



Al-Rayyan International School

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Primary Years  
Programme (PYP)  
**PARENTS HANDBOOK**

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2025 / 2026



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## ARIS Core Purpose

“We are a diverse community of learners that are committed to **Inspire, Empower** and **Transform** for a better world.”

### ARIS Core Values

- Greatness in Everyone.
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

### ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

## IB Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments, and international organisations to develop challenging international education programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be correct.

## IB Learner Profile

At ARIS we believe in the learner profile. It helps us to share our planet and create a better world! Along with your facilitator and classmates, you will learn about the learner profile and have lots of chances to BE the learner profile!



### **INQUIRERS**

I am an Inquirer. I am curious to learn new things.



### **THINKERS**

I am a Thinker. I think and find solutions to problems.



### **PRINCIPLED**

I am Principled. I follow the rules and take responsibility for my choices. I am honest and fair.



### **CARING**

I am caring. I try to make things better and more positive. I think about others' feelings.



### **BALANCED**

I am balanced. I take care of myself and understand it is important to be healthy in my body and mind.



### **KNOWLEDGEABLE**

I am Knowledgeable. I learn and share my knowledge with others.



### **COMMUNICATORS**

I am a Communicator. I share my views and express my ideas.



### **OPEN-MINDED**

I am open-minded. I respect others' ideas, suggestions and points of view.



### **RISK-TAKERS**

I am courageous. I try new things and think about how to solve problems.



### **REFLECTIVE**

I am reflective. I think about what works and doesn't work and take action to improve.

## Meet the Team

The following information will assist you in identifying with whom you may wish to speak.

The class facilitator would be the first point of contact for parents with enquiries about their child's academic progress. Should you need to speak with one of your child's facilitators, please call the school secretary or communicate with the facilitator on Toddle.

**Mme Evon Mattouk** [emaatouk@aris.edu.gh](mailto:emaatouk@aris.edu.gh) is the Principal of the Primary School: the leader and responsible for the effective operation of the primary school.

**Mme Ayorkor Dankyi** [adua@aris.edu.gh](mailto:adua@aris.edu.gh) is the IB PYP Coordinator: responsible for curriculum matters throughout the PYP school.

**Mr Samuel Panti** [spanti@aris.edu.gh](mailto:spanti@aris.edu.gh) is the Well-Being Lead.

**Mme Amanda Djirackor** [adjirackor@aris.edu.gh](mailto:adjirackor@aris.edu.gh) is the Enhancement Programme Coordinator

**Mr Divine Kumepata** [dkumekpata@aris.edu.gh](mailto:dkumekpata@aris.edu.gh) is the Enrichment Programme Coordinator

**Mme Georgina Wakim** [gwakim@aris.edu.gh](mailto:gwakim@aris.edu.gh) is the campus supervisor and extracurricular activities coordinator.

**Mme Rukaya Yusif** [ryusif@aris.edu.gh](mailto:ryusif@aris.edu.gh) is the primary secretary.

## School Day

- Arrival Time: Students are expected to arrive between 7:30 AM and 7:55 AM.
- Dismissal and Pick-Up:
  - Parents must ensure that students are picked up punctually.
  - There is no formal supervision on campus after 3:45 PM, except for students involved in supervised extracurricular activities.
  - All students must be picked up by 3:45 PM unless they are participating in after-school activities.
  - Students enrolled in extracurricular activities should be picked up by 4:20 PM.
- Late Pick-Ups:
  - Repeated late pick-ups will result in the school contacting parents formally to ensure compliance.
  - If late pick-ups continue, parents will receive a letter of acknowledgement, confirming that further action will be taken if the issue persists.
- Alternative Pick-Ups:
  - If someone other than the usual guardian is picking up a student, parents must notify the Administration in advance.
  - No student is permitted to leave in a different car or bus without prior approval from the Administration.

For further details, please refer to the [School Attendance Policy 2025-26](#)

## Snack and Lunch

### Meal Options:

- Students may **bring their own snacks and lunch** from home.
- Alternatively, snacks and lunch can be **ordered in advance** from the **school canteen**.

- **Weekly updates** about the snack and lunch program will be shared with parents.

### **Healthy Eating Guidelines:**

- Students are encouraged to bring **healthy and balanced meals**, including **fruits or vegetables**.
- **Chocolates, fizzy drinks, sweets, and candies are not allowed.**

### **Lunch Box Guidelines:**

- Lunch boxes should be **compact and easy to carry**.
- Each lunch box must be **clearly labelled** with the student's **name and class**.
- **Glass containers are not allowed.**

## **Homework**

### **Aim of Homework**

The purpose of homework is to:

- Consolidate **learning and understanding** of topics covered in class.
- Develop **time management skills** in preparation for the more rigorous demands of secondary school.

### **Homework Expectations**

Homework should:

- Be **directly linked** to and support the work being completed in class that week.
- Assist in the **mastery of basic academic skills**, such as reading, writing, spelling, research, and mathematics.
- Provide **opportunities for students to share their learning** with family members.

### **Parents' Role in Homework**

Parents are encouraged to:

- Ensure that students have a **quiet and focused environment** in which to complete their homework.
- **Guide** children by asking questions and modelling how to find answers when they experience minor difficulties.
- **Direct and guide** students on where to find answers, rather than providing the answers.
- **Communicate with the class facilitator via Toddle** if the child struggles with tasks or particular topics.

### **Structure of Homework**

- All homework will be **assigned and communicated via Toddle**.
- Facilitators have **discretion** over when homework is set and its due date.
- Regular feedback will be provided, including **acknowledgement, corrections, and comments**.
- **Toddle is the primary platform for communication** between parents and facilitators regarding homework.

### **MFL (Modern Foreign Languages) Homework**

Time allocations for **Arabic, Hindi, French, Spanish, and Mandarin** homework must be **adhered to**, ensuring that:

- Students are **not overburdened** with excessive work.
- They have **sufficient time** to complete their assignments at home effectively.

### **Homework Duration**

- **Lower Primary: 15–30 minutes**
- **Higher Primary: 45–60 minutes**

## **School Supplies**

### **Link 2025-26 supply list**

- **Device guide Link 25-26**
- **Supply List 25-26**

## Uniform Policy and Dress Code

ARIS is a uniform school, and all students must wear the prescribed uniform every day. Non-ARIS-branded clothing is not allowed during the school day. From Monday through Friday, students must wear the ARIS-branded prescribed school uniform (refer to the class timetable for specific requirements).

For further details, please refer to the [ARIS Uniform Policy and Dress Code Guidelines](#)

## Child Protection

Child abuse and neglect pose a serious threat to the **educational, physical, and emotional well-being** of children. They are **violations of a child's human rights** and a growing concern in schools worldwide.

As an educational institution, ARIS plays a **critical role in safeguarding children** by ensuring a **safe and secure environment**. We are **committed to protecting** the welfare of all children within our care and recognise our **responsibility** to take all necessary steps to uphold best practices in **preventing harm, abuse, and exploitation**.

At ARIS, we firmly believe that **every child**, regardless of **gender, age, culture, nationality, or religious background**, has the **right to protection from abuse**. In alignment with our **vision, mission, and core values** of **respect, integrity, and accountability**, we are committed to:

- **Creating and maintaining a safe school environment** that is free from harassment and exploitation.
- **Ensuring child protection standards** are upheld in all our interactions with students and the broader community.

For further details, please refer to the [ARIS Child Protection Policy](#).

## Usage of Device

At ARIS, we use technology:

- Carefully and responsibly
- Safely and securely by protecting our passwords and personal information
- For learning purposes, including conducting inquiries and completing assessments
- To access educational websites relevant to our studies
- To communicate with facilitators and classmates about schoolwork

Device Usage Rules

- Devices cannot be used in the Zones.
- VPNs are not allowed on any device.
- Students may not use their devices to contact their parents during school hours.
- [Device guide Link](#)

## Birthday Policy

We understand birthdays are special, and children love celebrating with their friends. If you would like your child to share their special day at ARIS, you may send:

- Unfrosted cupcakes (1 per child)
- Juice boxes (1 per child)

### **Drop-Off Guidelines:**

- All birthday items must be dropped off at the Admin office in the morning before the break.
- Items will not be accepted after 12:00 noon.

### **Prohibited Items:**

To maintain a simple and inclusive school environment, the following are not allowed:

- Whole cakes
- Frosted cupcakes
- Candy or party bags
- Goodie bags

- Clowns, ponies, limousines, fireworks, photographers, balloons, or any other party-related items

Any non-compliant items will be returned to the parents.

Birthday Party Invitations:

- If inviting select students to a birthday party at home, invitations must be handed directly to their parents.
- If inviting the whole class, the class facilitator can send invitations home in the daily communicator.
- The Communication Department can provide the number of boys and girls in the class, but no phone numbers or emails will be shared.

## Student Council

Students in **Primary School** are represented by their peers in the **Student Council**. This body ideally consists of students from **Year 5 and Year 6**, with representatives from the different school **Houses**.

### Student Council Elections & Role

- Representatives are **elected by all students from Year 1 to Year 6**.
- The **Student Council is consulted on essential school decisions** that affect students.
- They are **mandated to represent individuals or groups of students** within the school community.

### Class Prefects

- **Class prefects are elected by their classroom peers** from **Years 1 to 6**.
- Each class elects **two prefects**:
  - **One boy**
  - **One girl**

## Code Of Conduct

At ARIS Primary, pupils are given the basic essential guidelines for student conduct, which they use to develop their essential agreements within each class. This promotes students' self-management skills and mindfulness in monitoring their academic and behavioural issues. We emphasise promoting good conduct through the Learner Profiles, reducing behaviour issues.

Giving House Points, stars, and Mini Eagle Awards (motivational and Learner Profile Awards) encourages positive behaviour and effort.

[ARIS Guidelines For Behaviour Management](#)

## Medical Information

If students become unwell while at school, they must go to the sick bay. The School Nurse will evaluate the student's medical condition and decide whether the student should go home. The school will notify the student's parents to come and pick up the child.

In case of injury or a major complaint, the School Nurse will contact the parents and WARA. In the event of a **severe injury**, the school will immediately call in the WARA medical team and inform the parents to come to school.

In cases of asthma or any condition requiring specific medication, it must be urgently and officially communicated with both the Nurse and the Principal, and the medicine should be kept in the Nurse's office. **No medication should be kept in student bags.**

### ARIS Health and Infirmary Protocols

## Parental Absence

Please notify the school if you plan to travel out of town for more than a day. The school office will require details of appointed guardians and emergency telephone numbers.

## Personal Information

The school needs to have complete and up-to-date information about all of the students and people we may need to contact in case of an emergency. Please make sure that the school is informed in the case of changes or additions to any of the following details by sending an email to [communication@aris.edu.gh](mailto:communication@aris.edu.gh)

- Telephone number

- Parents' and other contact details, especially mobile phone numbers and email addresses
- Medical information, including vaccinations, operations, allergies and anything else of relevance. For health and safety reasons, parents should inform the school of any medication that their child is taking.

## School Cancellation

Should it be necessary to close the school at short notice (for example, due to severe weather or a national emergency), the school will notify every parent via email and Toddle.

## Extracurricular Activities

Two modules of co-curricular activities are offered each academic year. Each module runs for **12 weeks**.

### Schedule:

- Activities take place daily from **3:20 pm to 4:20 pm**.
- On **Wednesdays**, a limited selection of activities is offered from **1:30 pm to 3:30 pm**.
- Most activities are led by outsourced instructors, and each session is supervised by an Assistant Facilitator representing the school.

### Instructor Requirements:

All outsourced instructors must sign a **Child Protection Form** and a **work contract** before joining the Co-Curricular Instructors' Team.

### Sign-Up Process:

Parents register their children through a **Google Form** link. Once registration is completed (subject to availability), payment must be made to confirm the spot.

## Primary Athletic Team (Year 5 & 6)

At ARIS, sports are a vital part of a balanced education. They promote teamwork, resilience, discipline, and school spirit.

Students in Year 5 and Year 6 have the opportunity to take part in our Primary Athletics Teams. Participation is open to all interested students who register for the team tryouts. Based on performance and commitment, students may be selected to represent ARIS in:

- Football
- Basketball
- Volleyball

Selected students train twice a week after school from 3:20 pm to 5:00 pm under the guidance of our facilitators and coaches.

This programme not only develops athletic skills but also fosters leadership, cooperation, and perseverance. Representing ARIS as part of the Athletics Team is both an honour and a responsibility, and we encourage our students to demonstrate the values of the IB Learner Profile on and off the field.

ARIS Athletics Handbook 25-26

## The Curriculum

AL-Rayan International School offers a holistic education intended to educate the whole person. We offer all students a broad, balanced range of academic subjects from Nursery to Year 6 following the International Baccalaureate Primary Years Programme (IB PYP). Please see the [ARIS PYP Curriculum Guide](#) for further curriculum information.

## Mother Tongue Language

At ARIS, we deeply value the continued development of students' mother tongues. Whenever possible, we aim to place children in classes with peers who speak the same languages they do, with priority given to students who are new to learning English.

We encourage parents to talk, read, and write with their children in their mother tongue at home. Each year, we celebrate and promote linguistic diversity through

**Mother Tongue & Language Day** events. We also integrate the host country's language into **Performing Arts** and **Visual Arts** activities.

ARIS offers four of the main mother tongues spoken by our community: **Spanish, Arabic, French, and Hindi**. For mother tongue courses not offered by ARIS, families may arrange and fund these lessons through the Admissions and Administration Office. Ideally, such lessons should take place **after school hours or on Saturdays**.

While English remains the main language of instruction to support our English-medium curriculum and enhance students' academic potential, we recognise that learning and maintaining other languages fosters cognitive growth, cultural understanding, and social connections within and beyond the classroom.

We also believe language learning is closely tied to cultural understanding. In line with our mission and our commitment to developing international-mindedness, students are encouraged to take pride in their own language and culture while also learning languages other than their own.

To connect with our local Ghanaian community, **Twí** is offered once a week to all students. These sessions go beyond language learning and focus on Ghanaian culture. Through Twí, students develop a deeper appreciation for the host country, strengthening cultural understanding and belonging within our diverse ARIS community.

For further details, please refer to the [Language policy-25-26](#)

## English as an Additional Language

ARIS has a diverse school population, and our goal is to support the academic and social development of all students. The **English as an Additional Language (EAL)** programme is designed for students whose first language, or prior language of instruction, is not English. Its purpose is to help these students become proficient in English so they can fully access the curriculum and achieve success at their year level. The EAL programme is offered from **Year 1 to Year 11**.

### Identification & Assessment

An assessment of their English language proficiency is conducted to identify a student requiring EAL support. This initial assessment usually takes place upon the student's first enrolment at ARIS, but it may be carried out at any time if there is reason to believe

EAL support might be needed. The assessment determines whether the student's English proficiency is below the expected level.

### **Support & Provision**

EAL services aim to support students in adjusting to the school culture and achieving year-level expectations. Differentiated support is provided for each EAL and Language Acquisition (LA) student according to their needs. This may include:

- Individual or small group instruction
- Pull-out sessions
- Push-in support within the classroom

## **Mental Health and Wellbeing**

The Wellbeing Department plays a vital role in supporting the mental health and overall well-being of our primary students. We believe that children learn best when they feel safe, supported, and connected, and our counselling programme is designed to nurture resilience, empathy, and healthy relationships.

### **Purpose and Philosophy**

Our 36-week wellbeing programme, facilitated by school counsellors and wellbeing facilitators, provides developmentally appropriate lessons across all primary grades. These lessons focus on self-awareness, self-regulation, self-expression, friendship development, health, and interpersonal relationships. The programme is proactive and preventive, equipping students with lifelong social-emotional skills that support both academic growth and personal development.

### **What Students Learn**

Through weekly lessons, students develop practical skills such as:

- Communicating effectively
- Understanding and managing emotions

- Building and sustaining healthy friendships
- Caring for their physical and mental health
- Practising empathy, respect, and responsible decision-making

### **Access to Counselling**

- In addition to classroom lessons, students have access to:
- One-on-one counselling sessions to provide individual support
- Small group sessions to address everyday needs such as friendship, self-confidence, or managing stress

Students may be referred for counselling by teachers, parents, or through self-referral. Parents will be informed if ongoing one-on-one sessions are recommended.

### **Confidentiality**

Counselling sessions are conducted with respect for student privacy. Information shared by students remains confidential unless there are concerns for the child's safety or wellbeing, in which case appropriate safeguarding procedures will be followed.

### **Roles and Collaboration**

The counselling team works closely with classroom teachers, wellbeing facilitators, and parents to ensure a holistic approach to student wellbeing. Teachers integrate strategies from the programme into classroom routines, and parents are supported with resources and techniques to reinforce skills at home.

### **Parent and Family Engagement**

The department also provides workshops, resources, and individual consultations to help parents strengthen social-emotional learning at home. Families are considered essential partners in building a caring and supportive environment for every child.

### **Safeguarding and Crisis Support**

In cases where a student is in distress or at risk, the counselling team follows established safeguarding protocols to ensure immediate and appropriate support. This may include referral to external professionals when necessary.

### **Impact and Benefits**

Through this integrated approach, our students gain confidence, empathy, and resilience. They learn to manage challenges, build strong friendships, and take responsibility for their well-being, preparing them to thrive in school and beyond.