

SENIOR SCHOOL HANDBOOK



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Forward looking, forward thinking: The best that British international education can offer.
A thriving school community which nurtures, inspires and empowers everyone to be the
very best they can be.

Welcome

On behalf of the Senior School team, I welcome you and your child into an inclusive and enriching environment where students can feel supported and empowered.

Our dedicated team aims to provide a first-class British International educational experience that encompasses both academic rigour and pastoral excellence, enabling students to be lifelong learners and truly global citizens.

This handbook is full of useful information, but if you do have any questions, please don't hesitate to get in touch.

Nicola Meikle
Head of Senior School



Nicola Meikle
EMAIL - n.meikle@britams.nl

Our Learning Culture



We are proudly an inclusive school with high expectations of all pupils and staff. Our staff are the school's greatest asset; they are professional, caring, and work together to provide the best possible education for the children in our care.

We have a strong sense of community and purpose. We want each pupil to fulfill their academic potential, because that opens doors to the future, but we believe that education is not confined to the classroom nor to the specifications of any syllabus. We provide opportunities for each pupil to discover and enjoy their individual talents, interests and passions. We want each pupil to learn teamwork and leadership skills; to learn how to take risks in a safe environment, to learn how to cope with failure as well as success; and, most importantly, to be happy.



We aim to help our pupils to develop into young people who, when they leave us:

- Are confident in self
- Act with integrity and spirit
- Are ready to take responsibility and to support others, to make a positive contribution to their community
- Have an intellectual curiosity and a lifelong love of learning
- Recognise and value different cultures, sensitivities and orientations
- Are fascinated by and respect the natural world
- Recognise human achievements and failings and learn from both
- Enjoy pursuing their creative, spiritual and sporting potential
- Make a positive contribution to society

Leadership Team



Mrs Nicola Meikle
Head of Senior School



Mr Christian Nicolson
Deputy Head of Senior School (Academic)



Mr Nick Loudon
Deputy Head of Senior School (Pastoral)



Ms Rosie Hiscocks
Head of Key Stage 3



Ms Claude Macko
Head of Key Stage 4



Ms Siobhan Dunningham
Head of Key Stage 5



Mrs Georgie Arnott
Head of Year 7



Mr Keith Day
Head of Year 8



Ms Marla Anderson
Head of Year 11



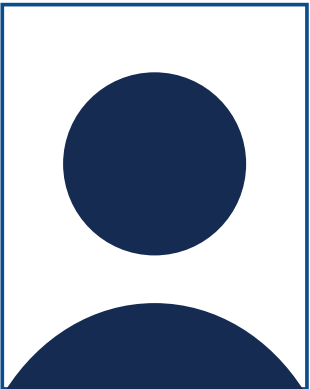
Ms Sophie Howard
Head of Careers
and University Guidance



Ms Lynne Summerfield
Head of Department
Maths and Computer Science



Mrs Rina Hakes
Head of Department
Learning Support



With Recruitment
Head of Department
Creative Arts and PE



Mrs Jessica Lambeth
Head of Department
English & Media



Ms Rosie Williams
Head of Department
Languages



Ms Amy McIntosh
Head of Department
Science



Ms Melissa Conboy
Head of Department
Humanities

Communication

Contacting the form tutor

From time to time, parents may have concerns about their child's general wellbeing and experiences at school, whether they are academic, social, emotional, or of another nature.

If you feel your child is experiencing problems, please contact your child's form tutor.

You can find an overview of the form tutors and how to contact them by scanning or clicking the QR code.



Furthermore, if there are any temporary circumstances outside school that may affect your child's attitude or behaviour, we would appreciate you informing the form tutor, who will also communicate with your child's teachers if necessary.

Subject-related questions

For specific subject-related questions or concerns, please contact your child's teachers directly and include your child's form tutor in the email so they are also aware of the communication.

General enquiries

For any general questions or if you don't know who to contact for your query, please contact the Senior School Secretary who will be able to help you, or pass on your message to the relevant member of staff.

Email: seniorsecretary@britams.nl



Changing of details

Please inform the school secretary on seniorsecretary@britams.nl if your home address, telephone number, email address or child's medical details change.

This information is extremely important as it is required to contact you in the event of an emergency.

Firefly

Firefly (firefly.britams.nl) is our school portal where you will find the following; links to documents, attendance data, trip information, assessment's and reporting information etc.

Please make sure you that are able to access Firefly. You will have received instructions on how to do this in your welcome letter.



Curriculum Overview

In addition to the curriculum programme, we have some broader developmental aims that are focused on the whole character of our students which are:

- To challenge students to take risks in their learning which will enhance their educational journey, within and beyond the curriculum.
- To inspire all students in our inclusive, diverse community, encouraging tolerance and respect for all.
- To develop independent, bold learners.

We follow the National Curriculum used in England.
Students start Year 7 when they are 11 years old on 31 August.

The Senior School is broken down into three stages: Key Stage 3 (KS3) which includes Years 7 – 9, Key Stage 4 (KS4) which includes Years 10 – 11, and Key Stage 5 (KS5) which includes Years 12 - 13 and is often referred to as the Sixth Form (which is a term often commonly used in secondary schools in England).

Year 7	Key Stage 3	Miss Hiscocks Head of Key Stage 3
Year 8		
Year 9		
Year 10	Key Stage 4	Miss Macko Head of Key Stage 4
Year 11		
Year 12	Key Stage 5	Miss Dunningham Head of Sixth Form
Year 13		

Timetables

All students receive a copy of their individual timetables on the first day of term. This is also visible on Firefly, both for the students and parents.

Monday-Friday

Registration	8.40am - 8.55am
Lesson 1	8.55am - 10.00am
Lesson 2	10.00am - 11.05am
Break	11.05am - 11.25am
Lesson 3	11.25am - 12.30pm
Lesson 4	12.30pm - 1.35pm
Lunch	1.35 pm - 2.35pm
Registration	2.35pm - 2.40pm
Lesson 5	2.40pm - 3.40pm
Extra-curricular activities	



We run a two-week timetable, week A and week B.
Below is an overview of the weeks this academic year; taking into account school holidays.

Week Beginning	Week A/B
Monday 9 September	Week A
Monday 16 September	Week B
Monday 23 September	Week A
Monday 30 September	Week A
Monday 7 October	Week B
Monday 14 October	Week A
Monday 21 October	Week B
School Holiday	
Monday 4 November	Week A
Monday 11 November	Week B
Monday 18 November	Week A
Monday 25 November	Week B
Monday 2 December	Week A
Monday 9 December	Week B
Monday 16 December	Week A
School Holiday	
Tuesday 7 January	Week B
Monday 13 January	Week A
Monday 20 January	Week B
Monday 27 January	Week A
Monday 3 February	Week B
Monday 10 February	Week A

School Holiday	Week A/B
Monday 24 February	Week B
Monday 3 March	Week A
Monday 10 March	Week B
Monday 17 March	Week A
Monday 24 March	Week B
Monday 31 March	Week A
Monday 7 April	Week B
School Holiday	
Monday 16 December	Week A
Monday 3 June	Week B
Monday 10 June	Week A
Monday 17 June	Week B
School Holiday	
Monday 2 June	Week A
Monday 9 June	Week B
Monday 16 June	Week A
Monday 23 June	Week B
Monday 30 June	Week A
Monday 7 July	Week B

Key Stage 3 (KS3)

KS3 is comprised of three year groups, Years 7, 8 and 9. All students follow the same core curriculum, but also select two Modern Foreign Languages (MFL).

For students whose native language is not English there is an opportunity to choose English as an Additional Language (EAL). For our native Dutch students we offer an advanced Dutch course to cater for those learners who are both native speakers and or with a level equivalent to native speakers.

English, Mathematics, Science and Computing are given a high profile and all other subjects such as History, Geography, Art and Design are taught through an engaging thematic approach.

Core Curriculum

- English (7)
- Mathematics (7)
- Science (6)
- History (3)
- Geography (3)
- Computer Science (2)
- Physical Education (PE) (4)
- Music (3)
- Art and Design (3)
- Personal, Social and Health Education (PSHE) (2)

Personal Preferences

(two can be selected from the below)

- French (4)
- Spanish (4)
- German (4)
- Dutch (4)
- English as an Additional Language (EAL) (4)
- Drama (4)
- EAL (4)

The numbers shown alongside a subject indicate the number of periods given over the two week timetable.

Key Stage 4 (KS4)

This is a two year programme taken in Years 10 and 11, leading to the UK qualifications:

- GCSEs – General Certificate of Secondary Education
- IGCSEs – International General Certificate of Secondary Education

Similarly to KS3, students follow a core curriculum which is supplemented with additional subjects based on their own choices.

At all levels, the curriculum is enhanced by extra-curricular activities in sport, music and drama. We ensure students have opportunities for investigative and independent learning, outdoor learning, educational visits, team work and leadership activities.

Core Curriculum

- English Language and Literature / English as an Additional Language (6)
- Mathematics (5)
- Science:
 - Biology (4)
 - Chemistry (4)
 - Physics (4)
 - or Science Double Award which counts as two GCSEs

Personal Preferences

(four subjects can be selected from the below)

- Business Studies (5)
- Media Studies (5)
- History (5)
- Geography (5)
- Computer Science (5)
- Music (5)
- Art and Design (5)
- Drama (5)
- Physical Education (PE) (4)
- Personal, Social and Health Education
- PSHE - Non examined (1)



For a more detailed overview of the curriculum and each subject, please scan or click the QR code to view our Key Stage 4 Guide.

Key Stage 5 (KS5) / Sixth Form

This is a two year programme taken in Years 12 and 13 leading to the UK qualifications:

- AS Levels - Advanced Subsidiary
- A Levels - Advanced Levels (also referred to as A2)

The curriculum is based around three key components, the student's' chosen academic pathway, a complementary core curriculum and an extensive programme of extra-curricular activities. For their academic pathway students will choose four subjects that they wish to study in Year 12 from the list below. Students continue with at least three of those subjects in Year 13 to gain the full A Level qualification.

There are no compulsory AS and A level subjects that students have to study in Sixth Form. This to enable them to follow their interest and passions and the courses they will require in order to access their chosen higher education course or career pathway. A Level course comprise of a number of different units with most assessed through end of year examinations, although some courses may have coursework units.

Core Curriculum

- Electives
- PSHE

Subjects Available

(four subjects can be select from the below)

- | | |
|---------------------------------|-----------------------|
| • Art and Design | • German |
| • Biology | • Global Perspectives |
| • Business Studies | • History |
| • Chemistry | • Mathematics |
| • Computer Science | • Media Studies |
| • Dutch | • Music |
| • Economics | • Physics |
| • English Language & Literature | • Psychology |
| • French | • Spanish |
| • Geography | |

For a more detailed overview of the curriculum and each subject, please scan or click the QR code to view our Key Stage 5 Guide.



Key Stage 5 Elective Programme

The BSA Elective Programme for Sixth Formers, allows all students the opportunity to stretch, Students select two modules to challenge and cultivate curiosity in a wide variety of super-curricular scholarship and study. Developing intellectual, physical and philosophical growth and reflection, the Elective Programme promotes independent learning, enrichment, lateral thinking and problem-solving skills.

There is a wide range of areas to be studied across the Autumn and Spring Terms. Whether choosing an elective that is a direct extension of something on their current curriculum or opting for a course that resides in a completely different academic discipline, the programme offers a thorough and enjoyable challenge to all students.

Arranged broadly across disciplinary areas – STEM, Humanities, Social Sciences and Creative Arts, there is much interdisciplinary linking and connection being made throughout the courses. From an Introduction to Criminal Law to our Mindfulness course, or from Creative Writing to Nutritional Cooking, the Elective Programme is an essential experience for all Sixth Formers.



Classes

We have small classes throughout the school, at a maximum of 22 students per class, which means that we can equip students with varied skills so that they attain the attitudes and qualities necessary to fulfil their academic potential in today's challenging and diverse society.

In addition, we have an excellent tutoring system where each student has a tutor who supports the tutee in their academic and social development as well as being additional support for university applications. Each subject has 8 hours per fortnight.



Homework

Homework is uploaded into Firefly and can be viewed by parents. Homework teaches students to work independently and develop self-discipline. It encourages them to take initiative and responsibility for completing a task. Homework also gives parents the opportunity to have an active role in their child's education, enabling them to also evaluate their child's progress.

Homework is set according to a timetable that is published at the beginning of Autumn Term and is issued to each student. In principle, homework is set for two or three subjects for each evening.

The amount of time to be spent on each subject is as follows:

Years 7 and 8 are expected to spend approximately 30 minutes on each piece of homework set. In Year 9, they are expected to spend approximately 40 minutes on each piece of homework. Years 10 and 11 are expected to spend up to one hour for each subject, in addition to time set aside for revision.

Year 12 and Year 13 should spend at least an hour of additional learning for every hour of class. In order to avoid students having to use all their freetime outside of school, they have study periods built into their timetable so they can complete additional work during school time as well as outside of school hours.

We expect all students to attempt the work set. Persistent failure to hand in homework may result in a workshop, and parents may be contacted to discuss the matter further. If a student has a genuine problem completing the work in this time, parents can inform the teacher that the work was attempted appropriately but was not completed.

There may be occasions when work for a particular subject is not set due to changes in the topic they are following. In addition to doing their homework, we ask parents to encourage their child to read a wide variety of books, magazines and newspapers. They should read as widely and as often as possible.



Cognitive Ability Tests (CATs)

Baseline assessments are taken in each subject during the first half term of each school year. In addition to this, all students will sit Cognitive Ability Tests (CATs) to assess their reasoning ability.

CATs are an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provide an objective perspective on potential achievement. They are used by the school to gather information on a student's strengths and areas for improvement and help us set aspirational targets.

CAT tests are taken in September by all students in Years 7,10 and 12, along with all students new to the Senior School. The CAT assessments are not a test of knowledge, so no revision or practice is required.

Feedback on their learning and progress is given regularly to students, both informally and formally. parent-teacher Evenings take place throughout the year at different times for different year groups and written reports are shared with students and parents three times a year.



GRADES
9
8
7
6
5 Strong pass
4 Standard pass
3
2
1
U

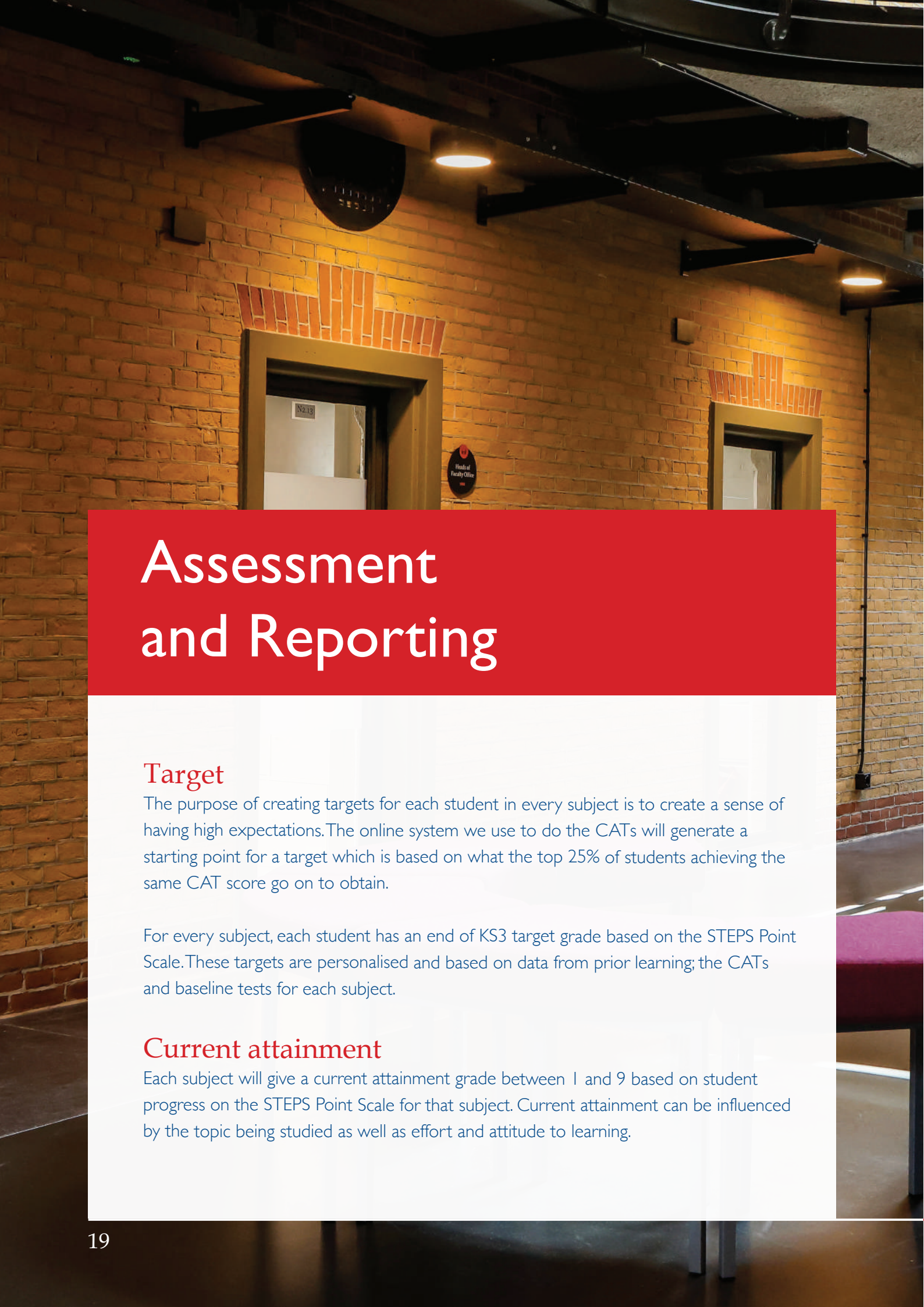
KS3
GCSEs are graded from 9 to 1, with 9 being the highest.

In KS3, the assessment for students is based on key skills and knowledge in each subject. We have taken the scale 9 to 1 used for GCSEs and created an assessment system for Years 7 to 9, and call them STEPS instead of grades. The STEPS Point Scale has been devised so that students, teachers and parents can see the progress made from Year 7 to the end of Year 11, when the students sit their GCSEs.

We expect that a student meeting expectations in terms of academic progress should make one step of progress each academic year; that is, they have mastered the skills and content at that step.

Therefore, a student who has STEP 4 in Year 7 and continues to meet expectations through each year will achieve STEP 5 in Year 8, and STEP 6 in Year 9. The STEP grade at the end of Year 9 also indicates the expected grade at GCSE. We would expect a student who achieved a STEP 6 at the end of Year 9 to be getting a Grade 6 in their GCSE examination at the end of Year 11.





Assessment and Reporting

Target

The purpose of creating targets for each student in every subject is to create a sense of having high expectations. The online system we use to do the CATs will generate a starting point for a target which is based on what the top 25% of students achieving the same CAT score go on to obtain.

For every subject, each student has an end of KS3 target grade based on the STEPS Point Scale. These targets are personalised and based on data from prior learning; the CATs and baseline tests for each subject.

Current attainment

Each subject will give a current attainment grade between 1 and 9 based on student progress on the STEPS Point Scale for that subject. Current attainment can be influenced by the topic being studied as well as effort and attitude to learning.

Progress

In the Spring and Summer Terms progress is also reported alongside current attainment and effort. The colour codes in the report refer to the following statements.

BELOW EXPECTATION	Your child has been working at a level below that expected to reach their end of KS3 target. During this stage of their learning they have not yet grasped the skills and subject knowledge to the level of proficiency expected to reach their target by the end of Year 9. Sustained and continued work at this level may result in your child having their target adjusted.
ON / MEETING EXPECTATION	Your child has been working within their target. At this stage of their learning they have demonstrated proficiency in the level of skills and knowledge to show they are on track to meet their end of KS3 target. Current attainment may be slightly below their pathway at this stage but they are making progress and are expected to demonstrate the skills and knowledge in line with their target by the end of Year 9
ABOVE EXPECTATION	Your child has been working above that expected to reach their end of Key stage 3 target. At this stage in their learning they have demonstrated knowledge and skills that are slightly above the level required to meet their target grade. Sustained and continued work at this level would result in them exceeding their target by Year 9 and may result in your child having their target adjusted to reflect their progress.



For a more detailed overview please scan or click the QR code.

Pastoral Provision

We aim to provide a safe and caring environment in which students will thrive, and an important part of this is our pastoral system.

Heads of Key Stage and Heads of Year

We have Heads of Key Stage and have introduced Heads of Year in a rolling programme. Currently we have Heads of Year for Years 7, 8, 11 with Year 9 and 10 to come.

Tutor groups

All students are placed in tutor groups which are led by a form tutor that has responsibility for up to 22 students. The form tutor is part of a team which includes support tutors, who might occasionally provide cover, and is led by the Head of Key Stage. The form tutor is the first point of contact for both students and their parents and plays an important role in the student's experience of school.

Tutors meet with their tutor group every morning for registration and a tutor period. During this time students are helped with organisation and planning and other day-to-day tasks. The form tutors also plan sessions which range from discussions and debates on current affairs, personal presentations, as well as information and advice at key points in the year, for example sessions on subject choices for GCSEs in Year 9.

The form tutors, supported by a support tutor team and the Heads of Key Stage also monitor different aspects of each student, for example attendance, punctuality, uniform and behaviour. They will contact parents when necessary and are also in contact with the subject teachers for each student.



School counsellors

We have a team of school counsellors who can also provide social/personal support. They provide a safe and non-judgmental space for students so that they have a place where they feel comfortable in sharing any difficulties.

Students can drop in, ask a teacher, or send an email to reach out. It is also possible for parents to set up an appointment. If you'd like to do so, please contact Melanie Stehmeier.

We are an inclusive school and provide the support needed for students who have a range of specific educational needs. This team of learning support assistants and teachers are overseen by the Head of Learning Support.

These teachers carry out a number of different roles: identifying students who require learning support, providing relevant assessment, supporting other members of staff, liaising with parents and outside agencies, and working directly with students. An English speech therapist works at the school, and we also have close links with an external child psychologist, an occupational therapist, and a school doctor. The Learning Support Department also carry out the necessary assessments and provision for access arrangements for GCSE, AS and A Level examinations.

Educational visits

During the school year students may be involved in a variety of educational visits, both within and outside the school day. Examples of educational visits in the local area are Micropia, Bodyworlds, coastal fieldwork and theatre visits. These visits are planned to reinforce ideas and concepts linked to the course of study, or to offer the opportunity to experience new things outside the usual range of activities in school.

Teachers will have made a recent pre-visit to check out the site and facilities and to carry out a risk assessment. A first aid kit is always taken with the group and the coordinator will have an itinerary and a list of names and contact numbers for all the students taking part in the visit. Students attending trips are required to wear smart-casual clothes. Standard school rules regarding make-up and jewellery apply.

In addition to these visits we run an annual residential programme at the start of the academic year involving all year groups. This is a wonderful opportunity to create shared memories, build effective year group teams and provide enriching experiences for all students. There are also multiple subject specific residential trips to places such as Germany, France and Spain.

Career and university guidance

We have a Careers and University Guidance department, with the aim of reshaping career perspectives. They assist with applications to global destinations like The Netherlands, UK and USA, and host university fairs at the school. They also help students explore educational paths and discover career opportunities, guiding their future choices in a friendly manner.



Extra-curricular programme (ECPs)

We offer a wide range of academic, social, cultural, and competitive extra-curricular activities (ECAs) for students. Information is available at the beginning of each term on the parent portal.

Students can independently sign up for activities during the first week of the term. Please contact the Head of Extra-Curricular Programmes by email to ecprogramme@britams.nl if you have any suggestions about activities we could add to this very important part of your child's educational programme.

ECAs generally run from 3.45pm – 4.45pm. Please note that staff offer these activities on a voluntary basis and often have other commitments after they finish. Your cooperation in ensuring that your child is collected/leaves promptly at the end of the session is appreciated.

Staff members run these activities on a voluntary basis and therefore appreciate being able to finish on time, especially if they have further commitments or meetings to attend.

Parental Involvement

Parent-teacher meetings

We have meetings throughout the year at different times depending on the year group, but if you have concerns please do not wait for these meetings. In situations where contacting the form tutor or subject teacher is not appropriate, it may be necessary to contact the Head of Key Stage or Head of Department.

Importance of parental involvement

We actively encourage parental involvement in the daily life of the school. We believe that this helps to foster the following positive elements:

- Our school has a uniform at 08.45 and 3.45pm.
- Parents find it easier to visit the school to talk to teachers, the Head of School and the Principal.
- It helps to develop better understanding between parents and teachers.
- Parents have a greater understanding of the school's educational objectives.
- Parents feel involved with the education of their child and derive personal benefit from their involvement with school activities.
- Parents take greater interest in their child's education.

Parents' Organisation (PO)

The PO is a body of volunteer parents who work closely with the school organising events for families in our community. Each week the PO will send a newsletter to all parents with updates about upcoming events such as picnics, cultural events, and second hand uniform sales.

All parents are members of the PO, and each year a group of volunteers form the Parents' Organisation Executive Committee (POEC). The POEC coordinate a huge range of activities to support the school each year, as well as coordinating the class parent reps. Please do consider giving some time to support the school through the PO.

If you would like to be involved please get in touch by email

parentsorganisation@britams.nl or scan the QR code to register your interest.



Daily Life



Arriving / leaving school

Students may arrive from 8.20am when the gate opens. Students can access the school building from 8.30am with the day beginning promptly with registration in class at 8.40am and ends at 3.40pm. Extra-curricular activities finish at 4.45pm.

Parents should be prompt when collecting their children, as the school is not able to monitor students outside the school day.

Visitors

Visitors to the school, including parent helpers, must sign in and out at the reception and wear a visitor's badge at all times whilst they are on the premises.

Travelling independently

The majority of students in the Senior School are independent enough to travel to and from school unattended. We operate a check in system for any student who fails to arrive at school on a given day and if we have not heard from you, you will be contacted by telephone to confirm your child is at home.

Travel guidance

As part of a busy city community, we recommend families travel to school either by foot, by bike or by using public transport. Parking is very limited in the neighbourhood around the school building therefore we recommend not travelling by car as much as possible.

If travelling by car, there is a Kiss and Ride area located outside the main entrance where your child(ren) may exit the car. It is not permitted to leave your vehicle unattended in this area. We have a handy travel guide to help you decide the best possible solution for you to travel to the school.



For travel guide please click
or scan the QR code.



Bike park

There is a bike park outside the main entrance for students to leave their bikes. This area is open at certain times of the day and therefore all bikes should be locked securely. We ask everybody to make sure they do not cycle their bike in this area.

Change of arrangements

If there is any change in routine, for example your child is attending a medical or dental appointment, please notify their form tutor in writing, in advance of the appointment. If correct procedure is followed, students will be able to leave school but only via the main reception where they must sign out.

If the form tutor is not notified of an appointment in advance, this absence will be recorded as unauthorised.



Absences

Good attendance at school is extremely important. Absences must be kept to an absolute minimum in order to ensure success in school. Parents are requested to contact the school if their child is going to be absent or late that day, either by calling 020 67 97 840 or by email to the Senior School Secretary and their child's form tutor. The school must be notified by 8.40am.

If the school has not been informed of an absence, this will be recorded as an unauthorised absence. If you respond to our follow-up before the afternoon session, to confirm your child is off sick, then the afternoon's absence (only) will be recorded as authorised. Both authorised and unauthorised absences are totalled at the end of the academic year; and form part of the report which is handed on to parents and future schools.

Lateness

A student arriving late will need to come in via the main reception and must sign the Senior School Late Book, which is analysed on a fortnightly basis. Three late attendances within a fortnight will result in disciplinary action. Lateness throughout the academic year is also recorded as part of our school's reporting process.

Persistent lateness can have a detrimental effect on a student's education. It can also disturb the concentration and learning of the rest of the class when a student arrives late so this should be avoided at all times.



Holiday arrangements

Under Dutch law children should not take holidays during school term times. Parents must make every effort to arrange holidays to coincide with the holidays appearing on the school calendar. If students are absent from school due to an unavoidable circumstance, teachers are not obliged to provide work.

Returning to school after an extended absence can be difficult for students and puts them at a disadvantage in relation to peers who attend regularly. If you have to take your child(ren) out of school during term time due to exceptional circumstances, you are kindly requested to complete a **Leave of Absence form** at least one week in advance of the absence. The Head of Senior School will review all requests and if approved, will provide written confirmation. Completed forms are monitored by the relevant Dutch authorities.

Any additional leave taken without adhering to this process in full, will be registered as unauthorised on the student's record and may also be reported (at the Head of the Senior School's discretion) to the Truancy Officer at the Gemeente (Council), for direct follow-up.

Please click or scan the Qr code to view Leave of Absence form.



School Council

We encourage students to contribute to the development of the school. With this in mind, we have a School Council and each tutor group has two School Council representatives who attend regular meetings.

House system

Students in the school are placed in one of four houses: Singel, Herengracht, Keizersgracht and Prinsengracht.

House assemblies, activities and competitions are organised throughout the year, and house points are awarded contributing to an overall house total. In addition, students are awarded house points for good work, attitude, behaviour, effort, and contributions to school life, which builds towards their House Totals and one House wins at the end of the academic year.



Behaviour

When we encounter poor behaviour from a student, it is vital that we manage it with parental support and involvement in matters of discipline. In the event of major problems, the Head of Senior School will consult with parents and will involve them with the relevant staff in dealing with the matter.

In the event of a student intentionally damaging property that belongs to either the school or to other students, a charge for replacement will be levied.

Code of conduct

We expect the students to adhere to the following code:

- Treat other people as you would want them to treat you.
- Respect and be courteous to everyone equally.
- If you cannot get along with someone, then avoid being with them.
- Chewing gum is not allowed, nor is eating permitted during lesson times.
- Students may bring a bottle of water to drink during lessons. No fizzy drinks are permitted on the premises.
- Drugs or alcohol are not permitted in school, including on off-site activities.
- Matches, knives, toy guns and other similar objects are not to be brought to school.

In addition to these general rules, we expect the students to adhere to the following:

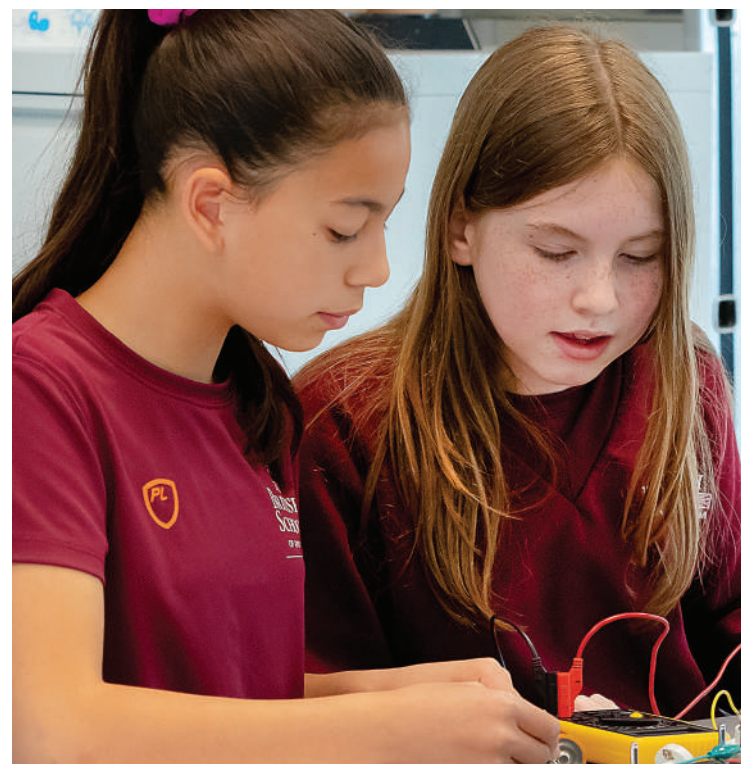
- Respect yourself and each other.
- Look after our school and everything in it.
- Work, talk and walk around quietly.
- Call everyone by their own name.
- Do as you are asked the first time.
- Listen to others quietly and politely.
- Put your hand up if you want to say something.
- Finish your work carefully and always do your best.

Rudeness, disobedience, defiance and physical violence/fighting will not be tolerated, and any instances will result in parents being contacted to discuss the matter further. The school reserves the right to give warnings which may result in exclusion for extreme cases of anti-social behaviour.



Break-time provision

The rules for behaviour during break-time and lunchtime are based on common sense to ensure that all students benefit from using the facilities. In line with the general and specific rules for behaviour within the school, students are encouraged to respect themselves and each other. At break-times and lunch times students have access to recreational areas outside. Different activities are designated to different areas of the outside space. In the event of wet weather, the students may also remain in their form rooms.



Break-time rules

- Treat each other with respect.
- Allow other students to get on with their own activities.
- Respect the adults on duty and follow their instructions.
- Behave sensibly at all times.
- Put litter in the proper place.

Uniform

Uniform is an important part of school life as it helps forge a common identity, and allows students to be focused for school life and learning. All students are expected to wear uniform in Years 7 – 11 and then from Year 12 and 13 (in the Sixth Form) a smart, but more flexible dress code is followed.

Students are not allowed to wear jewellery except for a wrist watch, small stud earrings and jewellery worn for religious purposes. The school cannot be held responsible for the loss of or damage to any jewellery in school. Jewellery is not permitted to be worn for PE (sports) lessons. If your child is unable to remove their earrings, then please provide them with tape to cover them. Make-up should be discrete and nails painted a neutral colour. Hair should be able to be tied back for Science and PE lessons. Skirts and shorts should be mid thigh or longer.

Everyday uniform for Year 7-Year 11

Branded items in school online shop

- Maroon branded sweatshirt
- House tie

Not sold by school:

- Grey trousers and/or skirts
- White buttoned shirt with collar
- School shoes (must be smart and black - no trainers)



For more details of the school uniform please click or scan the QR code

PE kit for Year 7 - Year 11

Branded items sold by school:

- Maroon branded PE shirt
- Navy blue branded shorts
- Maroon and white school socks
- Navy blue branded rain coat

Not sold by school:

- Trainers
- Navy blue / black tracksuit bottoms for colder weather (discete branding)

Please note; Leggings/cycling shorts should not be worn unless under shorts, running tights can be worn in navy/black, trainers should have non marking soles, undershirts may be worn in colder weather.



Sixth Form dress code

Students in Years 12 and 13 are no longer required to wear uniform, but must follow a smart dress code. Clothing can be any colour, but must be appropriate according to the guidelines given below:

- Smart, collared shirt/blouse
- Trousers
- Dress/skirt (mid thigh or longer)
- Jumper/cardigan
- Suit jacket/blazer
- Tie
- Shoes/boots (office style, with a heel height no higher than 6cm)
- Jewellery must follow health and safety rules
- Make up must be discrete (including nail polish)
- Note: leggings can be worn instead of tights underneath a dress/skirt, not instead of trousers.



Personal property

Students are responsible for their own belongings. Please ensure that all items of clothing are clearly named as it is much easier to return lost items to the rightful owner and track lost items if they are clearly identified with a name. The school does not accept responsibility for personal items lost on the premises.

Students who have mislaid something may look through the lost property box which is located at Senior Reception. The contents of this box are checked and sorted regularly by our staff and form tutors are informed about named items of lost property, so that students can claim these. Unnamed items of lost property are kept for no longer than half a term, before they are donated to the Parents' Organisation to sell at one of their second-hand uniform sales.

Lockers

All students are provided with a locker in which they may store their belongings. Students are expected to keep the locker areas in their classrooms tidy. Locker keys should be returned to Student Services at the end of each academic year. In the event that a student loses their locker key, parents will be invoiced for the cost of replacing and fitting a new lock, and the supply of a new set of keys.

Phones

We appreciate that as a number of students travel to and from school independently, parents may choose to provide their children with mobile phones so that they can be contacted. Once on site, however, phones must be switched off and kept in the student's locker. Phones used during school hours will be confiscated; the SIM card can be returned to the student and a sanction may be applied for persistent misuse.

The school cannot accept any responsibility for the loss of, or damage to phones, which are used in school without permission. We also ask that parents do not contact their child via a mobile phone during the school day. Messages can be left at reception or with the school secretary, and students can contact home if necessary, via a school phone.

Essentials

School equipment

Although we have some specialist materials, students should have their own basic equipment such as a ruler, eraser, pencil-sharpener, protractor, set square, compass, pencils, and a calculator (should be a non-programmable scientific calculator like the Casio FX-83GTX).

Exercise books / textbooks

Students have access to all relevant textbooks and may bring them home to complete homework assignments. Some books may be kept at school to reduce the amount that has to be carried to school each day. If a book is lost or damaged, a charge to cover the cost of replacement will be levied.

Exercise books are issued for each subject at the beginning of the academic year. Students should not treat these as sketch-pads and should not “doodle” on the book covers or pages and should be available for each lesson. All school textbooks must be returned to the relevant teacher at the end of the academic year.



Presentation of work

Work must be completed in blue or black ink using a fountain or rollerball pen. Tippex and other correction fluids are not permitted.

Work that is presented for display may be word-processed or written on plain paper using line- guides.

Laptops

As we use a Google learning environment, we recommend purchasing Chromebooks if you need to purchase a new device. If you have an existing device, you don't have to purchase a new one.

Chromebooks can be ordered through our partner The Rent Company. The device will be managed by school to ensure the most effective use for schoolwork. However when you leave the school we unenroll the device from our environment and it is completely yours to use.

You can order one through the Rent Company portal. For anyone that does purchase a Chromebook as described above, the school will pay a €50 contribution.

Click or scan the QR code for more information from The Rent Company.



Health and Safety

Medical information and allergies

Please inform the form tutor if your child suffers from any allergies, this is in addition to completing the **Medical Form** as part of the enrolment process. Long term medicines need to be put in a named container and handed to the tutor.

Administering medicines

If your child requires any prescribed oral medication during the course of a school day, you are required to complete a **Medication Administered at School form**. By signing the form, you give your consent for the teacher to administer the medication.

Please scan or click the QR code for the Medication Administered School Form.



Food and drinks

We aim to be 'nut-free' as there are a number of people in the school with a severe nut allergy, so we ask you to ensure that no snacks or lunch contain nuts/traces of nuts. Our statement on this can be viewed on the school website.

For safety reasons, we also ask that you do not to send any food or drinks in glass containers, and fizzy drinks are not allowed in the building.

School meals

Lunches are available for students through our partner, Appel Catering, with one of the following options:

- Termly subscriptions with set menu for packed lunches or hot meals
- Packed lunches selected from an assortment menu with at least 48 hours notice
- Hot lunches on a daily basis with at least 24 hours notice

To view the menu and for full terms for each of the options available please scan or click the QR code.



Packed lunches

Students who choose not to eat school meals are required to bring a packed lunch to school each day. Please note that we do not have the facility to cook or re-heat food brought in for lunch.

School Policy



Concerns

Whilst we provide formal times to meet with parents, you are encouraged to speak on a more informal basis with the form tutor whenever you have questions or concerns. From time to time, you may be concerned about your child's experiences at school, whether these are of an academic, social, emotional or other nature. If you think your child may be experiencing problems, it is best to contact the form tutor as soon as possible. We prefer to discuss these informally face to face, so please contact us or visit us before or after school to see how we can help.

If this first step of form tutor contact has not sufficiently solved the problem, then the next logical step is to contact the Head of School. Ultimately, if the situation has not been resolved, the matter may be brought to the attention of the Principal. Also, if there are any changes in circumstances at home or elsewhere outside school that may affect your child's behaviour or attitude, please inform the form tutor.

For the school's complaints procedure, please refer to our website.
If you have a financial question, your point of contact should be the Bursar.

Please click or scan the QR code to see our policies.



Staff absence

It is possible that during the year teachers may be absent from school due to illness or they may be attending a course for professional development. During such times, a supply teacher will be brought in. To ensure continuity in your child's education, the supply teacher will follow the planning that has been prepared by the subject teacher.

Child protection

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and parents to share this commitment. The school has a child protection policy and guidelines which are in line with Dutch national procedures and which all members of staff are expected to adhere to. All reported incidents are legally obliged to be investigated following a strict code.

It is important for parents to know and to adhere to the rules of the host country. In The Netherlands any form of physical punishment, for example smacking or hitting a child is against the law. If a child discloses that they have been punished in this way, as a school, we are obliged to follow up with parents and carers and, depending on the severity, report the incident to child protection services (Veilig Thuis) in order that appropriate support can be given to the child and their parents and carers.



Anti-bullying statement

We define bullying as the deliberate attempt by individuals or groups to frighten, isolate, intimidate and persecute those weaker and less powerful than themselves.

Therefore we will not accept any form of physical or verbal aggression on the part of anyone connected with the school. We do not consider derogatory or sarcastic comments that are related to a person's race, faith, culture, gender or sexual orientation to be either amusing or acceptable. Neither do we condone the behaviour of anyone – teacher, parent/carer or pupil – who attempts to use superior strength or intellect to intimidate or belittle others.

We wish to stress that it is the bullying behaviour that is totally unacceptable and not the person themselves. We will make every effort to work with the student to help them empathise with others and modify their behaviour.

Every incident of bullying behaviour will be recorded as a matter of course and the appropriate action to support students who have been bullied. The students who have behaved in a bullying way will be disciplined. Parents/carers will be informed immediately of all serious incidents involving their children.

THE
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