

*Primary School* **Handbook** School Year 2011/12

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## Table of Contents

1	Locations .....	4
2	The Primary School day .....	5
3	Behaviour .....	5
4	Primary rewards .....	6
5	School uniform .....	8
6	Food .....	10
7	Supporting your child at home.....	11
8	Specialist subject teaching .....	12
9	Learning support .....	13
10	Library .....	14
11	Additional activities .....	15
12	Absence .....	16
13	Home bus .....	17
14	Health and safety .....	17
15	Communication.....	18
16	Reporting.....	19
17	Parents .....	19
18	Voluntary parental involvement .....	20
	Appendix I / Absence and illness .....	22
	Appendix II / School rules, use of ICT, personal property and more .....	23
	Appendix III / Exceptionally cold weather and snow .....	25
	Appendix IV / Head lice policy .....	25
	Appendix V / Rules for using the Internet safely and responsibly .....	26
	Appendix VI / Admissions - Age and school year entry .....	27
	Important contact information.....	28

# Welcome to the Primary School

Following the foundation skills gained at Early Years, experiences at Primary School continue to enhance the students' ability to learn independently. We aim to inspire and challenge all students by developing:

- 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

Our Primary school follows the English National Curriculum with a number of adaptations made to its content in order to maximize the opportunities we can present to students for promoting intra-cultural understanding, and to value and respect our host city – Berlin.

A successful education will always rest firmly on how a curriculum is implemented, as well as its content. We aim to promote a culture of life-long learning by making experiences relevant and enjoyable. Traditional subjects are linked through context to give learning relevance and provide opportunity for critical thinking. Themed weeks are common; recent examples of topics include friendship, the environment, design and technology and healthy eating.

Lessons here are characterised by differentiated activities tailored to meet the needs of individual students. Extra support is offered when limited language or other learning requirements may prevent students from achieving their full potential. By the same token, students requiring extension are offered more challenging tasks.

While academic rigour is embedded in our school ethos and our standards of achievement give us reason to be proud, this is not at the expense of creativity or social development. We recognise that many other skills, attitudes and attributes are necessary in order for students to lead successful and fulfilled lives.

Our changing society provides us with an ever increasing range of new challenges that offer positive opportunities. Students receive multimedia lessons and benefit from interactive whiteboards in every classroom. While every effort is made to ensure technology is used to enhance learning, we are mindful not to neglect well established pedagogical practice; the 'hands-on' and practical take priority over the virtual.

Planned learning experiences here go well beyond regular lessons. School trips, an extensive range of clubs, instrumental concerts, theatrical productions, class assemblies and numerous sports competitions provide students with many wider learning experiences. In our commitment to make school life positive for all members of our community we view every experience as an opportunity to develop the self-confidence and motivation necessary to achieve fulfil potential and enjoy life.

Mr J. Garrard  
Head of Primary

# 1 Locations

Berlin British School occupies three separate sites



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

The accompanying map and table give the location of each site and information on the age groups respectively they accommodate.

Our Primary School is a five minute walk from Berlin's historic Olympic stadium in the suburbs of Charlottenburg. Our single storey building houses ten light, airy classrooms and a number of specialist teaching facilities including a library, music room, gym, computer suite and art room. There is a large well equipped playground.

## 2 The Primary School day

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Our day begins at 8.30, when students should be in their classrooms for registration. Supervision for those arriving early is available from 8.15 when students may go to their classrooms. We ask for your support so that students do not arrive before or after these times.

Individual class timetables detailing specialist teaching times including Swimming and PE are given out during the first week of the new school year.

	Lesson 1	Lesson 2	Lesson 3		Lesson 4	Lesson 5		Lesson 6	Lesson 7
Registration 8.30 – 8.40	8.40–9.20	9.20–10.00	10.00–11.00	Morning Break 11.00 – 11.20	11.20–12.00	12.00–12.40	Lunch Break 12.40 – 13.35	13.35–14.20	14.20–15.10

*Students in Year 2 have an additional morning break at 9:45.*

## 3 Behaviour

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The school operates a ‘positive discipline’ approach to behaviour management. We believe that good behaviour is fostered by focusing on the positive and by continually articulating what is expected, rather than drawing attention to the negative. Rewards such as house points, certificates and praise will therefore always be important. Primary school promotes the following behaviour guidelines:

1. Be gentle
2. Be kind and helpful
3. Work hard
4. Look after property
5. Listen to people
6. Be honest
7. Speak English

Management of inappropriate behaviour is dealt with tactfully and compassionately and focuses on ensuring students realise and accept responsibility for their actions, in addition to taking an active role in determining how mistakes can be rectified.

Every classroom displays a code of conduct. This includes a path directing students to make the right choices. The behaviour management procedure we adhere to when students choose not to follow the class rules is:

8. Teacher reminds student of the correct behaviour
9. Teacher writes student's name on the board
10. Teacher makes a mark next to student's name
11. Student is sent to another teacher to complete work or think about their behaviour
12. Student's parents and the Head of Primary are informed
13. Student's parents are called in for a meeting with Mr Garrard and the student's class teacher
14. The Head is informed

Expecting and encouraging good behaviour from all our students is naturally imperative to any welcoming school community. We greatly appreciate your cooperation and support.

## **4 Primary rewards**

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Rewards given to students in the Primary School follow a similar principle to those given during the Early Years and at Secondary School.

### **House points**

Students are awarded points for notable social and academic achievements. A record of the number of points students receive is kept by class teachers and displayed in classrooms.

The number of points a student receives during the year is determined by an individual's academic and social achievements.

When students reach a certain numbers of points certificates are presented to them in Monday morning assembly. Parents are welcome to attend these occasions. While class teachers tell students if they are to be awarded a certificate, it is the responsibility of students to inform their parents and invite them to the assembly.

Students are awarded points for a wide range of notable academic and social reasons.

Points earned for academic reasons may accrue from academic achievements and endeavour. Academic successes include, for example, neat and correct work, gaining full marks in a spelling test, producing an excellent drawing or painting, passing a Music exam, or winning a sporting event. Examples of academic endeavour include trying hard to learn new work, completing extra work at home, applying much time and effort to acting in a school play or performing an assembly, or 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 fall into a number of specific categories:

- *Being organised:* wearing the correct school uniform, bringing a pencil case with the right equipment in it, remembering book bag and PE clothes, handing in homework on time, keeping belongings tidy and having name labels on clothes
- *Being helpful:* tidying up the classroom, putting things away, picking up litter, clearing up in the dinner hall without being asked, taking messages to other classrooms, volunteering, sitting nicely and putting hand up when wishing to speak, lining up quietly
- *Being kind:* caring for someone when they are hurt, looking after new students, including students in games, sharing, thinking of others
- *Being polite:* saying please and thank you, greeting people correctly, smiling, being friendly, using appropriate names
- *Being a team player:* taking initiative and responsibility, cooperating, being supportive of others and respecting their ideas, offering compliments, being positive and encouraging,
- *Being honest:* Telling the truth, owning up to mistakes

### **Star of the week**

During the course of the week when teachers and staff award merits to students for their many successes and endeavours, teachers consider which one of these has been the most significant within the class as a whole, and a Star of the Week certificate is thus awarded. As with house points certificates the award is presented in Monday assembly. When the certificate is presented, the reason for which the student has earned the award is read out with a view to promoting further success and endeavour within the school as a whole.

### **The house system**

In order to promote team-spirit and introduce gentle competition into school events and in particular sports events, we operate a 'house-system'. All students and teachers are assigned to a house. Students will always be in the same house as their brothers or sisters. Points from all the competitions are collated on a weekly basis and published on the website. Each house elects a house captain and vice-house captain, chosen from Primary School students, at the beginning of each school year.

## 5 School uniform

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School uniform is compulsory at the Berlin British School. Students should dress smartly in the correct uniform. Our school uniform shop is located here at our Primary School site and is open as follows:

- Tuesdays 14:00 - 16:00 for parents with an appointment (these can be made by calling Mrs Keil on (030) 351 09 190)
- Tuesday and Thursdays 8:30 - 9:30 for parents without an appointment

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 or dark coloured sandals (with a strap at the back) with grey socks (boys)/ white socks (girls)

PE

School PE shorts

White school t-shirt

Navy hooded school tracksuit top

Navy school tracksuit bottoms

White trainers (no black soles)

House T-shirt for inter-house sports competitions

Swimming

One-piece swimsuit (girls)

Swimming trunks or swim shorts (boys)

A silicon swimming cap is required if your child has shoulder length hair or longer

Flip-flops

*Students who have PE during their first lesson at school may arrive in their sports clothes. They then change into their regular uniform at the end of the lesson.*

## **Shoes**

In school students need to wear simple black shoes. They may change into other suitable footwear during break times, for example snow boots when the weather is very cold. Trainers are not to be worn to or in school.

## **Labels**

Everything must be clearly labelled with the student's name. Textile pens are available from the school shop. It is possible to order labels online from Marks and Spencer, which can be sewn into clothes.

## **Other things to bring to school**

*A school book bag:* These are used for carrying school reading books, library books, homework diaries and homework folders to and from school.

*A pencil case:* Students in Year 2 and Year 3 are strongly encouraged to bring a pencil case to school; from Years 4 upwards it is compulsory. The case needs to contain a handwriting pen, a pencil, a rubber, a pencil sharpener, a small ruler and coloured pencils.

## **Cloakrooms/lockers**

Students in Year 2 and Year 3 have cloakrooms with pegs in which they may hang their bags and coats. In Years 4, 5 and 6, students have individual lockers in which to keep their belongings.

## **Lost Property**

Should uniform go missing, lost property boxes are located in cloakrooms. 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 stock in the second-hand uniform shop.

## 6 Food

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

### *Water bottles*

Students should bring a water bottle into the classroom with them, particularly when the weather is warmer. Other drinks may not be brought into the classroom.

### *Other drinks*

Students may bring other fresh fruit juices into school to drink during breaks. Because of links to hyperactivity and behaviour, drinks with artificial colours, flavourings and sweeteners should not be brought to school. Additionally, for health and safety reasons, students should not bring hot drinks to school.

### *Snack*

Students may bring a small snack to school to eat during breaks, (Year 1 and 2 have a snack time before break). We appreciate healthy snacks such as fruit or, for example, a wholemeal cheese sandwich. We ask students not to bring sweets and crisps to school.

### *Packed lunches*

Parents are requested not to send 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.

### *Hot school lunches*

Many students eat the hot meal provided at school by SODEXO. More details are given when students are registered.

### *Birthdays*

On special occasions, such as a birthday, parents are welcome to send a cake for the students to share. As an alternative, we have found that they enjoy a plate of sliced fruit at these times.

## 7 Supporting your child at home

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During the Primary years we place great importance on reading, and ask for your help spending a little time every day talking about your child's book with them. Books are changed twice a week. Book bags need to be taken home everyday and returned the next morning.

As students progress through the school daily reading remains imperative. However, the amount of additional formal homework also increases. These tasks are a valuable way of both consolidating and extending work completed at school and offer opportunities for parents to become actively involved with children's learning. Taking a positive interest in your child's work will help them to feel value in what they are learning.

Helping your child to organise their time so that homework is not left to the last minute, making sure there are suitable quiet working conditions, and checking work are all useful ways of supporting your child.

Teachers will spend time explaining homework tasks to students who may record what they need to do, and when it should be completed by, in their School Calendar. The nature and amount of work students receive varies according to age.

	English	Mathematics	German
Y2	Spelling once/week	Up to 30min/week	None
Y3	Up to 45min/week	Up to 45min/week	Up to 20min/week
Y4	Up to 60min/week	Up to 60min/week	Up to 30min/week
Y5	Up to 75min/week	Up to 75min/week	Up to 40min/week
Y6	Up to 90min/week	Up to 75min/week	Up to 40min/week

We try to ensure that tasks set reflect the ability each student. If your child appears to be having difficulty with homework, or you have any other queries, please speak to the class teacher.

### Other ways to support your child's learning at home

While set homework establishes necessary working routines, learning at home can be also be promoted by a more 'hands-on' approach. Learning is most effective when parents are interested and motivated. Here are some ideas for fun 'out of school' educational activities, the results of which may be shown in class:

- When you go on holiday, collect postcards, photos, tickets, maps etc. to make a scrapbook or make a page for a travel brochure to advertise your holiday destination showing what interesting things there are to do there.

- Write a newspaper report about something you did at the weekend.
- Make a leaflet to promote the importance of, for example, eating healthy food, taking exercise or brushing teeth.
- Cook something. Take photographs and write this up as recipe.
- Write some instructions on how to play a favourite game or how to make something.
- Make a quiz or board game about something you learnt about in Science or Topic.
- Visit a museum or gallery. Make a leaflet advertising it.
- Interview someone about a hobby or their job. Record this to play to the class at school.
- Make a short film about somewhere you visited.
- Visit an Art and Craft shop and choose something to make.
- Look at food packages in the kitchen and find out where they come from. Find these countries on a map.
- Make a 'Museum of Me' in a shoe box collecting personal objects and pictures to show your life.
- Go on a nature walk. Make a collection of things you found, take photographs, and make rubbings of tree trunks and stones.
- Use Photo story or Windows Movie-maker to present photos you have taken and add text, explaining what the pictures are of.

## **8 Specialist subject teaching**

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### **Modern Languages**

A language programme caters for the needs of both native and non-native speakers of German. When possible a third 'advanced foreign language' group is formed, but this depends on the needs of a year group and available teaching staff. The Language Department stipulates the constellation of groups and the teaching staff appointed to each group. The department tries to ensure that each Year Group goes on a trip to a local museum, library or students theatre to support learning. Students are introduced to French and Spanish in Year 6 – with three half terms of each.

## **Physical Education (PE)**

Participation in sporting activities is an essential element of any healthy and balanced lifestyle. In Physical Education we aim to development the students' ability to face the challenges of trying to do better, to set goals and find the discipline to pursue them, to appreciate and learn the importance of fair play and healthy competition, to understand the co-operation involved in team sports and to appreciate the fun of taking part.

Should your child be unable to attend Swimming or PE, please ensure that a note is sent to the PE Teacher. If your child is not swimming they must take their sports kit to change into at the pool.

Should you have any questions regarding any aspect of PE please do not hesitate to contact a member of the department.

## **Music**

Students receive two 40 minute lessons of Music each week from a specialist music teacher. From Year 3 part of the tuition includes learning how to play the recorder. Students will be expected to bring a recorder and book to each lesson, both of which can be purchased from school.

## **9 Learning support**

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### **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 students to use English in authentic contexts. While explicit teaching of grammar is given when appropriate, the main objective is in creating an environment in which students gain confidence, and 'take risks' by trying a new language in a supportive environment.

Students are encouraged to communicate through reading, writing, listening and speaking to the necessary level in order to access successfully the curriculum in a variety of ways.

- Withdrawal – Small groups of students are withdrawn from the classroom and given intensive English tuition during Literacy lessons and/or Foreign Language lessons.
- In-class support - Students are supported in 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 identifies 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.

## **10 Library**

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Our Primary School has a newly renovated and well stocked library. Classes visit the Library once a week. During these sessions the students may choose two new books to take home in addition to hearing stories read by our librarian and learning library skills. Our librarian offers guidance to students when browsing for books, but one of our aims is to encourage students to enjoy all sorts of books, and we allow them some freedom to make their own choices.

Students need to bring their books back to the library each week in order to borrow new ones. They may also renew their books if they have not been reserved by another child. There is always keen competition to borrow the most highly prized titles and this rule keeps books in circulation. Please remind your child to pack their books into their school book bag the night before their library session.

### **Late Returns**

In the first instance the librarian works with the class teacher to remind students. If the book is not returned, the librarian will send home a note identifying the title and asking you to help look for it.

### **Lost or damaged library books**

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 students are not discouraged from borrowing library books.

If a student has lost or damaged a book, the librarian should be informed. 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 sent to parents.

As ever, the library remains indebted to everyone who has been kind enough to donate books and those who give up their time to help.

## **11 Additional activities**

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### **Extracurricular clubs**

Clubs are a great way for students to get to know others outside their year group, to work with different teachers, to develop new skills and interests and, most of all, to have fun. Clubs run during the lunch breaks from 13.10 -13.35 and after the teaching day finishes from 15.25 onwards. These enable our students to take part, on an entirely voluntary basis, in a variety of extra activities such as football, judo, computer club, painting club, chess and sailing. There is no charge for most clubs. In some cases, where it is necessary to provide transport to the club venue or to hire an outside or specialist teacher, a charge will be made to cover costs.

The selection of clubs available varies on a termly basis. 3-4 weeks before the end of each term, students are given a list of clubs for the coming term. Clubs are popular and often over-subscribed. Students need to decide which clubs they would like to take part in and where possible, choose more than one club on the same day to avoid disappointment. Completed forms are returned, by the deadline, to the club box situated at each site. If a club is over subscribed then all names will go into a lottery draw, so even if the form is returned within the specified time, a student may be placed on a waiting list.

Once a student has obtained a place in a club we strongly encourage full commitment for the entire term.

### **Instrumental tuition**

We are fortunate enough to have the services of many excellent peripatetic music teachers who offer individual instrumental tuition for a wide range of instruments including piano, violin, cello, voice, flute, clarinet, saxophone, and percussion. If your child already plays a musical instrument, or would like to learn one, they have the opportunity to receive lessons after school. Sometimes, the teachers also give lessons during the school day, and your child would have to miss some other lessons (usually on a rota basis) in order to attend.

In order to give our students the opportunity to perform in front of a live audience, informal instrumental concerts are held each term. Everyone who takes lessons, both from our own teachers in school or from private teachers outside school, is invited to perform.

If your child is interested in having instrumental tuition please speak with our site administrator.

### **After School care**

Activities and supervision are offered by qualified staff up until 6pm on a flexible or regular basis according to requirements. Further details, an outline of the costs, and application forms are available from site administrators.

## **12 Absence**

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- *Illness:* When your child is unwell and needs to stay at home, please inform us by telephone. When they return to school, please confirm their absence in writing. This is important for our records, as without this absences are recorded as unauthorised. If your child is absent for more than two days, the school needs a doctor's certificate, which should also confirm they are well enough to return to class. In cases of diarrhoea or vomiting we strongly recommend students are kept at home for at least 24 hours once they have recovered.
- *Personal Reasons or Family Holidays:* We recognise that there are times when you may wish to take your child out of school for personal reasons or a family holiday. Please write to us well in advance requesting your child's absence, and do not automatically assume your request will be granted.
- *Religious Observance:* The school recognises that due to the international nature of our students, school holidays may not coincide with your family's religious celebrations. Time off school will usually be allowed for religious observances. Please write to us well in advance requesting your child's absence, and again do not automatically assume that your request will be granted.

*Further information on absence and illness is available in Appendix I*

## **13 Home bus**

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If you would like your child to travel from home to school by bus, please contact Firma Osterberg directly on 030 332 5036. Alternatively, enquiry forms for this service are available from our site administrator.

## **14 Health and safety**

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### **Medical forms**

When your child begins school you will receive a medical questionnaire, which must be filled out and will be kept in your child's personal file in the school office. It is vital that the school is notified of conditions 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 for your child.

### **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 your child requires.

### **Fire safety**

Please familiarise yourself with the 'Fire Safety' notices that are displayed throughout the school. If you hear the Fire Alarm ringing, you **MUST** follow the given instructions quickly and quietly.

### **Head lice**

Please read the school's head lice policy, which is attached as an appendix to this handbook.

## 15 Communication

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Parents and teachers need to work together to provide the best education. If you have any questions or concerns about your child we shall make every effort to see you at a mutually convenient time. The right to raise concerns and know that these will be addressed promptly, professionally and in a caring manner is essential.

Talking is usually the best form of communication. Parents are always welcome to make an appointment to see a teacher or the Head of School. Please remember that teachers are very busy preparing lessons before school. We ask, therefore, that if you want a quick chat you should wait for the end of the day. More formal and longer meetings should be arranged by appointment.

The following aim to strengthen communication within the Primary School:

### **The School Calendar**

This contains the planned events for the upcoming term such as assemblies, sporting competitions, open afternoons and information evenings. A copy will be sent to you before the start of each term.

### **Topic Plans**

Details of the topics your child will learn are provided to parents at the beginning of each term. These include guidance on how best to support your child's learning at home. Please speak with your child's class teacher should you have any questions.

### **Assemblies**

We welcome parents to join our assemblies but ask them not to talk once students start entering the hall.

Monday	8:40 – 9:00	Certificates, Stars of the Week and other general information
Friday	2:30 – 3:00	Class assemblies and other special assemblies (when listed in school calendar)

### **'Pop-ins'**

Each half term a class 'Pop-in' is held. These run between 3:00pm and 3:30pm and involve your child inviting you into their classroom to show you their work and talk about what they have been learning. They are listed in the school calendar, and reminders are sent in the Weekly Brief.

### **Raising a query or concern**

All queries and concerns should be expressed, in the first instance, to the class teacher by email, or at the end of the school day at an appropriate moment. If such queries or concerns cannot be resolved, the Head of Primary should be contacted. A copy of the school's official complaints procedure can be made available on request.

## 16 Reporting

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Formal written communication for how your child is doing at school takes place three times a year in the following formats.

### *An Autumn Term comment*

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

### *A Mid-year report card*

In addition to a further personal comment, this report card includes a break-down of your child'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*

This full report includes a comment from specialist and class teachers for each subject, a personal comment, a detailed breakdown of attainment for each subject (again according to the expected levels set by the English Curriculum and Qualifications Authority) and specific targets for Mathematics and English. Also included in the report is a self assessment written by your child. By this means students are encouraged to reflect on their learning and highlight where their interests lie, what they have particularly enjoyed during the school year, and in which areas they would like to improve.

### *Parent-Teacher conferences*

We recognise that, following the publication of reports, parents will have questions regarding their students' progress, and how they can support them at home. After each report there is an opportunity for parents to meet their student's class teacher at a Parent Conference. Appointment times are sent out with reports. We ask that you return the reply slip in order to confirm your attendance.

## 17 Parents

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In order to promote respect and integrity throughout our community the high expectations associated with staff and students also lie, we would suggest, with parents. We kindly ask that you:

- Contact the appropriate person if you have a concern or complaint, preferably by email
- Raise issues arising from incidents between students in school with your child's class teacher in the first instance, and not other parents
- Do not interrupt teachers with issues when they are otherwise occupied.

## **18 Voluntary parental involvement**

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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.

### **And finally...**

Please remember that although we have tried to include as much information about our Primary School as possible, you will probably still have questions which we have not answered. Nothing can be a substitute for personal contact and we strongly encourage you to come and see us whenever you have a concern, a worry or even just a simple question.

## Appendix I / Absence and illness

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- Absence from school for special family occasions (e.g weddings) may be given. Requests for such absence must be made in writing to the appropriate Head of School at least five days in advance of the start of the event. It should not be assumed that the request will be granted.
- Students may be given a maximum of ten days' 'leave of absence' per academic year for personal or family reasons, including extended holidays. Any additional days of absence beyond this, even with prior notice, will be regarded as an 'unauthorised absence' and recorded as such.
- If a student is absent because of ill health, the site administrator should be informed immediately, by telephone or e-mail. The administrator will inform the student's class teacher and relevant subject teachers. When returning to school, the student should bring a written note from parents/carers confirming the day/s off, and reasons for, the absence.
- All absences and late arrivals will be recorded on the student's records and reports. Parents may be invited in to school in order to discuss persistent absence or lateness.
- The school should immediately be informed if a student is diagnosed with a serious infectious disease e.g. scarlet fever. Families of other members of that year group and, if appropriate, members of the whole school community will then be informed that there is a case of the illness in the relevant year group. The student must not return to school until certified by a medical practitioner to be clear of the infection.
- If a student has head-lice, he or she cannot return to school without a signed note from a medical practitioner stating that the infestation has been cleared. Families of other members of that year group will be informed immediately that head-lice have been found within the cohort.
- If a student is taken ill during the day, he or she should go to the site administrator. Parents will be informed, and, if appropriate, the student kept in the sick room at Primary School or Early Years or at Reception at Secondary School until they can be collected.
- All staff are First Aid trained. Students involved in minor accidents during the day should report to the teacher on duty, or the site administrator, where basic First Aid will be administered. If appropriate, parents will be informed, and the student kept in the sick room at Primary School Early Years and at Reception at Secondary School. Parents will be informed in ALL cases if a student receives any injury to the head, and a recommendation will be made that medical advice is sought.
- All accidents are logged in the 'Accident/Incident' book kept at Reception on all three sites.
- Students who are unfit to take part in PE must bring a written explanation from parents or a medical practitioner. If not participating, they will be expected to watch

the session or perform some simple tasks beneficial to the school community. Those with long-term or chronic conditions may be allowed to work in the Library or classroom, but in these cases a medical note must be provided.

## **Appendix II / School rules, use of ICT, personal property and more**

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### **School rules**

- The school expects full support from parents regarding the application of school rules as well as the imposition of sanctions as deemed appropriate by the school if one or more rules are broken. A full list of the school rules is available on the school website.

### **Student movement**

- Students in Primary School are not allowed out of classrooms at the end of the day until collected by an adult. Bus students are sent to the Hall at 3.15. If a parent wishes to change the usual pick-up arrangements for their child, requests must be made to the site administrator before noon on the day the changes are to be implemented.
- Primary students should be picked-up before 3:25. If they are not, the student will be placed in After-School Care, and a charge made.

### **Use of Information and Communication Technology**

- Parents are expected to monitor their student's use of the internet at home. The school accepts no responsibility for messages and dialogues which students may exchange on social networks outside school time. For further information, please see the Acceptable Usage Policy on the school website.

### **Safeguard of personal property**

- The school does not accept responsibility for the personal property of students. All items should be clearly marked with the student's name, and placed in lockers. Loss of any items should be reported immediately to the class teacher.
- Bags should not be left unattended.
- Large sums of money should not be brought to school. If this is unavoidable, such sums should be given to the site administrator for safe keeping during the day.

### **Play areas in Primary School**

- Students are closely supervised whilst in the playground, and staff ensure they stay in areas safe for play.

### **Medicine**

- If a student is required to take medication during the school day, parents must inform the class teacher in writing as to when and how the medicine is to be administered.

## **Appendix III / Exceptionally cold weather and snow**

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### **Wrap up warm**

- Hat, scarf, gloves
- Warm coat or ideally a snow suit
- Boots (Please bring black inside shoes to change into at the end of break)

### **Snow balls**

Following a fresh fall of snow (within the previous few hours), snowballs may be thrown in the fenced off football area in the playground. This may only happen if a teacher on duty agrees the snow is fresh and is prepared to supervise the activity.

In all other cases, no snowballs may be thrown anywhere in the playground at any other times. Please remember that usually it is often only the person who throws the snowball who enjoys the game.

### **Sliding and sledging**

- Only if an adult is there to supervise
- You must be wearing a ski suit or snow trousers and snow boots
- You do not slide down a slope if someone is at or near the bottom

## **Appendix IV / Head lice policy**

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### **General information**

There has been a worldwide increase in the number of cases of head lice in schools. Anyone can become infected, irrespective of their 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 pharmacists 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 child'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 student, stating that an incident of head lice has occurred. Parents of students 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.

## **Appendix V / Rules for using the Internet safely and responsibly**

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- We use the Internet to help us learn and we learn how to use the internet safely and responsibly
- If we see anything on the internet, or receive a message, that is unpleasant, we inform an adult
- Approval from an adult may be needed before we email, chat to or video-conference anyone at school
- We can write polite and friendly emails or messages to people whom we know
- We use only our first names when communicating electronically
- We never post photographs or video clips without a teacher's permission and never include names with photographs
- If we receive a message sent by someone we do not know, we inform an adult
- We know who and when to ask for help
- We aim to look after each other by using our safe internet in a responsible way
- We never give out passwords or personal information (like our last name, address or phone number)

## **Appendix VI / Admissions - Age and school year entry**

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

## Important contact information

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	EMAIL ADDRESS
	Name as below plus <b>@berlinbritishschool.de</b>
Miss S. Beves	susanna.beves
Ms J. Burton	jenny.burton
Ms G. Diaz-Granados	gudula.diazgranados
Mr J. Garrard	jonathan.garrard
Mr R. Gilmore	ron.gilmore
Miss S. Higgins	suzanne.higgins
Mrs S. Keil	sara.keil
Mr G. Lacey	graham.lacey
Mrs F. Lagodzinska	fiona.lagodzinska
Mrs D. Lembcke	dana.lembcke
Ms W. Lohrmann	wiebke.lohrmann
Mrs C. Ludwig	cornelia.ludwig
Mrs A. Lutz	andrea.lutz
Miss K. Macaulay	katherine.macaulay
Mrs C. Mueller	cornelia.mueller
Ms C. Neuse	claudia.neuse
Mr P. Nicholson	paul.nicholson
Mrs E. Osborne	emma.osborne
Mrs H. Page	helen.page
Mrs C. Phelan-Körnig	caitriona.phelan
Mrs J. Potts	jane.potts
Miss R. Robson	rachel.robson
Mrs S. Schutz	sian.schutz
Mrs B. Sheppard	barbara.sheppard
Mrs S. Smith-Siebold	suzanne.smithsiebold
Miss K. Stagg	kate.stagg
Mrs M. Stamm	please contact the school
Mrs U. Standring	ulrike.standring
Mr I. Tredgett	ivor.tredgett
Miss A. Twedde	anne.twedde
Mrs F. Winter	fiona.winter
Miss J. Wolff	jo.wolff
Mr Lutz Zellmer	lutz.zellmer



