



## **PARENT HANDBOOK (Primary and Secondary School)**

*'To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners'*

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## **The Head of School's Welcome**

The British School of Ulaanbaatar (BSU) offers a warm welcome to your family and we look forward to working with you and your child over the coming years. This handbook is designed to tell you more about the school; its expectations and how it operates. Please do not feel you have to read the whole booklet. This has been designed with a detailed contents section in order for you to dip into when you need some information. I hope you find the information useful.

BSU opened its doors in 2012, offering a British-styled continuous education from Early Years (Kindergarten) through to Year 13. The school delivers the National Curriculum which is taught through the medium of English. Students work towards British qualifications that are internationally recognised and which enable students to access universities around the world.

We will ensure that the BSU adopts best practice approaches to teaching and learning with differentiated opportunities that ensure our students are at the heart of the education process. By monitoring their progress within a creative yet structured, broad-based curriculum, we aim to inspire them to achieve, foster their ambitions and motivate them to become confident, considerate and respectful adults.

In addition to securing high academic standards it is important to develop our students as lifelong learners with the personal and social skills that will enable them to flourish in an ever changing world. Working in partnership with students, parents, teachers and the wider school community we will build on the outstanding work that has already been carried out at BSU to ensure that all students and our staff exceed their own expectations and realise their potential. Alongside the Board I will strive for excellence and ensure that the education we provide is 'First Class'.

Karen Mort  
Head of School

## **BSU VISION, VALUE AND AIMS**

### **Mission Statement**

**“To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners.”**

### **Our Values**

Every person at BSU is encouraged to be:

- Respectful to all
- Interested in learning
- Tidy and well presented
- Independent learners
- Sensible and well mannered
- Honest and reliable

### **Our Aims**

- ✓ Provide academic excellence
- ✓ Encourage children to take responsibility for their own learning
- ✓ Equip children with the critical thinking skills necessary for academic achievement
- ✓ Offer challenge in every child’s learning programme
- ✓ Develop independent learning
- ✓ Provide a broad and balanced curriculum to meet the needs of all our children
- ✓ Provide a school experience that is happy, meaningful and purposeful
- ✓ Recognise the potential in all our learners
- ✓ Prepare children for a rapidly evolving and ever changing society
- ✓ Provide a stimulating environment
- ✓ Develop patterns of behaviour which are socially and morally acceptable
- ✓ Value qualities such as honesty, cooperation, tolerance, responsibility and mutual respect
- ✓ Create a positive and cooperative relationship with parents
- ✓ Celebrate achievement

## **ACCREDITATION AND INSPECTION**

### **Council of British International Schools (COBIS)**

Since BSU's inception we have been a member of COBIS and now enjoy full Patron's Accreditation status. COBIS exists to serve, support and represent its member schools, ensuring each school adheres to offering a British education to its student body. COBIS is a membership body that ensures quality of provision of British schools overseas.

### **Cambridge International Examinations**

The school offers examinations that are set and marked to UK standards. These examinations are taken by students in Years 11, 12 and 13. CIE is recognised by the UK regulatory body Office of Qualifications and Examinations Regulation (OfQual). OfQual ensure that assessments and qualifications are monitored and meet appropriate standards both in the UK and internationally.

## **PARTNERSHIP WITH PARENTS**

A good partnership with parents is vital to our school's success but more importantly, to ensuring your children are making the expected educational progress within a safe and nurturing environment. When parents and school work in partnership, the results have a positive impact on your child's development and learning. This is a two-way communication process in which information, knowledge and expertise can be shared.

As parents you have carefully selected the style of education you wish your child to follow. As educators we are trained in offering the British system; putting into place the curriculum and developing the systems for teaching your children. It is important that we, as professional educators, make you aware of the standards and expectations so you are able to support your child in his/her learning journey. Parents are actively encouraged to become involved in their child's education by:

- developing an awareness of the British system for educating your child;
- taking an interest in what your child is learning;
- supporting your child with his/her home learning;
- attending school information evenings and parent meetings.

In turn, we will continue to develop and increase our communication channels through additional information-giving sessions to keep you informed of educational practice and expectations. It is important that here at BSU we continue to improve communication systems between school and home.

By enrolling your child at BSU, you are agreeing to abide by the Home/School Agreement and by the following Code of Conduct which supports the school's policies and expectations. These include:

- Recognising and supporting the authority and responsibilities of BSU staff and administration to carry out their educational work;
- Supporting and cooperating with school personnel to help our children succeed and reach their potential;
- Encouraging peaceful resolution of conflicts and discouraging disrespectful, violent or aggressive behaviour to solve problems;
- Being a positive role model that reflects the school's ethos;
- Ensuring regular school attendance and avoiding holidays outside the normal school breaks;
- Making sure your child is smartly turned out in the correct uniform;
- Providing suitable working conditions at home and checking the Passport regularly;
- Supporting the school rules on behaviour;
- Informing the school of any problems or difficulties concerning your child;
- Immediately informing the school of a change of address, telephone number or email address which may affect the smooth administration of the school;
- Ensuring that fees are paid on time.

## STAFFING 2018-2019

Our staff is comprised of dedicated classroom practitioners and complemented by a team of specialist staff in administration and in providing ancillary services.

Knowing who to contact at school is often a daunting experience in itself. It is wrong to assume that by going 'straight to the top' problems will be solved. More often than not, you will find yourself redirected to the person who will be able to deal with the situation.

<b>Head of School</b>	Karen Mort
<b>Deputy Head</b>	Indra Batbayar
<b>Head of Academic, KS4/5 Coordinator</b>	Andrew Bradshaw
<b>Head of Operation and Administrations</b>	Sainjargal
<b>Key Stage 3/4/5 Coordinator (Pastoral)</b>	Mel Hitchcocks
<b>Key Stage 2 Coordinator</b>	Ciaran Gallagher
<b>Key Stage 1 Coordinator</b>	Joe Hatton
<b>EYFS Curriculum Coordinator</b>	Rosie Kelleher

<b>Pre-school</b>	<b>Ladybirds</b>	Byambasuren
<b>Reception</b>	<b>Ducklings</b>	Rosie Kelleher
<b>Reception</b>	<b>Chicks</b>	Ben Squire
<b>1</b>	<b>Squirrels</b>	Elizabeth Thomas
<b>1</b>	<b>Hedgehogs</b>	Miriam Magdali Dali de Vynck
<b>2</b>	<b>Owls</b>	Joe Hatton
<b>2</b>	<b>Penguins</b>	Anthony Macari
<b>3</b>	<b>Koalas</b>	Camilla Moloney
<b>3</b>	<b>Kangaroos</b>	Katrina Morgan
<b>4</b>	<b>Tigers</b>	Gillian Wray
<b>4</b>	<b>Lions</b>	Joseph Brookes
<b>5</b>	<b>Camels</b>	Agatha Brinker
<b>5</b>	<b>Yaks</b>	Gemma Marchant
<b>6</b>	<b>Elephants</b>	Ciaran Gallagher
<b>6</b>	<b>Rhinos</b>	Kevin Mottram
<b>7</b>	x	James Alloub
<b>7</b>	y	Zowie Heap
<b>8</b>	x	Claire Murray
<b>8</b>	y	Chris Moloney
<b>9</b>		Jennifer Drantel and Hans de Vynck
<b>10</b>		Oliver Davies and Neil Walkden
<b>11</b>		Jane Dotchin and Nic Potter
<b>12</b>		Katy Bradshaw and Michael Delaney
<b>13</b>		Andrew Bradshaw and Melanie Hitchcocks

English	Jay Grigson
English	Jane Dotchin
English (EFL Secondary)	Luke Johnston
Mathematics	Katy Bradshaw
Mathematics	Mike Delaney
Mathematics	Chris Moloney
Mathematics	Zowie Heap
Science	Andrew Bradshaw
Science	Oliver Davies
Science	Claire Murray
Science	Hans de Vynck
Humanities	Neil Walkden
Humanities	Melanie Hitchcocks
Business studies	Nic Potter
ICT	Odontuya
Art/Design	Jennifer Drantel
Music	Katie Mills
PE (Secondary)	James Alloub
PE (Primary)	Elinor Woodcock
PE (assistant teacher)	Orgil
Mongolian Language(Secondary)	Damdinsuren
Mongolian Language(Primary)	Nergui
Chinese	Enkhmaa
EAL (Primary)	Sarnai
Maths TA	Chuluuntsetseg
Lab Technician	Uyanga
Science TA	Otgontuya

## Administration

<b>Administration Coordinator</b>	Miss Bolorchimeg	<a href="mailto:bolorchimeg.g@britishschool.edu.mn">bolorchimeg.g@britishschool.edu.mn</a>
<b>Finance Manager</b>	MrTuvshinbaatar	<a href="mailto:tuvshinbaatar.bayaraa@britishschool.edu.mn">tuvshinbaatar.bayaraa@britishschool.edu.mn</a>
<b>General Accountant</b>	Miss Khulan	<a href="mailto:Khulan.g@britishschool.edu.mn">Khulan.g@britishschool.edu.mn</a>
<b>University Counsellor</b>	Miss Sarah	<a href="mailto:sarah@britishschool.edu.mn">sarah@britishschool.edu.mn</a>
<b>Finance Officer</b>	Miss Oyuntuya	<a href="mailto:accounting@britishschool.edu.mn">accounting@britishschool.edu.mn</a>
<b>Admission officer</b>	Mr Burenjargal	<a href="mailto:admissions@britishschool.edu.mn">admissions@britishschool.edu.mn</a>
<b>Reception</b>	Miss Odgerel	<a href="mailto:general@britishschool.edu.mn">general@britishschool.edu.mn</a>
<b>Library</b>	Miss Lhama	<a href="mailto:library@britishschool.edu.mn">library@britishschool.edu.mn</a>
<b>Resources</b>	Miss Erkhbayar	<a href="mailto:resources@britishschool.edu.mn">resources@britishschool.edu.mn</a>
<b>IT Technician</b>	Mr Dorjsembee	<a href="mailto:it@britishschool.edu.mn">it@britishschool.edu.mn</a>

Staff email addresses follow the format:  
[firstname.lastname@britishschool.edu.mn](mailto:firstname.lastname@britishschool.edu.mn)  
Full email addresses can be found on the website

## EDUCATION PATHWAY

Our curriculum here at BSU is based on the English National Curriculum which is adapted to suit all our international and local pupils. In many ways the structure of the school mirrors that of the UK but here at BSU we are fortunate to be a 'through' school. Our children can be registered in Foundation Stage and continue through to Year 13. In the UK it is not the norm for primary and secondary schools to be on the same campus.

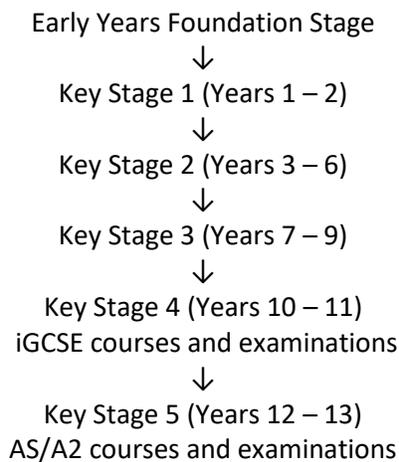
The following information is designed to help you see the progression through the education process.

### The UK Education Process



To help teachers prepare for a child's development and progression, the education process is broken down further into what are called *Key Stages* and children will pass through 5 of these before completing their school education. Early Years Foundation Stage is pre key stage.

### Key Stages



Our education system is like a child's building blocks; laying foundations and building upon the previous one. It provides a continuous education year on year.

## SCHOOL ORGANISATION

The BSU calendar follows 3 terms; Autumn, Spring and Summer. The annual school calendar can be found on the school website. The length of the school day is shown in the table below.

### Primary

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:10 – 08:30	Register	Register	Register	Register	Register
08:30 – 09:10	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
09:10 – 09:50	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
09:50 – 10:30	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
10:30 -- 10:50	Break	Break	Break	Break	Break
10:50 – 11:30	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
11:30 – 12:10	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5
12:10– 13:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00 – 13:40	Lesson 6	Lesson 6	Lesson 6	Lesson 6	Lesson 6
13:40 -- 14:20	Lesson 7	Lesson 7	Lesson 7	Lesson 7	Lesson 7
14:20 – 15:00	Lesson 8	Lesson 8	Lesson 8	Lesson 8	Lesson 8
15:00 – 16:00	Early finish	ECA	ECA	ECA	Early finish

### Secondary

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:10 – 09:15	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
09:15 – 10:15	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10:15 – 10:45	Form time	Form time	Form time	Form time	Assembly
10:45 – 11:05	Break time	Break time	Break time	Break time	Break time
11:05 - 12:05	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
12:05 – 13:05	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
13:05 – 14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00– 15:00	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5
15:00 – 16:00	Early finish	Lesson 6	ECA	Lesson 6	Early finish

### ECAs

In Reception and Primary, Extra Curricular Activities (ECAs) take place on a Tuesday, Wednesday and Thursday of each week between 3.00 and 4.00 pm (unless otherwise stated). In Secondary, Extra Curricular Activities (ECAs) take place on Wednesdays of each week between 3.00 and 4.00 pm (unless otherwise stated). Buses will leave as soon as all children are present and all car children must be collected no later than 1630 hours. If a child is collected late on 3 occasions, they will lose their place on the activity.

### Morning drop offs & Afternoon collections

**Mornings:**

- EYFS children can be taken to the classroom by parents from 8.15 am
- All KS1 and Year 3 students wait in the reception area to be collected by the class teacher. We kindly ask parents not to take children to the classrooms or to help them change from their outdoor clothing as we aim to foster independence in each child.

**Afternoons:**

- EYFS parents may go to the classrooms to collect their child
- All other parents must wait in the reception area for their child to exit
- Bus children to go to the Sports Hall to be registered
- Children not on buses must be collected within 20 minutes of the end of the school day (if parents are delayed, they must inform reception)
- Children in Primary must be collected by a parent or carer
- Older students must also be collected by a parent but may leave the grounds unaccompanied if they have a Permission Slip

**Year Group Placement**

Age by 1 September	Year Group	Key Stage	Mongolian Grade Level
3	Pre-school	Foundation Stage	Nursery
4	Reception	Foundation Stage	Nursery
5	Year 1	Key Stage 1	Nursery
6	Year 2	Key Stage 1	1
7	Year 3	Key Stage 2	2
8	Year 4	Key Stage 2	3
9	Year 5	Key Stage 2	4
10	Year 6	Key Stage 2	5
11	Year 7	Key Stage 3	6
12	Year 8	Key Stage 3	7
13	Year 9	Key Stage 3	8
14	Year 10	Key Stage 4	9
15	Year 11	Key Stage 4	10
16	Year 12	Key Stage 5	11
17	Year 13	Key Stage 5	12

**Registration**

New pupils can register throughout the year. All children will sit an assessment (a short English and mathematical test for the older children and an interview for the younger ones). This enables teachers to assess a child's level of ability and suitability for a British school. The school cannot accept pupils into Year 11 or 13 as these are final examination years. School fees and admission procedures can be found

on the school website.

### **Re-registration**

Parents will be notified of the dates and procedures for re-registering their child into BSU. Parents who do not re-register their child may find that his/her place has been taken by another child. Early re-registration is strongly advised.

### **Withdrawal / De-registration**

Our Admission Officer, along with our Finance Department, coordinates withdrawals. Fees are paid for a full term. If a pupil is withdrawn from school, the fees for that term are non-refundable. Reports and transfer documents will be withheld until all outstanding fees and payments have been settled with the school.

## **CURRICULUM**

### **Early Years Foundation Stage - Head of Section - Joe Hatton**

Staff in Early Years Foundation Stage teach the children in Foundation Stage to act with confidence, know what their needs are and tell the difference between right and wrong. They are taught to share toys and equipment and take turns when playing and talking. They are encouraged to talk clearly; enjoying stories, songs and poems in a playful environment. They will learn colours, opposites, shapes and numbers. During these years they explore and find out about the world around them through play. Through role play they build their confidence and ability to speak up in class which is a vital part of their development. With this in mind, children's social and language skills are developed so that a well-adjusted, articulate child has the best start for his/her future in school education.

### **Key Stage 1 - Head of Section - Joe Hatton**

During Key Stage One the basic skills of Mathematics and English are taught effectively and imaginatively. Each child acquires the basic skills of speaking, listening, reading and writing. Children are taught how to listen to others and give their opinion so that they are equipped for lifelong learning. They are also taught the subjects of Science, History, Geography, Art and Design Technology through a variety of topics chosen to instil a thirst for learning. At the end of this key stage children are formally assessed by National Curriculum tests in Mathematics and English.

### **Key Stage 2 - Head of Section - Ciaran Gallagher**

Key Stage 2 is for children in Years 3 to 6 (7-11 years old). Our aim is for each child to attain their best by providing children with a holistic education based on the latest UK National Curriculum 2014. We recognise that children have individual learning needs and therefore ensure that each child has an appropriate level of work to challenge them to the best of their capabilities.

KS2 is a thriving, busy place where children study core subjects in English, Maths and Science, supported by Topic which includes Geography, History, Art and Design Technology. ICT, PE, Chinese, Mongolian History and Language lessons are taught alongside the British curriculum.

### **Key Stages 3, 4 and 5 - Head of Section – Andrew Bradshaw and Melanie Hitchcocks**

In Key Stage 3 (Years 7 – 9) students follow the National Curriculum of England and Wales, while at Key Stage 4 and 5 (Years 10 – 11 and Years 12 – 13) students follow IGCSE, GCSE and GCE A level courses culminating in externally assessed and marked internationally recognised qualifications through the Cambridge Examination board, the syllabus for each course offered at BSU can be downloaded from [www.cie.org](http://www.cie.org).

Currently students at BSU study English (1st or 2nd Language), Mathematics, Coordinated Science or Biology, Chemistry and Physics, History, Business Studies, ICT, Art, Chinese (2nd Language), Drama, PE and Design Technology at IGCSE and English, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Art, History, Global Perspectives and Business Studies at AS/A2 Level, allowing access to the AICE Diploma  
Mongolian History, Language and Literature are taught alongside the British curriculum.

### **ASSESSMENT**

Examinations are one part of the assessment process and show knowledge learned for a given topic or subject. The process of learning and understanding is far more valuable to a child and shows the real progress made.

Here at BSU we want every child to achieve his or her full potential. In order for our children to do this it is important to track and monitor the progress of each individual child. By doing so we are able to challenge our children and raise standards.

Assessments are carried out in many ways and are conducted throughout the academic year.

- Formative (ongoing) assessment will continue throughout the year. This may take the form of a piece of homework, a topic test, a quiz, a presentation, a written piece of work. There is no set format for formative assessment. This form of assessment is designed to demonstrate understanding on a subject at a particular point in your child's learning. The feedback from the teacher should suggest ways your child could develop and improve learning and understanding
- Summative assessment takes the form of written examinations

The main aims of assessing work are as follows:

- ✓ To have an accurate picture of what each child can do
- ✓ To enable the teacher to carefully plan ahead and ensure all children are given appropriate and challenging work to move them forward
- ✓ To identify gaps in a child's knowledge and understanding
- ✓ To ensure there is progression and continuity in learning

## **Parent – Teacher Consultations**

Parents are able to discuss the work and progress of their children during these meetings. These are held during the year and parents will be notified. In the primary school an appointment will be made for each child and this will then be given to the parent.

Wherever possible it is requested that parents attend designated consultation evenings. Should individual issues arise in specific areas, these can be dealt with via communication through the Student Passport, form tutor, Key Stage Coordinator or class teacher.

## **Reports**

- Class work and homework will be marked as an ongoing process and constructive feedback provided by the teacher will give your child ways to take their learning forward
- Interim reports are issued during the first and second term and parent consultation meetings will be arranged. These interim reports will give a reflective perspective on how your child is progressing at this stage in the academic year
- A third and final report will be issued at the end of the academic year and this will give a summative overview of how your child has progressed and what level of attainment he/she has reached. Children may achieve different levels in different subjects. The final year mark may be different from the interim reports as it is based on a whole year's work rather on small sections during the year.

## **Home Learning (homework)**

Home learning should enhance and extend a child's understanding. There are different styles of home learning and these will vary from subject to subject, lesson to lesson. Home learning could take the form of an essay, completing an exercise set in class, researching information through books or the internet, watching a specified television programme in preparation for a discussion, learning for a test or completing a project. One piece of work may take 20 minutes, another may be set over 2 or 3 weeks. Whatever the style of home learning, we try to monitor the amount given to children so they can organise their time throughout the week in order to complete the work. Students should record homework set in their passports.

Support your child's homework routine by:

- ✓ Setting aside a quiet area of the house away from the television, play station, telephone and any other distraction they might find
- ✓ Routines are important – help your child establish a quiet time when home learning takes place
- ✓ If your child is finding a piece of homework difficult, please encourage them to see the teacher
- ✓ Remind your child that teachers do have an eye for work that is plagiarised from books, the internet and even their friends; shocked expressions are endearing but they will be repeating the piece of work
- ✓ Please do not complete the work for your child; it is set for his/her benefit, not yours!

There is no prescriptive timing for home learning but there are guidelines set out by UK educationalists

and these are as follows:

<b>FS</b>	15 minutes when set - homework in FS will not be set every day
<b>KS1</b>	30 minutes when set - homework in KS1 will not be set every day
<b>KS2</b>	20 – 60 minutes for reading, as required for other subjects
<b>KS3</b>	45 minutes to 1 hour each night
<b>KS4</b>	45 minutes to 1 hour 30 minutes each night
<b>KS5</b>	1 hour 30 minutes to 2 hours each night

## **General Procedures**

### **Assemblies**

Assemblies are held regularly, bringing together children in an atmosphere of learning, cultural awareness and celebrating achievements. Student of the Week/month is awarded in the assembly. On occasions, parents will be invited to attend and join in the celebratory assembly.

### **Attendance**

Good attendance and punctuality are very important for continuity of learning. Children who arrive late to school miss vital information during registration and lessons, as well as disturbing other children by disrupting the lesson. Frequent absences will disrupt the learning process; children will miss work, gaps will occur in their understanding and they will fall behind.

Attendance is monitored by the school and unauthorised absences will be recorded. Children who have less than 95% attendance in any one term are seriously jeopardising their academic development. If this figure falls below 90%, parents may be summoned to attend a meeting with the Head of Section. Please note that examinations will only be rescheduled in cases of a compassionate nature or for a certified illness. Externally set examinations cannot be rescheduled.

- Children who arrive at school after 8.15 will receive a late mark in the register
- Children who arrive after 8.15 am must report to reception
- Absences should be telephoned into school on the morning of the absence so they can be recorded
- A Leave of Absence form is available from reception
- Children who are required to leave school early, eg for a medical appointment, must have a slip signed by the Head of Section, and must be collected by an adult. Wherever possible, such appointments should be made outside school hours
- No child in the primary school may leave school without permission from the respective Heads of Section. Secondary school children must have permission from the Head of Secondary. All children must be collected by a parent or known adult
- Family holidays should be taken during the stated school holidays (work will not be set in advance)

### **Behaviour**

At BSU we believe in the education of the whole child within a safe, caring and positive environment. We aim to create a community where good behaviour is encouraged through mutual respect, praise and reward. All members of the school community are valued as individuals. Both the primary and secondary sections promote positive behaviour through a programme of rewards and sanctions. Where necessary, parents will be invited into school to discuss their child's behaviour.

## **Birthdays**

We understand that birthdays are a special time and in the Primary section we are happy to mark the occasion in class. However, it is also important not to disrupt the learning routine of our children. To make this manageable we suggest the following:

- Birthday celebrations are for Primary children only
- Send an individual snack for each child such as a cupcake and/or a carton of juice
- Ensure the teacher knows what the treat is as some children may have allergies
- Avoid any treats with peanut or tree nuts in case of allergies
- Let the class teacher know at least 3 days before the event so a suitable time can be agreed
- Do not send individual gifts for every child as this can be costly and this puts pressure on other parents

## **Books**

Exercise books - are provided by the school.

Textbooks - Textbooks do not deliver our teaching schemes of work. Class teachers often only use textbooks for reference and we do not expect children to work through a textbook. For this reason we do not issue children with textbooks for every subject. When children do need them books will be provided in class and/or sent home for a particular piece of work. In Key Stages 4 and 5 students will be given appropriate textbooks to support their IGCSE and A level studies. Reading books in primary school are issued to the children once they reach a particular phonics level. These are changed regularly. Occasionally books are loaned from the school and these must be returned in good condition. Most of our books are shipped directly from the UK and as such, damaged books will incur a charge for replacement. Further information about key stages and textbooks can be found in **Appendix 2**.

## **Bullying - a zero tolerance approach**

Children have a right to learn in a supportive, caring and safe environment without fear of bullying. We believe that good discipline and organisation can minimise the occurrence of bullying. The school has a clear Positive Behaviour Strategy which promotes good citizenship and behaviour. Bullying is a form of anti-social behaviour which is not tolerated at BSU.

## **Buses**

The school runs a morning and afternoon bus service. Our children have a well-earned reputation for

excellent behaviour and good manners. This high standard of behaviour is expected on the school buses.

Parents may apply to the school for their child to use the school bus. The school outsources this service to a recognised and reputable company. The buses are serviced, maintained and regularly checked, and regulatory seatbelts are in place. Bus supervisors will be on buses as an additional safety precaution. Unfortunately, we cannot always guarantee what the traffic will be like and Ulaanbaatar can suffer from severe congestion. This can, on occasions, cause the bus pick-up time to be delayed.

## Calendar

The calendar can be found on the school website. It is set as far in advance as we are able to but we are conscious of the possibility for changes at a national level. Where we cannot confirm dates we will include the term 'provisional'.

## Communication

Information is communicated through parent information evenings, website, letters home, via email, Scola and text messaging

We offer an open door policy and welcome contact with parents.

## Complaints Procedure

From time to time you may have a concern or a worry you wish to raise. We believe that it is better to deal with questions or worries as soon as they arise. Depending on the nature of the concern will determine who you need to speak with. Going directly to the top is not always the best way. Teachers are always willing to discuss concerns with parents at a mutually convenient time, usually at the end of the teaching day or at a time when they do not have a class. No teacher will leave a class to meet with a parent who has not made an appointment. Staff names and emails are at the beginning of this handbook and are also on the website.

If you feel a concern has not been resolved to your satisfaction, then the following procedures are recommended:

- Discuss the matter with the subject teacher or class teacher (email addresses are available on the school website and in this handbook)  
↓
- If you are still concerned, the next step is to contact the Head of Section:  
↓
- EYFS and KS1 Joe Hatton [joe.hatton@britishschool.edu.mn](mailto:joe.hatton@britishschool.edu.mn)
- KS2 Ciaran Gallagher [ciarán.gallagher@britishschool.edu.mn](mailto:ciarán.gallagher@britishschool.edu.mn)
- Secondary (Academics) Andrew Bradshaw [andrew.bradshaw@britishschool.edu.mn](mailto:andrew.bradshaw@britishschool.edu.mn) OR
- Secondary (Pastoral) Melanie Hitchcocks [melanie.hitchcocks@britishschool.edu.mn](mailto:melanie.hitchcocks@britishschool.edu.mn)  
↓
- The next and final step is to contact the Head of School [headofschool@britishschool.edu.mn](mailto:headofschool@britishschool.edu.mn) or through the school office [general@britishschool.edu.mn](mailto:general@britishschool.edu.mn)

**We are confident, however, that most problems arising can be easily resolved at classroom level if we know about them early enough**

### **Confidentiality**

If a parent discusses a 'confidential' matter with any teacher which relates to the well-being of a child within the school, it is considered to have been brought to the attention of 'the School' on a 'need to know' basis. Such a matter may be discussed with the Head of School or with key individuals.

During and after the period of appointment at BSU, all staff are obliged to treat as confidential the insights they may have gained into the performance of a child or family circumstance in addition to other matters confidential to members of staff at the school. Please be careful of discussion in public areas. There should be no disclosure of such matters to third parties under any circumstances.

### **Dismissal of a Pupil**

The school reserves the right to dismiss a pupil where the continued attendance of that individual would not be in the best interests of others or the school. The school also reserves the right to dismiss a student where his or her behaviour seriously jeopardises the ability of the school to guarantee the dignity and safety of its pupils or interferes with learning.

### **ECAs**

In Reception and Primary, Extra Curricular Activities (ECAs) take place on a Tuesday, Wednesday and Thursday of each week between 3.10 and 4.00 pm. In Secondary, Extra Curricular Activities (ECAs) take place on Wednesdays of each week between 3.00 and 4.00 pm. Some activities may finish later but this is by special arrangement and parents would be required to make home transport arrangements. Students will be able to choose from options provided by the school. We cannot guarantee everybody's first choice.

ECAs are designed and planned to offer alternative learning experiences to our children, activities they may not have access to at other times. ECAs could be creative, sporting or academic. They should not be viewed purely as an extra lesson; they are a valuable extension to the academic day, challenging our children and developing new skills as well as being fun activities.

### **Emergency Contacts**

Late buses, inclement weather, school closure or other possible emergencies will be relayed via the school's messaging system. If your child is ill and needs collecting from school the receptionist will telephone. Please ensure the school office can always reach you by keeping us updated if you change your telephone or mobile number.

### **English as an Additional Language (EAL)**

As a British International school the language of instruction is English. Many of our children are not native English speakers and may speak one or more languages at home. A primary aim of our school is to bring all children to a level of competence in English which enables them to access the curriculum

fully and effectively. All teachers are responsible for supporting children in reaching this goal.

Pupils who join the school in the upper years will receive additional support from our EAL teachers. They will work with the pupils on a one-to-one basis or in small groups in order to enable them to access the subjects being taught.

Some of our Foundation Stage children start school with limited English and so an important aspect of our Early Years programme is communication and language development. This means that there may be more mother tongue language spoken in this age group. We also understand that younger children, especially when upset or feeling unwell, are more likely to communicate in their native language. They are encouraged to use English as much as possible.

Here at BSU we encourage the social playground language to be English as this is the common shared language of the whole school. By speaking English no one is left out.

### **Emergency Procedures**

An established evacuation procedure is in place and is practised on a regular basis. Evacuation procedures and emergency exit routes are displayed in every classroom and teaching area.

### **Fixtures**

House and interschool sporting activities are organised during the school year. The school connects with other schools in Ulaanbaatar to create a sporting league to enable students to take part in competitions. Sports fixtures include Basketball, Volleyball, Football and Athletics.

### **Health, Medical and Medicine**

There are 14 qualified First Aiders in school and they include teachers, teaching assistants and administrative staff. These people will attend to injuries or illnesses that may develop during a school day. Basic attention is given on site. Minor injuries and ailments will be noted and kept on record. Foundation Stage and Key Stage 1 children will have a note placed in the home book. Reception will telephone parents if children require further medical treatment or are too unwell to remain in school. If the injury or illness is more serious, parents will be contacted immediately.

If, at the start of the day, your child is unwell, keep him/her at home until they are fit enough to cope with a busy school day. Please inform the school on the day of absence. If your child is suffering from a common infectious disease such as Chickenpox or Measles, they may only return to school when the quarantine period ends. Rest will speed recovery and therefore we will not give homework if your child is sick. During our internal school examination sessions we would rather your child remained at home. School examinations can usually be rescheduled under such circumstances. This does not apply to external examinations. If your child is too ill to attend his/her IGCSE or A level examinations, a doctor's certificate will be submitted to the Examination Board but they would not be able to take the examination at an alternative time.

When required, routine health screening will be carried out by trained external professionals. Parents will be notified in advance and consent forms sent home. From time to time checks for head lice will be

carried out. If your child is carrying lice or the eggs, they will be sent home for 3 days or until the treatment is successful.

Medical information is kept on file at school. It is the responsibility of the parent to keep reception up to date with necessary information. Persistent allergies and Asthma should be registered with the school along with symptoms to look for and triggers that may aggravate the condition.

**Medication** - if your child does need to take any medication, please ensure that it is:

- sent to school in a sealed container
- it has your child's name and class clearly marked
- instructions for administering the dosage are clear.

**In emergency, if parents cannot be contacted, the school reserves the right to arrange hospital treatment.**

### **Healthy Eating**

BSU is striving to implement a healthy eating ethos. We believe that good habits learned early will benefit the children throughout their life. If your child does not have a snack or lunch from school, please provide your child with a nourishing, healthy option and ensure any drink is in an unbreakable container. Carbonated drinks are not permitted and sweet sugary food should be limited.

Chewing gum is banned from school.

### **House System**

Every child is placed into a House on entry into the school. House activities take place throughout the year and house points can be earned for good behaviour and contribution to school life. The Houses are based on the 4 Patron Saints of Britain. House T shirts are worn on Colour days and for House events. The Houses are:

St George - Red;      St David – Yellow;      St Patrick – Green;      St Andrew – Blue

### **Library**

Primary children are allocated one library lesson a week. This will include storytelling for the very young and the acquisition of library and research skills for the older classes. Children are given the opportunity to borrow and exchange books each week. If books are lost or damaged, a fee to replace them will be imposed.

### **Lockers**

Lockers will be assigned to the children. Children cannot share lockers. Teachers will conduct inspections of student lockers when it is reasonably determined that a safety or security problems exists. Pupils are expected to use lockers in a responsible way. The privilege of a locker can be taken away from a student if deemed necessary.

## **Mobile Phones and Electronic Equipment**

Such items are not allowed in school. If equipment is seen being used by a child in school, the item will be confiscated. Repeated incidents will require parents to come and collect the item. The school cannot accept responsibility for any damage or loss to mobile phones or electronic equipment.

## **Office/Administration Hours (Tel 70047788)**

Monday - Friday 8.00 am - 5.00 pm

During main school holidays the office will operate on a limited basis. Times will be displayed on the website.

## **Parent Teacher Association (PTA)**

The PTA is a most valued group of dedicated parents who both raise awareness of our school and also organise and run fundraising events throughout the academic year. Parents are invited to join the PTA to help support the school. At the beginning of the year the Chair of the Committee will write to parents to ask for their support. If you miss this opportunity, you can always contact our Receptionist who will put you in touch with PTA members. Your help at these events is very much appreciated. It is also a great way to be involved with the school and meet new people.

## **Passports**

All students have a school Passport. This is a communication book between home and school. Pupils can record homework and important dates, parents and teachers can send messages. The book should be signed by parents on a regular basis and it gives them the opportunity to discuss aspects of their child's work with them.

## **Photographs**

During your child's time at BSU there will be many occasions when activities, trips, lessons and events will be photographed. We like to celebrate our children's achievements and will occasionally place photographs on the school calendar, the website or in the newsletter. If you have an objection to your child's photograph being displayed, please inform the school. If you do not inform the school we will assume it is acceptable to use photographs in which your child is featured.

## **Physical Education**

All children from Key Stage 1 to Key Stage 5 have timetabled PE lessons. Children from Year 1 up to Year 6 wear their PE uniform to school for the whole day when there is PE. Children in Year 7 upwards must bring their PE kit and change before and after the lesson. The PE kit is available for purchase from a supplier based in Ulaanbaatar and the details are listed with uniform.

Children who are well enough to attend school should be able to participate in PE lessons. If a child

repeatedly forgets his/her PE kit, sanctions will be imposed by the PE teachers.

### **Prefects**

Staff and students participate in the selection of prefects who will play an important part in the day to day running of the school. Prefects have important leadership roles amongst the pupils. They take on responsibilities and as such, they become role models to other pupils. It is a privilege to be given the title of Prefect and it is a role that has to be earned.

### **Stationery**

At BSU we expect our children to be organised and independent. We want them to come to lessons prepared with books and the necessary equipment. Listed on the following pages are the basic expectations:

Secondary School - Secondary school students are expected to bring the correct equipment with them to all lessons. KS 4 and 5 students may be required to bring additional items based on their option choice subjects. As a minimum requirement:

<b>Yr 7 - 12</b>	
Pens (black and/or blue)	Glue Stick
30 cm ruler	Erasers
Pair of compasses	Colouring pencils
HB pencils	Scientific Calculator
Pencil Sharpener	Protractor

### Primary School

<b>Yr 1 - 6</b>
Writing pencil and pen
Coloured pencils and felt tips
Rubber
Sharpener
Scissors
Ruler
Glue Stick
Whiteboard marker

***White-out liquid is not allowed in any Key Stage throughout the school.***

### **Student Council**

The Student Council provides our pupils with a voice in school. They can share ideas, be part of what happens in school and raise any concerns. One student per class is elected by their peers. Year 3 and below may hold their own meetings but do not sit on the Council.

### **Summer Hats**

BSU is conscious of the strong UV rays we are exposed to at altitude. As such, we strongly advise all primary children to wear sun hats at break and lunchtime. Please provide your child with a hat, clearly labelled with their name and class, to use at school.

### **Swimming**

All children are able to benefit from swimming lessons with our qualified and experienced swimming teachers and instructor. This is compulsory for all. Students who are well enough to attend school should attend swimming. If this is not the case, for example, a student with a common cold, parents may write a note for that week only. Subsequent absence from swimming must be authorised with a medical certificate from the child's doctor.

### **Technology for Learning**

Children's use of technology and the internet will be supervised and directed. As the school moves forward, our aim is to become an 'e-confident' school where technology is integrated effectively in the planning, teaching, learning and assessment, and that teachers and students feel safe and secure in the use and application of technology. Our goal is to generate pupils who are independent, confident and responsible users of technology in order to prepare them for life in an increasingly technologically rich world.

BSU is conscious of the scope and access children are now exposed to using the world wide web (www). The school will take available precautions to protect its students whilst in school. It is important to make children aware that they also have a responsibility to use the computer and its software in a responsible and safe manner. All students will be given the opportunity to discuss e safety with their teacher.

### **Trips and Visits**

BSU believes it is important to connect school based learning with practical experiences wherever possible. Parents and children will be informed well in advance about trips and visits. Safety is paramount on all trips and risk assessments are produced prior to any trip taking place. When a trip takes place, please sign the required permission slip regarding trips and visits. Not all trips involve costs and parents may occasionally be asked to make a contribution for some trips.

### **Uniform**

BSU believes that wearing a school uniform and adopting a smart appearance fosters a sense of unity and belonging and maintains our high standards. A table of uniform requirements can be found in **Appendix 1**.

### **Visitors**

Duty of care and the safety of our children is of paramount importance to the school. To ensure we are able to keep our children safe, we monitor visitor access to the school.

- All visitors to the school must sign the visitors' book located in reception and collect a badge
- Visitors should return the badge and sign out when they leave
- Parents should only enter through the front of school

## Appendix 1



### BSU Uniform

#### School Uniform Policy

- Students are expected to maintain a clean and tidy appearance at all times.
- All students must wear full and correct school uniform when attending school.
- The correct kit must be worn for all PE or sports activities.
- Students should ensure all items of uniform, PE kits and bags are marked clearly with their owner's name.

Boys	Description	Girls	Description
<b>Shirt</b>	White – long sleeved	<b>Blouse</b>	White – long sleeved
<b>Blazer</b>	Green with school logo	<b>Blazer</b>	Navy blue with school logo
<b>Tie</b>	BSU navy and orange tie	<b>Tie</b>	BSU navy and orange tie
<b>Trousers</b>	Dark grey	<b>Skirt/Pinafore Skirt</b>	Yr 1 – 3 Dark grey Yr 4 – 12 Dark grey – no more than 1 inch above the knee
<b>Shoes</b>	Black flat shoes – no trainers or boots and no colour or logo to be seen	<b>Shoes</b>	Black flat shoes – no trainers or boots and no colour or logo to be seen
<b>Socks</b>	Black, white, navy or grey	<b>Tights/Socks</b>	Dark grey, navy, black or white
<b>PE Kit</b>	White T shirt, shorts, tracksuit top and bottom Sports bag	<b>PE Kit</b>	White T shirt, shorts, tracksuit top and bottom Sports bag
<b>EYFS-Reception boys</b>	White shirt, blue jumper, black trousers and black shoes	<b>EYFS-Reception girls</b>	Blue thin dress, white tights and black shoes.

- The school PE kit must be worn for all PE lessons
- On the day of PE children in Years 1 – 6 can wear their PE kit all day
- All other year groups should bring the PE kit to school and change before and after the lesson

**Shoes:**

- Shoes should be plain black and should be a style which does not mark the floors. They should not have any colour on nor have a logo visible (eg Adidas)
- Suede or patent leather shoes/boots or any other type of shoes/boots with coloured stitching will not be accepted
- The shoes worn may be lace-up type shoes, shoes with buckles, shoes with Velcro or loafers
- Girls' shoes - heels must not be more than one and a half inches
- Boots can be worn on the way to and from school but should be changed once inside
- It is suggested that a pair of black formal shoes and clean non marking running shoes should be left at the school

**Hair:**

- Hair must be neat and conservative. Extreme hairstyles will not be permitted
- What is deemed to be extreme will be at the discretion of the school. Failure to comply with the school ruling will be grounds for disciplinary action
- No unnatural hair colours will be accepted (eg pink, green, purple)
- Ribbons or barrettes should be simple and coordinate with the school uniform and colours

**Jewellery:**

- Necklaces are permissible and should be discreet and worn beneath clothing and not be seen
- Chokers of any kind are not allowed, due to the fact that they cannot be concealed beneath the student's clothing
- No rings can be worn
- Earrings - Only small sleepers are acceptable i.e. one stud in each ear
- Any other type of visible body piercing is not acceptable and will be grounds for disciplinary action

**Make-up:**

- Girls may wear only clear nail polish
- Make-up is not allowed
- Girls will be asked to remove polish and make-up
- Body art or tattoos anywhere on the body will constitute grounds for disciplinary action.

**Important telephone numbers:**

1. Monline Company, North side of Mungun Zaviya Tel: 00117116 (PE Kit)
2. Anion Salon, Apartment 11, North West of Altai Centre Tel: 88008028 (Blazers)



## **BSU Use of Textbooks**

At BSU textbooks are used to support learning and teaching. Textbooks are not the basis of the curriculum or a scheme of work and as such, they will not be used in every lesson. In Secondary School textbooks are for reference purposes and students will be expected to keep notes in their exercise books and make supplementary notes at later stages of learning to enable review and revision of the work covered.

Students who receive textbooks will be expected to pay a deposit with the tuition fees. This will be reimbursed on return of undamaged borrowed books at the end of the Key Stage.

### **EYFS**

Students will be given reading books to bring home to help support their progress in reading and learning of phonics once the teacher has judged this as a suitable option. Once a book has been read it should be returned to school in order to receive another one. Money to pay for missing or damaged books will be taken from the deposit.

### **Key Stage 1 - 2**

Students will be given reading books to bring home to help support their progress in reading and learning of phonics. Once read it should be returned to school in order to receive another one. Money to pay for missing or damaged books will be taken from the deposit. They will have a textbook to use in class and at home for Mongolian Language (and Chinese in KS2). Other textbooks will be used within school only. Students will also take home a library book once a week.

### **Key Stage 3**

No textbooks will be distributed in Key Stage 3 except for Mongolian Language. Books will be used in class to support learning and online versions will be shared if applicable. Appropriate material will be shared to support and enhance learning. On occasion a student may bring a book home to complete a piece of work.

### **Key Stage 4**

Students will receive appropriate textbooks to support learning in their IGCSE courses. The books will be used to extend understanding of topics covered in class and to set homework. Books may be used to support classroom learning and independent study, however they are not the basis of the curriculum and appropriate materials will be available to support student learning.

### **Key Stage 5**

Students will receive appropriate textbooks to support learning in their IGCSE/AS and A2 courses. They will be used to extend understanding of topics covered in class and to set homework. Books may be used to support classroom learning and independent study, however they are not the basis of the curriculum and appropriate materials will be available to support student learning.

## **Safeguarding**

The British School of Ulaanbaatar is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our young people at all times.

As a result, all staff are trained annually to British standards in the safeguarding of students.

Ms Melanie Hitchcocks (UK) and Ms Indra Batbayar (MGL) are the Co-Designated Safeguarding Lead (DSL) with lead responsibility for managing child protection issues at BSU. The need for Co-DSL arises due to the dual language nature of the school. The Operations Manager, Sainaa, and Ciaran Gallagher KS2 Coordinator are the Deputy Designated Safeguarding Leads (DDSL) authorised to deputise in the absence of the DSL.

Contact details are:

melanie.hitchcocks@britishschool.edu.mn / indra.batbayar@britishschool.edu.mn

What is Safeguarding?

Safeguarding and promoting the welfare of children is defined as:

protecting children from maltreatment;

preventing impairment of children's health or development;

ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and

taking action to enable all children to have the best life chances.

As a school we will take immediate action where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, at all times, is the welfare and safety of all members of BSU's community including young people, staff and visitors.

The way that BSU handles safeguarding issues is laid out in the Safeguarding policy.