISSION STATEMENT

We endeavor to provide a safe and caring learning environment where students are challenged to make use of their potentials and integrate into a multicultural world community.

MIST sets a good example of educational excellence.



We aim:

- To provide the best curriculum, faculty, learning facilities and environment for our students to acquire their highest potentials at MIST.
- To give every student access to coherent English- type international curriculum.
- To prepare our students for a life-long learning, equipped with skills and adaptability to cope confidently in a rapidly changing world.
- To promote high standards of behaviour and to foster caring, tolerant, supportive and respectful relationships between all members of our international

school community.

- To strive to attain the highest standards of international education in order that students respond to challenge and integrate into a multicultural world community.
- To develop an understanding and appreciation of diversity of cultures within our community.
- To build respect for people from different cultures and ethnic backgrounds.
- To prepare our students to grow up with self – confidence, self – discipline and high ethical standards – ready to communicate and operate within today’s global community.
- That each child has a unique talent and potential, so we encourage each child to explore his/her talent and help to bring out the best in them.
- That education should be student centred and is a partnership among students, teachers, parents and broader community.
- In measuring our value as human beings by our humanity towards others. Goodness, generosity, tolerance and honesty cannot be forced or ordered. They can function only by being modelled upon.

Finally we distil all this down to a short motto that really tells what MIST is: the right school where “students come first”

PHILOSOPHY

At Memorial international School of Tirana:

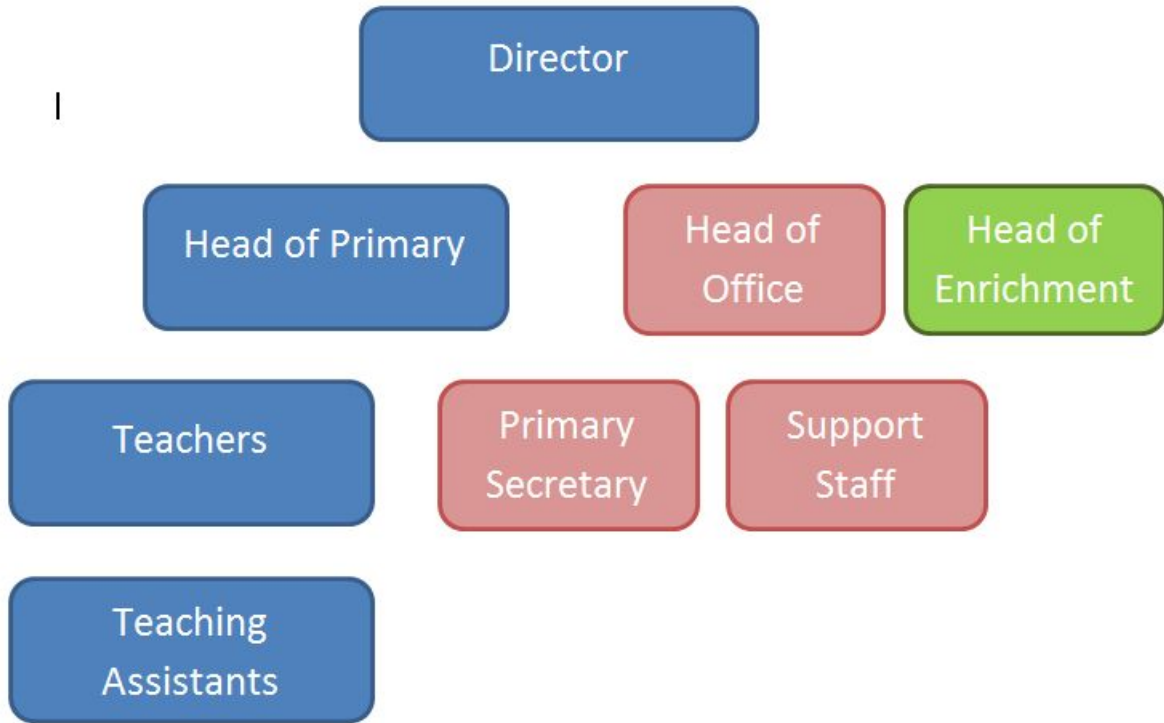
- We believe that all our pupils and staff are unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- We value truth, freedom, justice, human rights, the law and collective effort for the common good.
- We believe that pupils need to be taught to learn and build on new skills and develop socially.
- We value families as sources of love and support for all their members, and as the basis of a society in which people care for others. We believe we should respect the people, places and environment around us.
- We also wholly believe that pupils learn to value and treat others with respect, not only for what they have but also for what we can do for them.
- We recognise and celebrate achievement.
- We believe relationships are fundamental to the development and fulfillment of ourselves and others, and for the good of both the local and wider international community.

OBJECTIVES

At Memorial International School of Tirana

- We aim to develop a love of learning, which will remain with the individual long after the process of formal education has finished.
- We will provide a balanced and broad curriculum which will include all pupils of different abilities and needs, from the Early Years Foundation Stage to Secondary.
- We offer a range of extracurricular activities and trips to broaden the experience of school for our pupils and to enrich their learning of academic and social skills.
- We will encourage cross-curricular learning, supported by advancements in technology wherever possible to enhance the learning of our pupils.
- We will provide our pupils with a stimulating and caring environment to learn within, where the development of the whole child is a priority. We also encourage our pupils to develop as independent learners who can make positive choices for their own learning and development.
- We fully encourage parents to take an active role in their child's education and development.
- We aim to reward achievement of all members of our school community for their successes.
- Our pupils are members of their local community and of our host country, Albania. We recognise our students come from a multitude of cultural, religious and ethnic backgrounds. We therefore seek to provide a secular education that reflects and draws from this diversity by embracing the ideals of international understanding and responsible citizenship.

Primary School Organisational Chart



Year Groups at Memorial International School

At Memorial International School, we use the British year groups to refer to our classes in line with the curriculum we follow.

As the UK and Cambridge system starts primary school when children are 5, the Albanian 'parashkollor' is year 1. 'Klasa 1' is then year 2 and so on.

The table below shows this more clearly:

Key Stage	Age of Child	Year Group	<i>Albanian Equivalent</i>
Foundation	3-4	Nursery	<i>Kopsht</i>
	4-5	Reception	
Key Stage 1	5-6	Year 1	<i>Parashkollor</i>
	6-7	Year 2	<i>Klasa 1</i>
Key Stage 2	7-8	Year 3	<i>Klasa 2</i>
	8-9	Year 4	<i>Klasa 3</i>
	9-10	Year 5	<i>Klasa 4</i>
	10-11	Year 6	<i>Klasa 5</i>
Key Stage 3	11-12	Year 7	<i>Klasa 6</i>
	12-13	Year 8	<i>Klasa 7</i>
	13-14	Year 9	<i>Klasa 8</i>
Key Stage 4	14-15	Year 10	<i>Klasa 9</i>
	15-16	Year 11	<i>Klasa 10</i>
Key Stage 5	16-17	Year 12	<i>Klasa 11</i>
	17-18	Year 13	<i>Klasa 12</i>

Primary School Structure

Foundation Stage	Nursery	Age 3-4	Early Years Foundation Stage
	Reception	Age 4-5	
Key Stage 1	Year 1 (<i>parashkollor</i>)	Age 5-6	Cambridge Primary Curriculum in English, Maths and Science. English National Curriculum in other subjects (adapted where necessary to reflect the international nature and local Albanian setting of the school)
	Year 2 (<i>Klasa 1</i>)	Age 6-7	
Key Stage 2	Year 3 (<i>Klasa 2</i>)	Age 7-8	Cambridge Primary Curriculum in English, Maths and Science. English National Curriculum in other subjects (adapted where necessary to reflect the international nature and local Albanian setting of the school)
	Year 4 (<i>Klasa 3</i>)	Age 8-9	
	Year 5 (<i>Klasa 4</i>)	Age 9-10	Students sit Cambridge Primary Checkpoint Examinations at the end of year 6.
	Year 6 (<i>Klasa 5</i>)	Age 10-11	

2018 - 2019 Academic Calendar

MIST ACADEMIC CALENDAR 2018-2019*															
August							February								
	Mon	Tue	Wed	Thu	Fri	Sat	Sun		Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4	5						1	2	3
	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
13 Teacher's arrival	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
21 Eid al-Adha	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
	27	28	29	30	31			25	26	27	28				
September							March								
	Mon	Tue	Wed	Thu	Fri	Sat	Sun		Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1	2						1	2	3
3 School Opening Day	3	4	5	6	7	8	9	4	5	6	7	8	9	10	
	10	11	12	13	14	15	16	11	12	13	14	15	16	17	
	17	18	19	20	21	22	23	18	19	20	21	22	23	24	
	24	25	26	27	28	29	30	25	26	27	28	29	30	31	
October							April								
	Mon	Tue	Wed	Thu	Fri	Sat	Sun		Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6	7		1	2	3	4	5	6	7
	8	9	10	11	12	13	14	8	9	10	11	12	13	14	
19 Beatification of Mother Theresa- OFF	15	16	17	18	19	20	21	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	22	23	24	25	26	27	28	
	29	30	31					29	30						
November							May								
	Mon	Tue	Wed	Thu	Fri	Sat	Sun		Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3	4				1	2	3	4	5
	5	6	7	8	9	10	11	6	7	8	9	10	11	12	
	12	13	14	15	16	17	18	13	14	15	16	17	18	19	
30 Day OFF	19	20	21	22	23	24	25	20	21	22	23	24	25	26	
28-29 Independence Day-OFF	26	27	28	29	30			27	28	29	30	31			
December							June								
	Mon	Tue	Wed	Thu	Fri	Sat	Sun		Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1	2							1	2
8 National Youth Day - OFF	3	4	5	6	7	8	9	3	4	5	6	7	8	9	
21 End of Term I	10	11	12	13	14	15	16	10	11	12	13	14	15	16	
25 Christmas Day - OFF	17	18	19	20	21	22	23	17	18	19	20	21	22	23	
26-31 Winter Break	24	25	26	27	28	29	30	24	25	26	27	28	29	30	
January							July								
	Mon	Tue	Wed	Thu	Fri	Sat	Sun		Mon	Tue	Wed	Thu	Fri	Sat	Sun
1-7 Winter Break		1	2	3	4	5	6		1	2	3	4	5	6	7
7 First Day of Term II	7	8	9	10	11	12	13	8	9	10	11	12	13	14	
	14	15	16	17	18	19	20	15	16	17	18	19	20	21	
	21	22	23	24	25	26	27	22	23	24	25	26	27	28	
	28	29	30	31				29	30	31					

*P.5. This calendar shows only:
1. School Opening Day
2. School Ending Days
3. Official Holidays

2018 – 2019 Primary School Timetable

Key Stage 1

Primary School - Key Stage 1 - Years 1-2		
<i>Lessons</i>	<i>Start</i>	<i>End</i>
Breakfast	07:45	08:05
Registration	08:05	08:25
Lesson 1	08:25	09:10
Lesson 2	09:10	09:55
Snack & playtime	09:55	10:25
Lesson 3	10:25	11:10
Lesson 4	11:10	11:55
Playtime	11:55	12:25
Lunch	12:25	12:45
Reading time	12:45	13:15
Lesson 5	13:15	14:00
Enrichment Courses	14:00	14:45

Primary School - Key Stage 2 - Years 3-6		
LESSONS	START	END
Breakfast	07:45	08:05
Registration	08:05	08:25
Lesson 1 (<i>45 mins + 15 mins English practice</i>)	08:25	09:25
Lesson 2 (<i>45 mins + 15 mins Maths practice</i>)	09:25	10:25
Snack & playtime	10:25	10:55
Lesson 3	10:55	11:40
Lesson 4	11:40	12:25
Lunch & Playtime <i>Years 3 & 4 eat from 12.25 - 12.45</i> <i>Years 5 & 6 eat from 12.45 to 13.05</i>	12:25	13:15
Lesson 5	13:15	14:00
Enrichment Courses	14:00	14:45

Staff Absence, Attendance and Punctuality

Arrival and Departure

Staff are expected to arrive on site by approximately 07:45 to prepare for their lessons and registration. The school provides a free shuttle service in the mornings and afternoons. Please see the primary secretary for further details on the timetable and pick-up points. The official leaving hour, as stated in the staff contracts, is 16:00.

Attendance at Events

MIST is a community-based school and as a community there is an expectation to attend events to support students and colleagues. Whilst there is not a minimum number of events we expect you to attend, please try to support your students, especially those in your form class by attending.

Staff Absence

All planned staff absence must be requested and communicated at the earliest possible opportunity. Personal leave must be requested using the forms available in the primary secretary's office and submitted to the principal. Some personal leave may be authorised as unpaid leave.

In the event of personal illness or domestic problems necessitating absence from school, it is essential that teaching staff inform the head of primary by a telephone call (or text message if it is very late/early in the morning) , ideally at least one day prior to their absence, but by **7.30am on the day of absence at the very latest.**

In addition to informing the principal of their absence, it is also the responsibility of the teacher to:

- set work for classes that they will be missing.
- Convey any information regarding duty commitments on that day to the head of primary

If you are taken ill, or have to leave school for any other reason, during the School day and have to go home and/or miss classes, make sure that you inform the head of primary, or in his/her absence, the director and fill the absence form.

Staff Dress Code

A person's dress and appearance are matters of personal choice and self-expression. However, staff should recognise that they are role models to the children and their choice of dress should uphold the school's expectations. Staff must ensure they are dressed in a way that is safe and appropriate for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Employees are expected to present a well-groomed, professional appearance and to practice good personal hygiene. Remember, to our students, parents and the public, employees represent the school. Administration expects that all employees are neat, clean, and wear appropriate dress for work that is in good taste and suitable for the job at hand.

Male staff - smart professional clothing

- Smart trousers (no jeans)
- Smart shirt (wearing ties is preferable, but teachers working with younger children may choose not to wear a tie during lessons for reasons of practicality)
- Smart shoes
- No piercings (with the exception of earrings), should be visible.
- Any tattoos must be covered
- Male staff should be clean shaven

Female staff - smart professional clothing

- Smart trousers (no jeans) or skirt/dress (this should be knee length or longer and not too tight!)
- Smart blouse/top (this should come to the edge of the shoulders)
- Smart shoes
- No piercings (with the exception of earrings),
- Any tattoos must be covered.
- Make up should be subtle.

If there is any doubt about the suitability of clothing, please talk to the head of primary

English Language Policy

It is school policy that English is the only language spoken at MIST, except during language lessons (e.g. Albanian, French, German).

Staff are reminded that they are role models here and encouraged to lead by example, as well as to remind students about the English language policy.

For clarity and to avoid confusion, teachers are reminded that they should use the spelling and grammar rules of British English.

Arrival Procedure

Students arrive from around 7.45.am. Some may arrive as early as 7.30 am.

KS2 students may eat breakfast in the cafeteria. Foundation and KS1 students go directly to their corridor and eat breakfast / start morning activities in the common room.

KS1 students go to their classrooms between 8.00 and 8.05.

KS2 students line up at the primary entrance when the bell goes at 8.05. The Head of Primary greets the school and sends the classes in one by one. All teachers should come outside to meet their students and walk upstairs with their class.

KS2 students may not come upstairs before 08.05. On rainy days, students arriving early may wait in the cafeteria or use the primary reading area.

Attendance and Late Students

During morning registration, form teachers will take class attendance in the appropriate folder. The folders will be collected and will be given to the primary secretary. The parents of absent students will be notified.

Please inform the primary secretary of any parents that have notified you of their child's absence.

Students arriving after the attendance folders have been collected need to report directly to the primary secretary.

Primary students who are late for lessons need to be accepted into the lesson. Depending on the nature of the lateness, the teacher may deal with the situation accordingly. If it is a continuous or ongoing situation, the Head of Primary should be informed and parents should be notified

Breaktime procedure

Foundation Stage

The timing of break times for the foundation stage will be determined by the foundation stage team in consultation with the primary school principal. Students will follow similar procedures as for Key Stage 1.

KS1

The first 15 minutes of breaktime are designated as 'snack break'. Students will eat their snack in the classroom before lining up and going outside to play. A healthy snack is provided by the school, but some students may choose to bring their own snack.

At the end of playtime, the children should line up and will be sent inside by the duty teacher.

KS2

At breaktime, students should take their snack and line up in the classroom before going outside to play through the main entrance. A healthy snack is provided by the school, but some students wish to bring their own. Students should make sure they take everything with them that they need as they should not be inside during breaktime (except to use the toilet).

Students waiting to take a school snack should queue in a quiet and orderly fashion!

Students wishing to use the primary reading area at break times may do so by taking a library pass from their form teacher. To avoid overcrowding of the reading area, each class has a limited number of library passes and teachers should try to distribute these fairly.

5 minutes before the end of breaktime, the duty teacher at the front of the building will send a child to ring the bell. Children line up in their classes and will be sent inside by the duty teacher.

Indoor playtime

In bad weather, the Head of Primary may announce an indoor break.

In this case, students stay in their classrooms.

Duty teachers will be on duty in the corridors, although most teachers will choose to stay in their classrooms to supervise their students.

During this time, teachers should avoid showing films, but should encourage students to play board games (there is a selection in the store room, but in periods of prolonged weather, teachers may wish to encourage students to bring their own games). Children may also read, draw, finish work, play educational matching games etc in the classroom or KS2 students may take a library pass to visit the

primary reading area.

Duty teachers

In order to ensure a safe environment for all students, teachers are obliged to follow a duty schedule in which they will be assigned the supervision of a specific area of the school.

If a teacher is unable to fulfill their duty assignments, it is his/her responsibility to find another teacher to cover their assignment.

If there is an ongoing problem with conflicting schedules, the teacher should speak with the Head of Primary about re-arranging the schedule to accommodate the teacher.

All staff should be fully aware of playtime procedures and rules and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, while maintaining an overview of the play area and spotting potential problems before they escalate.

At the end of playtime, the duty teachers should supervise children lining up and send them in one class at a time, ensuring that they walk in a quiet and orderly fashion.

Moving around the building

Students should move around the building in a quiet and orderly fashion, remembering that others have lessons when they have break/lunchtime. Particular care should be taken during exam periods.

Lunchtime procedure

Foundation Stage

Foundation Stage students eat lunch between 12 and 12.20. Before going to lunch, students wash their hands, line up and walk to the dining room with their teachers and teaching assistants. The timing of playtime will be determined by foundation stage staff in consultation with the primary school principal.

Key Stage 1

Key stage 1 students have playtime before they eat their lunch. The procedure for playtime is the same as for morning break. After playtime, students will line up with their teachers, wash their hands and go to the lunch room together. Lunch is supervised by the teaching assistants. During lunch, good eating manners should be encouraged - students may chat quietly but should refrain from shouting, leaving their seat, playing with food etc, etc, etc!

Students will be dismissed one table at a time and should stand up quietly, put their chairs under the table and carry their trays away.

Students will walk back to class with their class teachers.

Key Stage 2

Key stage 2 students eat lunch in 2 stages.

Year 3 and 4 eat lunch at 12.25 with years 1 and 2. Students line up in their classrooms then go downstairs to wash their hands and eat lunch. Students should be encouraged to take time to eat all of their lunch and should remain at the table until they are dismissed at 12.45.

During lunch, good eating manners should be encouraged - students may chat quietly but should refrain from shouting, leaving their seat, playing with food etc, etc, etc!

Students will be dismissed one table at a time and should stand up quietly, put their chairs under the table and carry their trays away. Students will then go outside for playtime.

Year 5 and 6 will line up in their classes then go directly outside to play. At 12.45 a bell will ring and students will line up to go inside to lunch.

During lunch, good eating manners should be encouraged - students may chat quietly but should refrain from shouting, leaving their seat, playing with food etc, etc, etc!

After eating, students may go directly outside to play.

5 minutes before the end of lunchtime, the duty teacher at the front of the building will send a child to ring the bell. Students will line up as at the end of breaktime and will be sent inside by the duty teacher.

End of day procedure

Foundation Stage

Foundation Stage students who are leaving on primary school buses should be made ready to leave at 2.45 pm and taken to their bus by the teaching assistant. Those students remaining until 3.30pm will eat a snack in their classroom before starting the daycare programme (led by the teaching assistants). Any year one students remaining until 3.30 will join the foundation stage.

Teachers and teaching assistants should be aware of the times that children will be collected at and should ensure that they are ready.

Foundation stage buses leave at 3.30pm. All students must be collected by 4.00pm at the very latest. If there is a child who has not been collected by 4pm, s/he should be reassured that their parents will be here soon and taken to the receptionist who will call their parents.

Key Stage 1

Key stage 1 students finish at 2.45pm.

Students will line up and be taken outside by the duty teacher. Students will either line up for buses or wait with their teacher to be collected by parents.

Any year one students who have signed up for the foundation stage daycare programme will be taken there.

All other students must leave the premises by 3.00pm. Any remaining students should be taken to the receptionist, who will call their parents.

Key Stage 2

Key stage 2 students finish at 2.45pm.

Students will line up and be taken outside by the duty teacher. Students will either line up for buses or wait with their teacher to be collected by parents.

All students must leave the premises by 3.00pm. Any remaining students should be taken to the receptionist, who will call their parents.

Assembly

Assembly is an important part of primary school life at Memorial International School and is held one per week on Friday mornings.

Assembly is usually taken by the Head of Primary and all classes in key stage 1 and 2 attend. Children in reception are invited to join assembly in the summer term. All foundation classes may also be invited for a whole school assembly from time to time.

There is a class assembly once per month, where each class will take it in turns to lead the assembly. Class assemblies take place in October, November, December, January, February, March, April and May. Dates for individual classes will be allocated during the orientation week.

Class assemblies should be relevant to a topic the class is studying or to a seasonal event at that time of year (e.g. Autumn festivals, Spring day etc., etc)

Please bear in mind that this school is a non-religious school (as are all schools in Albania) and whilst the secular element of festivals may be celebrated, the religious element should be omitted. If you are in any doubt, please speak to a member of senior management.

Teachers should submit a brief outline of their assembly topic to the head of primary for approval before starting preparations with the children.

House Points

House points are an important part of life at MIST for Key Stages 1 and 2 and children enjoy taking part in house activities as well as the opportunity to win house points throughout the week. House points are announced each Friday during assembly.

There are four houses at MIST, each named after a wild animal that can be found in Albania (e.g., Balkan Lynx, Bear, Wolf, Fox). All students belong to one of the four houses. Students can be encouraged to find out about their house animal, its habitat, what it eats, if it is endangered and why, etc.

Each house is also associated with one of the colours red, blue, green, yellow.

Staff will also be assigned to a house during induction week and one member of staff will be designated house leader.

House points can be awarded as a positive reinforcement for good behaviour, excellent work, friendships, etc. They are also used for a variety of activities including spirit days, house competitions, theme weeks and individual and team events.

Uniform Policy

School uniform is obligatory for all students from years 1 to 13.

The school-issued uniform consists of the following:

- Lilac-coloured polo shirt with the school logo
- Black trousers (school-issued)
- School fleece jacket with the MIST logo
- Proper physical education uniform

Primary teachers should check students uniform during registration each day.

If a student is not wearing correct uniform, parents should be contacted and the Head of Primary informed.

The Head of Primary may choose to call parents to bring a change of clothes and keep the student in the office until he/she is properly dressed.

If the problem persists, this will result in incremental disciplinary action.

Electronic Devices

Electronic devices (e.g. tablets, lap tops) are not permitted in school unless they are specifically required for a lesson. When not in use, these items should be kept out of sight in student back packs.

Mobile telephones, including watches with a sim-card are not permitted in school and should be left with the receptionist.

MIST staff should also not have electronic devices in the classroom unless it is related to the lesson. Under no circumstances should phones should be used during lesson hours or in communal places (e.g., corridor).

Toys

Students may bring toys or personal leisure items to school for use during breaks and recesses. Toys should not be of a violent nature and should not include toy guns or weapons of any kind. The school is not responsible for toys that are broken or lost.

Doctor, Medicine

Illness During the School Day

Students becoming ill or injured during the school day are directed to report to the doctor. If the doctor is not available, the student should report to the office. Parents or other persons designated on the student's enrollment application will be contacted as appropriate.

Except in emergencies, students failing to report to the nurse or main office will be counted absent, unexcused.

Students must obtain an early release permission slip from the Head of Primary before leaving the building. Students should wait in reception to be collected. The form teacher should be informed of the student's absence.

Medication

All medication should be administered outside of school hours, if possible. If necessary, medication can be administered at school under the following circumstances:

1. The school will NOT dispense over the counter medication (i.e., acetaminophen, aspirin, ibuprofen, etc.) to students.
2. Medication brought to school must be submitted to the school doctor, along with a Medication Administration Directions Form signed by the student's physician and parent.
3. If the doctor decides that an unwell student should receive medication, s/he will contact the parents for permission.

Emergencies

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, school employees will seek emergency medical treatment unless a parent has previously provided a written statement denying this authorisation.

Calling Home

Students may need to call their parents during school hours. In this case, they must take permission from their form teacher and ask the receptionist to call home. Students will not be allowed to call home without the permission of their form teacher.

Field Trips and Excursions

Memorial International School of Tirana aims to ensure educational visits are viewed as an integral part of teaching and learning. MIST acknowledges the importance of educational visits in broadening and enhancing both the learning and social experience of young people. We provide opportunities for pupils to go on a variety of school visits throughout their time in the primary school. Ideally, visits will support the work in the classroom and should be at least one per half term. Subject teachers are also encouraged to plan an educational excursion and/or activity to support their teaching.

Team leaders will ensure that the planning and supervision of all visits and adventurous activities meet the school requirements on health and safety, staffing and risk assessment.

The Head of Primary must approve educational visits prior to submitting the excursion form to the Head of Enrichment. As a part of this authorisation process, planning details and risk assessments will be discussed with the team leader and teacher responsible for organising the trip.

Primary Student Council

The Primary Student Council provides vital experience in developing the leadership skills of our younger students. The council is made of elected or designated pupils from each class. Each year group in Key Stage 1 and 2 assigns 2 representatives to attend student council and report back to the class. Key Stage 1 classes may select 2 different children each time, whereas the representatives from Key Stage 2 classes should attend every meeting.

The Primary Student Council meets once per month to discuss issues raised by students and staff, projects, charity activities and fundraisers, activities and school-wide initiatives, etc.

Social responsibility and work with charities

As a school, we see it as an important part of our work to educate our students about social responsibility and to give them the opportunity to participate in their communities in a positive way.

Memorial International School supports a number of different charities and organisations each year and encourages students to take a lead in organising fundraising events and collections.

In the past, students have collected supplies for an abandoned babies unit, food items for food bank Albania, school supplies for underprivileged children, gifts and personal hygiene items as part of a shoe box campaign, old jeans for an organisation working with disadvantaged women to make aprons out of recycled jeans, as well as fund raising through bake sales, a colourful restaurant for staff and a 'guess how many sweets in the jar' competition as part of a maths lesson on estimation.

Students also make craft items for an annual charity bazaar, where our choir also performs.

Staff are encouraged to support these activities within their classes as well as promoting social responsibility throughout the year.

Planning, Recording and Official documents

Annual (termly) plans

According to the requirements of the Albanian Ministry for Education, teachers in Key Stage 1 and 2 are required to prepare and submit long term plans for each subject they teach. These 'annual' plans are actually 3 x termly plans and consist of a brief title for each lesson that is planned to be taught that term, as well as details of textbooks and other resources used. A template will be provided to teachers during the induction time, together with guidelines for completing this. Teachers should submit the final version of their annual plans to the Head of Primary before the start of each term.

The annual plans should be annotated and updated to reflect what was actually taught and resubmitted at the end of each term.

Weekly Lesson Plans

Key Stage 1 and 2 teachers are required to prepare lesson plans on the template provided at the beginning of school year. Teachers should print and keep their plans in their planning folder in their classrooms.

Plans should be submitted to the Head of Primary one week in advance on Friday afternoons. They are also liable to external checks by Albanian officials and Central Office.

Foundation stage teachers should produce and submit weekly plans according to the foundation stage planning format.

Official Registers

The register is an official legal document that is required by the Ministry of Education. The official register for years 2-6 consists of a record of all lessons taught (using the titles from the annual plan), student absences and grades, as well as personal information about each student.

The official register for nursery, reception and year 1 is similar to the above, but without grades - instead, there is a written description of each student in January and again in June.

Teachers are obliged to ensure that the registers are completed accurately and on time.

Each class has its own official register which will be kept in the form class throughout the day and taken to subject lessons with the class..

More details about completing the registers will be provided to teachers by the principal at the beginning of school year.

It is very important that registers are completed accurately as they are the official record of each class and will be controlled by the Ministry of Education on regular basis. They will also be checked by the principal once a week.

Evidence

'Evidence' is another official document that is required by the Albanian Ministry of Education. This is a

requirement for KS1 and 2 only and is a record of students' continuous assessments on an officially outlined document. They should be kept for each term by teachers and submitted to principals at the end of each term.

Online System

MIST uses an online system that tracks student attendance, assessment, behaviour, etc. throughout the year.

The online system is a program similar to the official registers but allows the parents to be more interactive.

Attendance, lesson topics, lateness, assessments, comments and discipline points should be registered to online system in a timely manner.

Student Tracking

Staff are required to complete a tracking sheet for each student in maths, English and science. This tracks students performance against learning objectives and should be completed 3 x per year.

Grading Policy and Report Cards

Students in Key Stages 1 and 2 are given grades according to the Albanian National Grading Policy. All students must complete a full year of study in order to be promoted to the next year level. A student who fails one or two core subjects needs to demonstrate mastery of that subject in a proficiency exam at the end of August, before the beginning of the next academic year.

End-of-term grades are compilations of student marks. Parents will be given interim reports at the end of each trimester and a final report card following the completion of the school year. In addition to the report card, which details only grades given, teachers are also required to write a full written report about each student 3 times per year.

Teachers should update their grades in the online system as soon as they have finished their assessments. There will be deadlines for each term to submit the final grades. Teachers are expected to comply with these deadlines. Form teachers will also write comments about students' behavior and overall progress in the report cards.

Assessment consists of written tests, continuous assessment and project work. Teachers are required to give a grade for each of these each term. These are weighted and will be combined to give a final grade for each subject.

Foundation students will be assessed against the foundation stage profile 3 times each year and reports will be prepared accordingly

Portfolio

Teachers are required to keep a portfolio for every primary student.

In Key Stage 1 and 2, this consists of examples of classwork and homework as well as the project work that students do in each subject. Where the project does not fit into the portfolio, a photograph should be taken, printed and put in the portfolio.

In the foundation stage, a portfolio should be kept to show evidence of each students' progression

Textbooks and Notebooks

The book and resource list for the primary classes has been designed to help teachers and students achieve their educational objectives and support student learning.

Although MIST encourages teachers to be creative with delivering lessons, teachers are expected to include and use the textbooks as a part of their academic program. Teachers should aim to complete the majority of their resources throughout the year.

If there is a concern about the level of the book or resource, the teacher should address this issue with the Head of Primary.

Textbooks are purchased by parents and each child has their own personal copy. These books will be given to teachers to distribute at the start of the year, together with the notebooks that each child needs.

Teachers must keep a record of books given to each child and ensure that the child's name is written in each book.

It is school policy that textbooks and workbooks are kept at school unless they are needed for homework / to study for a test. Teachers should store textbooks and workbooks neatly in the classroom cupboards

Notebooks are provided by the school as part of the books package purchased by parents. Each teacher will be given notebooks for their class at the start of the year. If you notice that students are coming to the end of their notebooks, please inform the primary secretary who will issue new ones. As these may need to be ordered, please inform her of this in advance!

Teaching Resources

Teaching resources, including teachers' books, teaching materials, classroom supplies etc are distributed at the start of the year.

Additional paper, paint, glue etc is usually in stock (please ask the primary secretary). Equally whiteboard markers, staples, drawing pins, laminating pouches etc etc are also stored in her office.

Topic resources for teaching science and humanities topics can be found in the store room and should be signed out.

Any additional resources needed for your teaching can be requested from our office manager, Please bear in mind, that while we will try to accommodate requests for additional materials and indeed are able to purchase many items that teachers require, budget constraints, as well as the availability of certain items in Albania may mean that some requests are not possible and an alternative solution should be found.

As part of our efforts to reduce waste, we encourage the use of recycled materials in our projects where possible. As children love making and creating things, we get through a lot of yoghurt pots and boxes throughout the year!

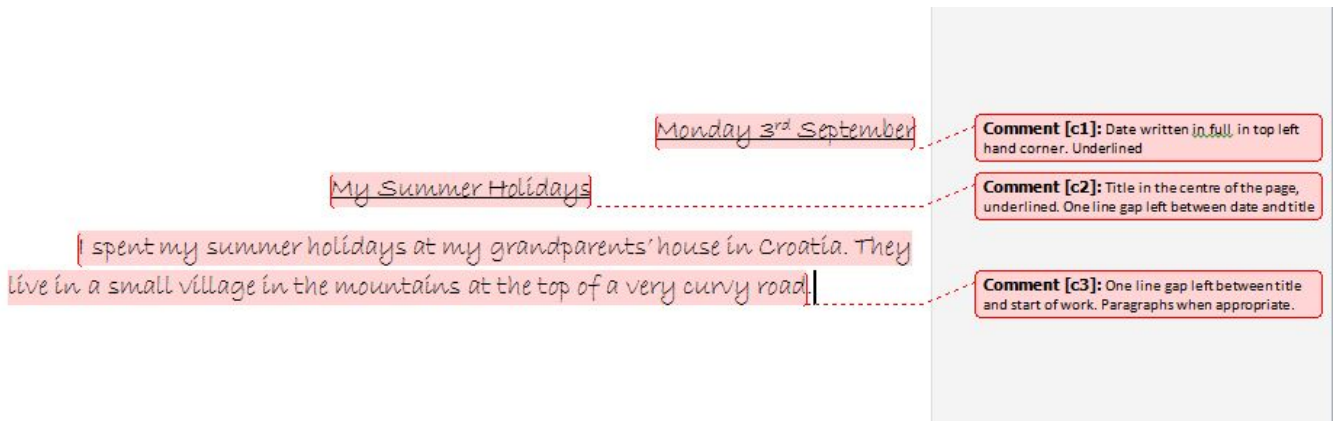
Teachers are encouraged to bring clean recycling items to school - in particular yoghurt pots, cream cheese pots, jam jars (with labels removed), kitchen roll tubes, boxes, shiny paper etc etc.

Presentation

Students are encouraged to take pride in their work and to present it well. We use high quality notebooks with thicker paper and a margin on each page.

Students should lay out written work as follows:

- Date written in full and underlined in the top right hand corner.
- *Miss one line.*
- Title written in the centre of the page and underlined.
- *Miss one line.*
- Start writing. Paragraphs where appropriate.
- Numbers should be written in the margin.



Display

Displays should be relevant, informative and up to date. Displays should always have a title and a caption, explaining what the display is about as well as which year group did the work.

Students' work should be mounted and should have the name of the student. The main display should have captions explaining what students did, what the scope of the work was etc etc.

Educational display should be informative and clear to students.

Display work should be updated regularly - ideally every half term.

Reading Scheme

In primary, we predominantly use the Oxford Reading Tree scheme, although foundation and KS1 children will also use books from the Jolly Phonics programme.

The Oxford Reading Tree scheme has 16 stages and is designed for gradual progression. Although students are not required to read EVERY single book in a stage if they are ready to move on, they should read at least 6 books from each stage.

All children should read aloud to their teacher (or a teaching assistant) twice per week. A child's reading accuracy and comprehension should be noted, as well as their understanding of relevant and age appropriate punctuation and text features.

If a child shows a good understanding of a book, can read it fluently and answer questions about it clearly, then they are ready to move on to another book.

While we are keen to motivate children and give them a feeling of progression, it is counterproductive to push children ahead to higher reading levels that they are not yet ready for.

Decisions to move children onto the next stage must be made by the teacher. If a teaching assistant feels that a child is ready, s/he should inform the teacher who should then hear the child read and make his/ her own assessment.

Although all children have different reading levels, the following are the expected reading levels for each year group:

Reception: stage 1,2,
Year 1: stage 3,4,5
Year 2: stage 6,7,8,9
Year 3: stage 9,10,11
Year 4: stage 12,13
Year 5: stage 14,15
Year 6: stage 15,16

Children who are reading at a level far below their year group level should be involved in a daily reading programme.

Students joining the school in higher grades with little or no knowledge of English should not be started on stage 1 or 2 of the reading scheme, but rather given ESL readers until they are able to access a reading stage closer to their year group age.

Library

The primary reading area is located at the bottom of the stairs near to the primary entrance. It is supervised by the librarian and receptionist and may be used by all primary students.

Teachers are encouraged to take their classes for a library lesson 1 x per week. This can be in small groups or as a whole class. Students may also use the library at break times with a library pass. Students may borrow 1 book at a time and must check this out digitally.

The main library is located on the third floor. This is mainly for the use of secondary students and staff, but primary teachers may also find some teaching resources here. The librarian, is based here and is responsible for signing out teaching materials at the beginning and end of each year, as well as for ordering new books.

Student Librarians

Students in year 6 may apply to be student librarians and assist in the library at break times, according to a rota.

Book Order

As a school, we are keen to promote students' reading and offer two different ways for students to purchase English language books throughout the year:

Scholastic books catalogues are distributed 2 or 3 times per year. These are an excellent opportunity for students to select and order books from a UK distributor. The book order is coordinated by the librarian.

The school also organises an annual book fair, as part of book week, where local book shops have a stand at school, selling English language books.

Resource room & store room

There is a resource room for primary staff located at the top of the main stairs, next to the Head of Primary's office.

There is photocopier and printer here, as well as paper cutter, laminator etc.

Colour printing can be emailed to the primary secretary. Colour photocopying can also be done in her office.

The store room is located at the other end of the corridor - teaching resources, such as paper, notebooks, paint etc as well as science resources can be found here, together with drama props, PE equipment and various other items.

An additional resource/store room is located on the foundation stage corridor.

ICT/Conference Hall

Teachers are encouraged to make use of our ICT lab and conference hall. To ensure that there are no scheduling conflicts, it is best if staff reserve a slot using a post-it note on the timetable outside the door of the ICT room and/or conference hall.

Performances and celebrations

There are several performances and celebrations each year:

- International Fair (October)
- Albanian National Day (28th/29th November) - performances organised by the dance teacher and Albanian language teachers, activities organised in class and by subject teachers.
- Winter Show - end of term performances
- Teachers' Day (7th March)
- Mother's Day (8th March) - different events and activities for students' mothers.
- End of year performances, Key Stage 1 graduation, Year 6 graduation

Not all groups participate in all performances / activities and some may decide to organise an in-class event/ activity rather than a performance. However each class teacher is required to organise at least one performance during the year.

Staff are reminded that class performances are also an excellent learning opportunity and where possible these should be student-led. The Head of Primary needs to approve the program prior to informing parents.

The head of enrichment will assist teachers in coordinating and organising their performance and enrichment-related activities.

Birthday Celebrations

We welcome birthday celebrations at MIST. Parents are required to notify the form teacher prior to the celebration and teachers are advised to contact parents in advance to ask them if they would like to celebrate their child's birthday in class and to discuss the arrangements.. The celebration should be scheduled at a time that affects the classes the least, preferably during break or after lunch.

In coordinating the celebration with the parents, please observe the following:

- Parents may bring / send a cake / snack to share with the class.
- Napkins etc should be provided by the family.
- A sharp knife for cutting the cake may be borrowed from the kitchen.
- A lighter for birthday candles is in the head of primary's office.
- The celebration is preferably to be arranged at break or lunchtime, ideally after lunch.
- Only parents / close family should attend. Entertainers, e.g. clowns, singers etc are not permitted.
- If music is to be played, please be considerate to other classes and keep the volume to an absolute minimum.

Enrichment

We recognise the importance of a strong enrichment programme in providing a broad and balanced education and this is an area that we will be focusing on building and developing this year. Enrichment is a very broad area and covers many of the activities that we offer at MIST, from sporting activities to book week, from the spelling bee to student council, from themed days at school to participation in sporting tournaments and choir performances. The list is endless and new ideas are always welcome!

All primary staff are required to run up to 5 enrichment activities (form teachers will usually have 3 or 4) as part of their teaching hours.

The enrichment programme is coordinated by the head of enrichment for the whole school.

Further details regarding the enrichment programme will be distributed during induction week and throughout the year.

Communication with Parents

At Memorial International School, we are proud of our communication with parents and see a strong partnership with parents as a vital part of their child's education.

Primary teachers communicate regularly with parents via our parent communication app, posting information at least once per week about what the class is learning.

Teachers also post photos of lessons and activities, together with explanations about how the children are learning and what the activity is for.

Teachers also communicate regularly via individual message to inform parents about any issues relating to their child.

We encourage teachers to post as much as possible so that parents are informed about what is going on in the classroom and feel that they are more involved in their child's education.

We currently use class dojo, but will be transitioning to communicating via the new school management system during the year.

Parent Teacher Meetings

Parent teacher meetings are held 3 times a year in November, February/March and May. The dates for these are set out in the academic calendar. Parent meetings are usually held outside school hours.

Teachers are asked to set up an appointment system, usually via google docs to enable parents to sign up directly for an available slot. This should be around 10 minutes.

If parents are unable to attend at the times available, teachers are encouraged to set up an alternative meeting.

Equally, in cases where teachers feel that more time is needed to talk about a specific child, they are encouraged to set up a separate / additional meeting.

During parents evenings, staff should also take the opportunity to check that contact details are correct. If assistance is required with translation, support staff will be on hand to assist with this.

Induction Meetings

Inductions meetings are held during the first weeks of term and provide an opportunity to get to know parents, introduce the themes and topics for the year, as well as general expectations. Parent representatives are also elected at these meetings.

Impromptu Meetings

If a parent wishes to meet a teacher, outside of the above arrangements, then the parents should contact the school or the teacher requesting a meeting.

Teachers are not available to meet parents without notice as they are often supervising children, attending meetings or teaching in class.

Parents are encouraged to make an appointment through the primary secretary or directly with the teacher.

As parents requesting a meeting usually have an immediate concern, teachers are encouraged to try and arrange a meeting at the earliest possible time, as well as to try and find out the nature of the concern prior to the meeting.

Homework Policy

Although recent research has raised questions about the effectiveness of homework, we appreciate that it is still an important part of education for many.

We do, however recognise the importance of play and the need for children to relax after school in order to come to school the next day refreshed and ready to learn. We understand that many children also attend clubs or additional lessons after school and that time is often limited.

While teachers are required to set a certain amount of homework as detailed below, homework should not be excessive and should always have a purpose that is clear to the child.

In primary school, students are required to read each night and parents are encouraged to write comments in the reading record.

In addition, students are given spellings to learn each week.

The school uses two online learning programmes - abacus for maths and bug club for English. Teachers are also required to set regular homework tasks here for those students who wish to practise at home.

Teachers are encouraged to set research / planning / project / investigation homework where possible rather than giving worksheets to complete.

Teachers are reminded that homework should always be at a level where students can complete 70% alone or with minimal help. Homework should also be consistent and relate directly to the content being taught.

Lesson Observations

Formal observations

Formal lesson observations will be carried out by MIST administration 3 times a year. A mutual time may or may not be arranged between the observer and observed, with the focus of the observation being made clear beforehand. Most observations will be conducted in a drop-in style, with 15 to 20 minutes of a lesson being observed.. The observed teacher will be assessed according to MIST assessment criteria based on CIE standards. The observer will complete a formal observation form (see appendix 1). At the end of observation, a time will be arranged for feedback to be given (no longer than a week after the observation has taken place and usually on the same day)

Optional observations

Staff can choose to request a formal observation if they feel they would like some confirmation or advice relating to a professional development target.

Peer Observations

The purpose of peer observations is to share good practice and teacher strengths with colleagues in the school. Each year teachers can identify an appropriate colleague from any section of the school that could help them achieve a particular goal on their action plan. First of all this colleague is observed in class or is involved in discussions. Then, after a certain period decided mutually between the two colleagues, the teacher with the particular strength informally observes the other colleague and provides feedback via the peer observation form.

PROFESSIONAL DEVELOPMENT

Although we do not have a very large CPD budget and are unable to send teachers abroad for training, we are able to offer some training events in school as well as online training courses (e.g. from CIE) and participating in other training seminars in Tirana.

We also encourage staff to share their experiences and present on topics in our staff meetings.

In our school, the professional development coordinator will arrange individual professional development meetings with teachers to discuss training needs.

As mentioned above, the school organises in school training seminars, presented either by our staff or by an external trainer. There will be a maximum of 3 inset days during the year. These days will be on Saturdays and staff will be informed beforehand.

APPENDIX 1: TEACHER OBSERVATION FEEDBACK FORM

Teacher:
Class and Subject:
Date and Time:
Observers:

A	Overall Learning Environment 1 seldom meets expectations - 2 sometimes meets exps - 3 often meets exps - 4 always meets exps - 5 exceeds exps	
1.	The teacher creates a safe, pleasant and effective learning environment.	
2.	The teacher's manner is positive, encouraging and open towards students.	
3.	The teacher clearly respects and listens to the students and responds to their needs.	
4.	The teacher maintains a robust and focused academic atmosphere, appropriate to the age, level, subject and lesson.	
5.	The teacher seeks to hold the attention of all students and effectively addresses any attempts to disrupt or disengage.	

B	Planning and Materials	
6.	The lesson is well structured and incorporates a variety of progressive stages.	
7.	Activities are well prepared (level, value, timing, instructions).	
8.	The teacher uses appropriate materials (books, worksheets, media) effectively.	
9.	The lesson is appropriately timed, and begins and ends cleanly.	
10.	The teacher demonstrates appropriate subject expertise.	

C	Lesson Delivery	
11.	The lesson is delivered effectively and in an appropriate style.	
12.	Objectives are clear to teacher and students, and are achieved during the lesson.	
13.	The teacher checks and reactivates students' previous understanding.	

14.	The teacher maintains a balance of teacher focus (TTT) and student focus (activity), appropriate to the level, subject and aims.	
15.	The lesson carefully and accurately develops students understanding of the relevant part of the curriculum.	
16.	Formative assessment is used to provide feedback to teacher and students on their progress in this lesson or topic.	

D Differentiation		
17.	The teacher gives special attention to very able students (eg by offering more challenging or in-depth tasks.)	
18.	The teacher gives special attention and support to the academically weaker students.	
19.	The teacher supports students who have a lower level of English.	
20.	The teacher offers tasks or ways of accessing the material that support different learning styles.	

F Syllabus and Documentation		
21.	The teacher has a well-prepared lesson (daily) plan which is in accordance with the official requirements.	
22.	The teacher has the Annual Plan (AP) signed by principal.	
23.	The observed lesson is appropriate to the expected position in the AP and/or CIE syllabus.	
24.	The online system is used to keep attendance/assessment and is up to date.	
25.	Recent summative assessments are appropriate to the level and expectations.	

General Comments, Recommendations and Requirements		

Observer Signature and Date	Teacher Signature and Date
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The core values of the teaching profession

Given the importance of teaching to children and young people, parents, employers and to wider society, it is vital that the profession continues to develop excellent teaching practice and teachers adhere to high standards of professional conduct.

The staff are accountable to the children and community it serves and have a responsibility to carry-out their professional duties mindful of the high regard and important position they hold in our community and society. The staff will foster a culture of the highest professional standards. This Hand Book sets out the standards expected and the duty upon staff to abide by the principles of professional practice including confidentiality, courtesy, collegiality, respect and integrity.

Principles of professional practice

All staff, governors and volunteers as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of pupils at the centre of their professional practice.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and cooperation to support the young person's learning and well-being in and out of school.
- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

Propriety and behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute.

Personal property must not be brought onto or stored on the school premises. Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct. Staff must not be "friends" with individuals or with groups of students on social networking sites.

Complaints

If there are problems between two staff members that are negatively affecting the work environment or preventing the persons from completing their work, a formal complaint should be made.

The complaint should be brought to the attention of the respective principal, in writing. If the complaint is regarding the principals, it should be brought to the attention of the Director.

Communication with other staff members

All staff are expected to communicate with all other staff in a polite, helpful, friendly and professional manner. Staff have a responsibility to discuss with another member of staff who they feel is communicating with them in an inappropriate manner. If this does not provide a solution to the issue the member of staff concerned may consider making a formal complaint. Staff are expected to check their emails as often as possible, at least every 24 hours on work days.

Gifts

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small gifts to staff e.g. at Christmas or as a thank-you and this is acceptable.

However, these gifts should be accepted only if they are **small items** such as flowers or books. It is unacceptable to receive gifts on a regular basis or of any significant value.

Personal gifts **must not** be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism.

Behaviour Policy

It is a primary aim of Memorial International School (MIST) that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour policy is informed and inspired by the circle time approach (<https://www.circle-time.co.uk>) and the nurtured heart approach

(<https://childrensuccessfoundation.com/about-nurtured-heart-approach/>) .

Our school rules and behaviour policy are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

Our school rules

- 1) We are gentle
- 2) We are kind and helpful
- 3) We listen
- 4) We are honest
- 5) We work hard
- 6) We look after property

Staff Responsibility

Behaviour management is the responsibility of **all** staff at MIST, particularly in shared areas.

Staff observing inappropriate behaviour in shared areas should remind those students of our school rules and if necessary, inform their form teacher / head of primary as appropriate.

If the issue involves secondary students, please remind the student directly of how they should be behaving and inform the head of primary and head of secondary, who will follow up on this as appropriate.

The Role of the Head of Primary

It is the responsibility of the Head of Primary to implement the school behaviour policy consistently throughout the school, and to report to the Director and the Senior Management Team, when requested,

on the effectiveness of the policy. It is also the responsibility of the Head of Primary to ensure the health, safety and welfare of all children in the school.

The Head of Primary supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head of Primary keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Head of Primary along with the Director has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of Primary may permanently exclude a child. These actions are taken only after the Director and the Senior Management Team have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Every class should agree on a set of 5 or 6 class rules at the start of the year. These should be displayed on the classroom wall as a class agreement and signed by all students and the class teacher (s). Teachers should regularly refer to these as part of their classroom management.

Teachers should also use a system of rewards (stamps, stickers, certificates, leaves on a tree, pebbles in a jar, house points etc) that is agreed with the class at the start of the year, together with a system of consequences that could include a warning (pointing to the rule that was being broken), written warning (a card with 'written warning' written on it), the child needing to 'reset' or 'reset away' etc etc.

Consequences should not be a punishment, but rather a natural consequence of the child's actions. Our aim is to treat children with respect and help them to make the right behavioural choices.

We operate a no shouting and no shaming policy - children should not be shamed by writing their name on the board for inappropriate behaviour, moving the name from a sun to a cloud or a happy face to a sad face.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently, treating all children in their classes with respect and understanding.

The class teacher should keep parents informed about any behavioural issues and concerns.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Primary and if necessary the Director.

In some cases, it may be necessary to involve the school psychologist in consultation with parents and consider working on an individual behaviour plan for the child.

The Role of the School Psychologist

The school psychologist is able to offer support and advice to teachers and parents, as well as working with individual and groups of children.

Parents must be informed before asking the psychologist to assess a child and invited to a meeting to discuss this beforehand.

The psychologist draws up individual behaviour plans if necessary, together with the class teacher and head of primary.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Caregivers

Parents and caregivers are expected to support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Head of Primary and Director. The school collaborates actively with parents and caregivers, so that children receive consistent messages about how to behave at home and at school. We expect parents and caregivers to support their child's learning, and to cooperate with the school.

Exclusion and Further Sanctions

We do not wish to exclude any child from school, but sometimes and in very rare circumstances this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy

- Children seriously assault children or staff

- Children commit serious breaches of the Behaviour Policy

Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion.

In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced.

Only the Head of Primary and Director have the power to exclude a pupil from school for a fixed period.

They may also exclude a pupil permanently. It is also possible for the Head of Primary or Director to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of Primary or Director excludes a pupil he/she must inform the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the Director or the

General Directorate. The school informs the parents how to make any such appeal.

The Head of Primary and/or Director must inform the SMT and General Directorate about any permanent exclusion and about any fixed term exclusion.

Behaviour from Parents/Caregivers and Visitors to the School

MIST encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one.

As role models, and for the safety and well being of our children, staff and parents, parents and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

The vast majority of parents, caregivers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

Incidents Involving Other Children

If an incident has happened at school involving your child, please do not approach or telephone other parents. We encourage parents to meet with staff and discuss your child's account of the incident and we will resolve the situation at MIST.

Approaching someone else's child in order to discuss an incident or 'tell them off' because of their actions (alleged or observed) is not appropriate in any circumstances. If you have concerns about an incident at school, please speak to a member of school promptly.

Unacceptable behaviours

Aggression, verbal and or physical abuse towards members of school staff or the wider school community are unacceptable no matter what the circumstances are. Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- shouting at members of the school community, either in person or to school staff over the telephone
- physically intimidating members of the school community, eg standing very close to her/him
- the use of aggressive hand gestures;
- threatening behaviour
- shaking or holding a fist towards another person
- swearing
- pushing
- hitting, e.g., slapping, punching and kicking;
- spitting
- breaching the school's security procedures

This is not an exhaustive list but seeks to provide illustrations of such behaviour. Unacceptable behaviour may result in the local authority and the police being informed of the incident.

Action of staff when facing unacceptable behaviours

The school expects and requires its members of staff to behave professionally in difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

However, all staff and pupils have the right to feel safe in the school environment. All members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self defence.

Procedure to be followed:

If a parent/caregiver behaves in an unacceptable way towards a member of the school community, the Head of Primary, Director or appropriate senior staff will seek to resolve the situation through discussion and mediation.

If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/caregiver may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/caregiver will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g., that police involvement or an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The general director and SMT will be informed of the ban.
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

Damage to School Property

We do not experience a great deal of damage to our facilities, and we like to see the students have pride in their school and help take care of it. However, there are occasions where damage to the school or equipment is caused by gross carelessness or is done intentionally and in cases such as this, parents should be aware that they may be potentially responsible for the cost of repairs.

Accident/Incident Reports

All accidents/incidents occurring on school property, school buses or during the course of school-sponsored activities, including field trips and other away events, are to be reported to the principals or Director immediately. Reports should cover property damage as well as personal injury. A completed accident report needs to be submitted to the principals, as soon as possible.

Emergency Exit and Lock Down Procedures

In an emergency the secondary classes will exit using the secondary stairway and entrance. Students will line up at the door of their classrooms and will wait for the teacher's instruction to proceed. Teachers will close the classroom door to show that no one is left in the classroom. Students will walk slowly in single file down the right side of the stairs. Teachers will lead the students to a designated assembly area away from the building towards the front perimeter fence. Teachers will perform a head count and make sure all students are accounted for. If a student is not accounted for, the staff member will inform either the Principal or the Director.

Conference Hall and Music Room

For secondary lessons occurring in the conference hall and music room, students will follow the same procedures as stated above. The secondary classes will exit using the secondary stairway and entrance. Students will line up at the door of their classrooms and will wait for the teacher's instruction to proceed. Students will walk slowly in single file up the right side of the stairs. Teachers will lead the students to a designated assembly area away from the building (e.g., front perimeter fence).

If during lunch hour, students will exit in the same manner. Duty teachers and other available staff will escort students outside.

Alternative Exit

If, for whatever reason, the secondary stairway or entrance are no longer available as a safe exit, children will use the primary stairway and entrance as an alternative.

Outside or at Break

If children are attending PE, students will calmly and slowly walk to the designated assembly area and convene with the other students.

During break, outside duty teachers will direct students away from the building. Teachers in the building will ensure that the building has been emptied. All teachers should find their form class or appropriate class outside in their formations and follow normal procedures.

Specific Roles for Staff

The designated teachers (_____ and _____) will perform a sweep of the classrooms, bathrooms and corridors. The designated teachers (_____ and _____) will be the responsible teachers outside.

The Role of a Staff Member During Practice for an Emergency Exit

1. Count your students

2. Line up your students and lead them out of the class
3. Close your classroom door as you leave
4. Walk your students in single file to the appropriate exit and line up at the designated assembly area
5. Count your students at the assembly area
6. Notify administration if a student is missing (Do not re-enter the building)

School Lockdown

In a case where there is an unsafe situation on school premises, the school will have a lockdown. In this case, teachers will close doors, windows and any shades or curtains. Students will form a line along the wall containing the classroom door. Students should be in a crouching position. Teachers should remain between the students and the door. An administrator should perform a sweep of each floor to ensure that no students are in open spaces.

All staff and students will remain in the classroom until they hear a notification from administration showing that it is safe and the threat or danger has been eliminated.