

Early Years Handbook School Year 2011/12

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Table of Contents

1	Locations	4
2	Transport.....	4
3	Admissions policy	5
4	The Early Years day.....	6
5	Academic	6
6	Assessment	8
7	Student academic records.....	9
8	Reporting to parents.....	9
9	Behaviour management.....	10
10	House system and rewards	11
11	School uniform	12
12	Food	13
13	Supporting your child at home.....	13
14	The library.....	14
15	Additional activities	14
16	Absence	15
17	Health and safety	15
18	Fire safety	16
19	Lost property	16
20	The School calendar.....	16
21	Teachers and parents.....	16
22	Voluntary parental involvement	17
	Appendix I / Head lice policy	19
23	Important contact information.....	20

Welcome to Early Years

Early Years is home to the youngest members of the BBS community. Our building houses the Nursery, Reception and Year 1 children and is in the heart of the Grunewald. Here the children have the ideal place to explore, at first hand, the world around them, and combine what they learn in the classroom with actual experience of their immediate environment.

We base our curriculum on the Foundation Stage Early Learning Goals, which cover the Nursery and Reception Years. In Year 1 the students begin to participate in more formal learning experiences. We are able to ensure that they make a smooth transition from Reception to Year 1 in surroundings which enable the staff to ensure that the learning experiences in Year 1 build on the practical approaches and structured play in Reception.

In preparing our students for the future we wish to nurture, inspire and challenge them to become:

- Successful learners - who enjoy learning, make progress and achieve
- Confident individuals - who are able to lead safe, healthy and fulfilling lives
- Positive citizens - who are able to contribute to a better society

The children are taught in a structured way and are encouraged to learn through investigation, experimentation and play.

Nursery is resourced to support all six areas of learning with a teacher and an appropriate number of assistants, in charge. This allows us to maintain a staff:student ratio of 1:8. The Reception and Year 1 children are accommodated in well equipped classrooms with a Smart board in each room. We have our own library and music room, and our outdoor play area gives the children many opportunities for healthy exercise and social interaction.

In the safe, welcoming and caring environment of Early Years, children are given an important start to their formal education, building the life skills and knowledge necessary to progress successfully through their school years.

Mrs K Jackson
Head of Early Years

1 Locations

Berlin British School occupies three separate sites. The map and information below give the location of each site and information on the age groups, respectively, that they accommodate.



- Early Years at the Berlin British School (Nursery, Reception and Year 1)
- Primary School (Year 2 – Year 6)
- Secondary School (Year 7 – Year 13)

A shuttle bus goes between the Primary School and Early Years at the beginning and end of each day.

2 Transport

Our students travel by school transport on many occasions throughout the week. Berlin British School wants all students to be safe when they travel on school transport. There is a code of conduct which sets out some simple rules that, if followed, will keep them as safe as possible. Copies are put up in every classroom.

Home bus

If you would like your child to travel from home to school by bus, please contact Firma Osterberg directly. Enquiry forms for this service are available from the site administrator.

Parking

There is a limited number of parking spaces in the Early Years car park. Therefore we kindly request that once your child is safely in the classroom, you vacate your space for the use of other parents.

3 Admissions policy

Regardless of their educational experience up to the point at which they are admitted, or their rate of progress following admission, to our school it is Berlin British School policy that students enter and remain in the school year group that reflects their age and the date of birth between 1 September, and 31 August of the following year.

It is the school's experience and belief that, even if the student appears to stand above or below the academic level of the year group into which he or she is due to be entered or of which they are already members, it is in his or her wider educational, as well as social, interests to learn in an environment with other children of similar age. Thereby, the teacher may more easily identify the student's strengths and weaknesses and take the necessary measures to ensure his or her individual needs are met: as a mixed ability school, differentiation within year groups plays a key part in our teaching and learning.

Children can enter the Nursery at a suitable point after their third birthday and when they are toilet trained. When children turn four during the academic year, they automatically move to the Reception class in September. The students in the Reception class turn five during the academic year and in Year 1 they have their sixth birthday.

Prospective and current parents are welcome to seek further information on and advice about this policy from the appropriate Head of School.

4 The Early Years day

Teachers are in their classrooms to greet the students at 08.15. We would ask that students do not arrive at school before this time. Staff are also available from 08.15 at Primary School to meet and accompany those using the shuttle buses to Early Years.

Nursery and Reception

8.50 - 9.00	9.00 - 10.20	10.20 - 11.00	11.00 - 11.55	11.55 - 13.00	13.00 - 14.30	14.30 - 14.55
Registration	Session 1	Snack and playtime	Session 2	Lunch and playtime	Session 3	Session 4

Year 1

8.50 - 8.55	8.55 - 10.30	10.30 - 11.00	11.00 - 12.00	12.00 - 13.00	13.00 - 14.00	14.00 - 15.00
Registration	Session 1	Snack and playtime	Session 2	Lunch and playtime	Session 3	Session 4

Students who are scheduled to be picked up at Early Years *must* be collected by 15.00. Bus students must be picked up between 15.00 and 15.10 at Primary School. Those who have not been picked up by 15.20 will be put into After School care.

5 Academic

Literacy

In Year 1 the teacher begins a Literacy Profile. The Profile keeps a record of essential early literacy skills, including how many high frequency key words students can read and spell, the letter names and sounds that they are able to identify and write, and their ability to segment and blend sounds within words to enable them to read and spell phonetically.

At the beginning of the academic year students are assessed in reading to ensure that they are on the correct stage of the reading scheme. New students joining during the academic year are assessed in the first few days.

Teachers mark students' writing following standardised marking guidelines displayed in classrooms. In the Summer Term students also complete a writing task, annotated and moderated more formally by class teachers. The information gained is used to highlight the steps that students have already made, and outline the necessary targets to secure competence in writing.

Numeracy

As with writing, students' maths work is marked according to standardised school guidelines. At the end of each term children complete an assessment that encompasses the learning objectives they have been taught in that time. It is set and administered by the class teacher and informs the next half term's learning.

English as an Additional Language (EAL)

When necessary, additional support is available to help students whose first language is not English. Emphasis is on providing opportunities for student to use English in authentic contexts. While explicit teaching of grammar is given when appropriate, the main objective is to create an environment in which students can gain confidence and 'take risks' in the new language in a supportive environment. Students are encouraged to communicate through reading, writing, listening and speaking to the level necessary in order to access successfully the curriculum in a variety of ways.

Small groups of students are withdrawn from the classroom and given intensive English tuition during Literacy lessons and/or Foreign Language lessons. Other students are supported within the class.

Special Educational Needs (SEN)

At any point in their school life, students may experience educational, physical, emotional or behavioural needs that require additional educational provision. The school has a network of support staff that work to:

- ensure that needs are identified, assessed, provided for and reviewed
- enable all students to have full access to the school curriculum
- make clear the expectations of home, school and outside agencies in the process
- ensure that students have a voice in this process

Identification of students who are thought to have Special Educational Needs can come from a range of sources including class and specialist teachers, parents, information from previous schools and even students themselves.

When a referral has been made further assessment and diagnostic testing are usually necessary in order to initiate appropriate strategies.

When a student receives some degree of 'School Action', the Learning Support Co-ordinator takes responsibility for monitoring and managing the student's Individual Education Plan (IEP). This highlights specific targets to cater for individual needs. Provision for SEN is reviewed on a regular basis and information is shared with parents through reports and meetings as necessary.

Physical Education

In addition to the 'free play' built into the school day, from Nursery on students have one lesson a week of Physical Education (PE), which includes elements of gymnastics, small team games and dance. From Reception they also have a swimming lesson, held at the Olympic stadium pool. Once a year students from Reception upwards all participate in the annual Sports Day, held in June.

Music

Students receive two music lessons once a week from a specialist music teacher in which they are introduced to instruments, learn songs and about simple composition. Students assist the teacher in writing the songs for the production held towards the end of every Summer Term.

6 Assessment

In Nursery and Reception we use a means of assessment developed by the staff and used throughout the school year. The teacher's planning is based on observing the students in order to understand and consider their interests, development and learning. Observation describes the process of watching students, listening to them and taking note of what we see and hear. Assessment is based on an analysis of observations from which we identify the student's requirements, interests, current development and learning. We can then plan for the next steps in development and learning.

GOAL testing

GOAL tests are a computer based assessment tool that are used to assess English, Maths and Science. The results are compared with the standards of achievement expected for a particular age, as outlined by the English National Curriculum. The results may also be compared with those achieved in the UK through the statutory SATs (Standardised Achievement Tests). However the GOAL tests carry a number of additional advantages: the results detail the areas where students have been particularly successful and where they need additional help, thus contributing to teachers' planning for each individual. It is also possible to administer the tests more than once a year. The GOAL tests are externally

marked, enhancing their authority and objectivity. Further information on GOAL can be obtained on www.goalonline.co.uk.

7 Student academic records

From Reception onwards class teachers maintain an assessment folder containing the assessment information gathered over the year. This includes an overview of test scores, individual test papers, and a grid that tracks students' progress as they move up the school. The tracking grid not only records the National Curriculum level achieved in a particular GOAL test, but also a corresponding teacher assessment that indicates whether a teacher considers the GOAL assessment to be an accurate indication of a student's ability. The information contained in assessment folders is used for:

- Informing planning for each student
- Grouping children for English and Maths lessons
- Identifying children who have Special Educational needs, require English as an Additional Language support or a 'Gifted and Talented' challenge.

The folders also play an important role in ensuring students make a smooth transition from one year group to the next. The information is discussed in a meeting between a student's old and new class teacher at the end of each year.

8 Reporting to parents

Formal written communication regarding a student's progress takes place three times a year in the following formats:

An Autumn Term comment

This is a personal comment from the class teacher that communicates how the student has settled in to the new school year, both socially and academically.

A mid-year report card

In addition to a further personal comment, In Reception and Nursery the teachers comment on progress made in Literacy, Numeracy and Knowledge and Understanding of the World. In Year 1, this report card includes a breakdown of each student's exact achievement in each subject. Our attainment levels follow those prescribed by the English Curriculum and Qualifications Authority which are linked to expected levels for particular ages.

A full end of year report

For all students in Early Years, this full report includes a comment from specialist and class teachers. In Nursery and Reception, each of the six areas in the Foundation Stage is commented on. In Year 1, teachers comment on all subjects. In addition, a detailed breakdown of attainment for each subject (again according to the expected levels set by the English Curriculum and Qualifications Authority), a self-assessment written by each student, and specific targets for Mathematics and English are also included.

Parent Conferences

Parents are invited to attend Parent Conferences with their child's teacher in the Autumn and Spring Terms. They are also offered the opportunity to discuss their child's final report in the Summer Term.

9 Behaviour management

Berlin British School prides itself on the happy learning environment created at Early Years. This is the result of a positive policy of behaviour management which Early Years staff believe maintains a safe and supportive learning environment. The staff believe in the importance of a consistent approach to behaviour management throughout the school, with consideration given to the ages of the student. There are rules displayed in all classrooms, and in the dining hall and playground. The behaviour steps are also displayed in each classroom. Both the rules and the behaviour steps are explained to the students at the beginning of each school year and at regular intervals as necessary.

Nursery

All students begin each day with a smiley face next to their name

1. The student is given a count of three
2. A verbal warning is given and the face is changed to a sad face
3. Repeated incidents of inappropriate behaviour are reported to the Head of School
4. The student is sent to speak to the Head of School and spend five minutes in her office
5. The student's parents are contacted by Nursery staff, and the incident is recorded
6. The Nursery staff look for incidents of good behaviour to try to ensure that all students end the day with a smiley face.

Reception and Year 1

All students begin each day with a green star next to their name:

1. The student is given a verbal warning
2. A green star is changed to a yellow star
3. If there is a further incident of unacceptable behaviour the student receives a second yellow star

4. The student is sent to speak to the Head of School to discuss their behaviour and sit for five minutes in her office
5. Parents are contacted by Head of School and incident recorded

During the day incidents of good behaviour are rewarded by changing the star first to silver and then to gold. Students on gold at the end of the day are awarded 2 house points.

10 House system and rewards

We operate a house system throughout the school, which helps to foster a sense of belonging and encourages cooperation and team work. Students will be allocated to one of four houses. Siblings will be placed in the same house.

House Points

Rewards given to students in Early Years follow a similar procedure to those given at Primary and Secondary School. A record of the number of merits each student receives is kept by class teachers. When students earn four merits, a house point is awarded to the house to which they belong. When students have earned 10 house points they are awarded a certificate. They receive further certificates when they reach 25, 50, 75 and 100 points. The number of points a student receives during the year is determined by an individual's academic and social achievements. Reaching 100 points is an extremely significant achievement. Certificates and prizes are presented in Wednesday morning assembly. Parents are informed and invited to the assembly.

Students are awarded merits for a wide range of notable academic and social reasons. Merits earned for academic reasons may accrue from academic achievements and general academic endeavour. Examples of academic success are: neat handwriting, gaining full marks in a spelling test, producing an excellent drawing or picture. Examples of academic endeavour include trying hard to learn new work, performing in a school play or assembly, and showing determination and perseverance in a sporting event. Social reasons for which a student may be awarded merits include acts which serve the interests of the school or wider community. These include being organised, being helpful, kind and polite, being a team player, and being honest.

Star of the Week

This award is given to a child once each week in Wednesday's assembly. Teachers take it in turns to nominate a student from their class. A cap and armband are presented by the child who had won the Star of the Week the previous week, and the class teacher gives the reason for which the child has earned the award.

11 School uniform

School uniform is compulsory at Berlin British School. A list is provided before students start school. Further copies and order forms are available from the site administrator.

The School uniform shop, based at Primary School, is open as follows:

Parents without an appointment	Tuesday and Thursdays	between 8.30 and 9.30
Parents with an appointment	Tuesdays	between 14.00 and 15.30

Appointments can be made by calling Mrs Keil on (030) 351 09 190. Alternatively a uniform order form, available from the Site Administrator, may be completed which will then be processed and returned to Early Years for collection.

Students should dress smartly and in the correct uniform.

Reception and Year 1

For cooler weather

Yellow school polo shirt
Yellow school sweatshirt
Grey trousers/skirt/pinafore dress
Black shoes with grey socks (boys) and white socks (girls)

For warmer weather

Girls may wear a yellow school summer dress
Girls and Boys may wear grey shorts
Black sandals with grey socks (boys)/ white socks (girls)

PE

School P.E shorts
White school T-shirt
Navy hooded school tracksuit top
Navy school tracksuit bottoms
Predominantly white trainers (no black soles)
House T-shirt for inter-house sports competitions

Swimming

One-piece swimsuit
Towel
In winter a silicon swim hat is required for long hair
Flip-flops

Trainers and 'flip-flops' may not to be worn in school. All uniform must be clearly labelled with the student's name. Textile markers are available from the school shop. Please note that cords and toggles on coats and hoods are potentially dangerous. They are *not* permitted on items of clothing at school and should be removed.

Nursery uniform

In Nursery the only compulsory clothing items are the polo shirt and sweatshirt. To make students feel comfortable and independent, their clothing needs to be practical and easy to wear. Everything must be clearly labelled with the student's name. It is frustrating for both parents and teachers when items go missing or get mixed up. All students need a pair of slippers or house shoes for use indoors.

12 Food

It is part of our school ethos to promote healthy eating. We also encourage good manners when eating together and allow the students plenty of time to finish their food.

Snacks and packed lunches

Parents are asked not to include sweets, crisps and fizzy drinks in their child's snack or packed lunch. For safety reasons, glass bottles are not allowed in school. Students find the screw tops on bottles and containers particularly difficult to seal properly and this often causes leaks.

Hot lunches

Many students eat a hot meal provided at school by SODEXO. The staff choose meals that are balanced and nutritious as well as those that are popular with the students. More details will be given when you register your child.

Birthdays

On special occasions, such as birthdays, you are welcome to send a cake for the students to share. As an alternative, we have found that the students really enjoy a plate of sliced fruit.

13 Supporting your child at home

We place great importance on reading and ask for your help spending a little time every day sharing and talking to your child about their book. In Reception students are given their first reading book when the teacher judges that they are ready. Books are then changed every week. In Year 1 books are changed twice a week, and Book Bags need to be taken home every day and returned the next morning. In Year 1, in addition to reading, there are weekly spelling tests and simple mathematical activities which we hope you will support by working with your child for a few minutes each evening. Each class has a teddy bear, complete with camera and diary, ready for adventure. Students have the opportunity to take the bear home, spoil it with excitement, and then write all about it in their diary.

14 The library

All students visit the library at Early Years once a week. They have access to a wide variety of books in the classroom and are given the opportunity to take home two books or a story sack every Friday. Please return books in your child's BBS book bag the day before the scheduled library slot. In order to protect our books you must purchase a BBS book bag. Please label it clearly with your child's name. Book bags are available from the site administrator and the School uniform shop. The school expects students to take care of the books which they borrow from the library, and return them promptly and in good condition so that other students can read them. We do understand that books can occasionally be lost or damaged. We try to deal with this problem in a fair and sympathetic manner, so that you are not discouraged from borrowing library books. If a book has been lost or damaged, please inform the Head of School. Parents are likely to be asked to provide the library with a replacement copy of the book or pay the cost of replacing the book. The cost of the replacement book will be placed on the next invoice.

15 Additional activities

Extracurricular clubs

Reception and Year 1 students are invited to sign up for a variety of clubs after school. These change on a termly basis and all students are welcome to attend. Please be aware towards the end of each term for information about this, attached to the Weekly Brief. Please take note of the finishing times for after-school clubs at Early Years, as these may be different from clubs run at Primary School. Parents are always welcome to offer an extracurricular club either after school or during lunch-time for students or adults. Please contact Mrs Lembke if you would like to volunteer.

Instrumental tuition

We have tuition for the following instruments – piano, violin, cello, voice, flute, clarinet, saxophone, and percussion. If your child is interested in having instrumental tuition you should make an appointment to see our Director of Music, Miss Claudia Neuse through the Primary Administrator, Mrs Keil.

After School care

Activities and supervision are offered by qualified staff up until 18.00 on a flexible or regular basis, according to requirements. Further details and an outline of the costs and application forms are available from site administrators.

16 Absence

Illness

When your child is unwell and needs to stay at home, please inform us initially by telephone or e-mail. However, when he/she returns please confirm his/her absence in writing. This is important for our records. If you do not do this, your child's absence will be marked in the register as unauthorised. If a student is absent for more than two days, the school needs to have a doctor's certificate confirming that he/she is well enough to return to class. If your child has diarrhoea or is vomiting we strongly recommend that you keep him/her at home for at least 24 hours after recovery.

Holidays

We recognise that there are times when you may have to take your child out of school for personal reasons or a family holiday. Please always inform us in writing in order that we can authorise the absence. Berlin British School recognises that due to the international nature of our students, school holidays may not coincide with a family's religious celebrations. Time off school will usually be allowed for religious observances. Please send a letter in plenty of time before the start of the requested absence, and do not assume that consent will automatically be granted.

17 Health and safety

Personal hygiene

It is extremely important that your child is fully toilet-trained before starting in Nursery. Please also make sure that they can ask an adult when they need to use the toilet. Of course, accidents happen from time to time, so please pack a spare set of clothes in your child's rucksack.

Medical forms

When your child begins school you will receive a medical questionnaire, which must be filled out, and will be kept in the personal file in the office. It is vital that the school is notified of problems such as asthma, epilepsy and allergic reactions to food or stings, and has updated emergency contact numbers. It is your responsibility to keep us informed of any changes so that our records can be updated. Any health information given is held in the strictest confidence and only shared with the staff responsible.

Medicines in school

No student may receive medication in school unless the class/form teacher has received a completed 'medicines in school' form from the parents or guardians. Forms are available

from site administrators and parents will be sent duplicates on a regular basis. You will appreciate that, as well as being important for the safety of the child, there are important insurance considerations for your own protection.

Accidents and emergencies

In the event of your child suffering from an illness or being involved in a serious accident at school we will immediately attempt to contact you. In the event that we are unable to contact anyone at home, we will authorise any immediate medical treatment required.

18 Fire safety

Please familiarise yourself with the 'Fire Safety' notices that are displayed throughout the School. If whilst in school you hear the fire alarm ringing, you must follow the given instructions quickly and quietly.

19 Lost property

Should items of clothing go missing, a lost property box is located outside the Head of School's Office. These containers are emptied at the end of every term. Named items are returned to their owners. Unnamed items are donated to charity or added to the second-hand stock in the uniform shop.

20 The School calendar

This contains the planned events for the upcoming term such as assemblies, sporting competitions, open afternoons and information evenings.

21 Teachers and parents

We firmly believe that parents and teachers need to work together to provide the best education for students. We recognise that the process of learning starts long before school begins, and that the influence of home is an integral factor in the all-round development of a student. Young students need the interest, support and encouragement of both their parents and their teachers in order to develop the confidence to learn.

If you have a concern or worry about your child we shall make every effort to see you at a mutually convenient time.

We also communicate on a weekly basis via a class Home-School letter or email message. It is important that you keep up to date with these.

Information evenings / workshops

These are held on a regular basis and provide an opportunity for parents to gain information about the curriculum. Please refer to the termly calendar for dates, times and location.

Weekly assembly

Every Wednesday at 9.00 we hold a short assembly in the Early Years hall, which you are very welcome to attend. We always try to contact the parents if their child is going to be awarded a commendation certificate or the social medal.

Pop-ins

Pop-ins are held on a regular basis during the school year. They run between 3:00 and 3:30 and involve you being invited into the classroom so your child may show you their work and talk about what they have been learning.

Raising a query or concern

All formal queries and concerns should be expressed, in the first instance, to the class teacher or form tutor by email. If such queries or concerns cannot be resolved by these means, the appropriate Head of School should be contacted. A copy of the school's official complaints procedure is made available on request.

22 Voluntary parental involvement

Parents are most welcome to become involved in the everyday life of the school and may do so in a number of ways.

'Friends of BBS'

Berlin British School has a long-standing parents and teachers' association to which all parents and teachers are automatically members. Its primary aims are to provide a friendly network for members of our community and support the school by providing another channel for the sharing of information, fundraising and organising special events for students.

The committee consists of eager volunteers and newcomers. Ideas are always welcome. For further information, please contact the Friends of BBS Chair Person.

Helping with class based activities

If you are interested in cooking, listening to reading, craft activities or helping with trips, there are always opportunities to help out voluntarily. Please speak directly with your child's class teacher if you wish to know more about specific help needed.

Should you wish to help out in class on a regular basis, we do not allow a parent to help in the same class as their student.

When helping with trips parents need to feel comfortable taking responsibility for a small group of students as directed by the class teacher.

Running a club

Parents are always welcome to offer an extra-curricular club either after school or during lunch-time for students or adults. Please contact the Clubs Coordinator if you would like to volunteer.

Parents wishing to help in school working with students or run a club will need to have a CRB (police) check and two suitable references before starting.

School Development Projects

Over the course of the year the school embarks on improvement projects covering a variety of areas. These often benefit from parental perspective or expertise.

If you would like to know initiatives that are being planned and would like to be involved, please contact one of the Heads of School.

Developing the Library

Our Primary School Librarian welcomes volunteers to help organise, reshelve and repair books, and create displays or make resources.

Appendix I / Head lice policy

General Information

There has been a world wide increase in the number of cases of head lice in schools. Anyone can become infected, irrespective of personal hygiene or age.

Head lice are small insects, which live close to the scalp and are parasites. The female lays five to eight eggs a day. These are 'glued' to the base of the hair shaft and take 5-7 days to hatch. The lice grow to full size in ten days, and are then ready to lay further eggs. They can live for up to 40 days. Head lice move by crawling through hair. They cannot jump or fly and head to head contact is the only way of becoming infected. Empty egg cases are white and called nits. They grow out with the hair. They cannot spread head lice and are not contagious. An itchy scalp is an indication that lice may be present.

Prevention and control

The responsibility for the treatment of head lice lies with the parent or carer. The local doctor or pharmacist may offer advice on treatment. Courses of medication include *Goldgeist* or *Infectopedicul* which usually need to be used several times in order to remove the problem.

Preventing the spread of an outbreak of lice is a community task.

In order to reduce the number of cases of head lice at school we request that parents check their children's hair at least once a week. A fine toothed comb can be useful in helping to find the whitish-grey, oval-shaped eggs the females lay; these stick to the individual hairs and sometimes resemble dandruff. If a parent finds that their child has head lice, he or she should not be brought to school until full treatment has been administered. Equally, if we discover a case of lice in school, we will ask parents to collect their child and take them home to complete treatment.

The school will require a doctor's note stating that the individual is no longer infected, to allow a return to school.

The school will also send an email to parents whose children are in the same year group as the affected child, stating that an incident of head lice has occurred. Parents of children in the year group will need to be particularly vigilant in checking their child.

Should parents have any questions regarding this policy, they should speak with their child's class teacher or the Head of School.

23 Important contact information

	EMAIL ADDRESS
	Name as below plus @berlinbritishschool.de
Mr A. Berryman	ayden.berryman
Miss N. Cheesewright	nikki.cheesewright
Miss S. Colhoun	stacey.colhoun
Mrs P. Dahlhaus	petra.dahlhaus
Miss S. Higgins	suzanne.higgins
Mrs K. Jackson	kathleen.jackson
Mr G. Lacey	graham.lacey
Mr R. Lavington	rupert.lavington
Mrs A. Lutz	andrea.lutz
Mr P. Nicholson	paul.nicholson
Mrs H. Page	helen.page
Mrs J. Potts	jane.potts
Ms P. Shield	pam.shield
Mrs S. Smith-Siebold	suzanne.smithsiebold
Mrs J. Wittering	johanna.wittering

