

# SECONDARY SECTION HANDBOOK

Information for Parents



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# CONTACT DETAILS

## MIDDLE LEADERSHIP TEAM

Staff Member	Job Title	Email Address
Mr. Pierre Scottorn	Head of Secondary Section	scottornp@conti.sch.sa
Mr. Dean El Hoss	Deputy Head	elhossd@conti.sch.sa
Mr. Miles Walbank	Deputy Head	walbankm@conti.sch.sa
Mr. Richard Young	IB Coordinator	youngr@conti.sch.sa
Mr. Marcus Sturrock	Heads University Guidance Services	sturrockm@conti.sch.sa
Mr. Dean Metcalf	Head of Swimming Department	metcalfd@conti.sch.sa
Mr. Jacob Sargison	PE Director Whole school	sargisonj@conti.sch.sa
Ms. Brickley Rose	Head of Year 7	roseb@conti.sch.sa
Mrs. Pamela Murphy	Head of Year 8	mrphyp@conti.sch.sa
<b>Mr. Brian Murphy</b>	<b>Head of Year 9</b>	<b>murphyb@conti.sch.sa</b>
Mrs. Kerrie Jones	Head of Year 10	jonesk@conti.sch.sa
Mr. Dave Nicholls	Head of Year 11	nichollsd@conti.sch.sa
Mr. Bevil Baptiste	Head of IB1	baptisteb@conti.sch.sa
Mr. Edward O'Gorman	Head of IB2	ogormane@conti.sch.sa
Mrs. Lina Timani Safi	Head of Arabic Department	safil@conti.sch.sa

Mrs. Shehzia Khan	Head of Art Department	khans@conti.sch.sa
Mr. Christopher Johnson	Head of Business & Economics Department	johnsonc@conti.sch.sa
Mrs. Jane Warne	Head of Biology	warnej@conti.sch.sa
Mr. Muntassir Rahman	Head of Chemistry Department	vanwykm@conti.sch.sa
Mr. James Folland	Head of Physics Department	follandj@conti.sch.sa
Mrs. Rebecca Haley	Head of English Department	haleyr@conti.sch.sa
Mrs. Christine Beyrouty	Head of French Department	beyroutyc@conti.sch.sa
Mrs. Thomas Thorogood	Head of Drama Department	thorogoodt@conti.sch.sa
Miss Riya Nagra	Head of Geography Department	nagran@conti.sch.sa
Ms. Rachel Henwood	Head of History Department/MUN coordinator	henwoodr@conti.sch.sa
Mrs. Carrie Underdown	Head of SEN Department	underdownc@conti.sch.sa
Mrs. Sandra Valdez	Head of Spanish Department	valdezs@conti.sch.sa
Mrs. May El Khodr	Head of Theory of Knowledge Department	elkhodrm@conti.sch.sa
M. David Nicholls	Student Leadership Coordinator	nichollsd@conti.sch.sa
Mrs. Nada Sharaf	LLL Curriculum Lead	sharafn@conti.sch.sa
Mrs. Grace Tonelli	CAS Co-ordinator	tonellig@conti.sch.sa
Mr. Marco Botha	Duke of Edinburgh Coordinator	botham@conti.sch.sa

## STAFF LIST

Staff Name	Job Title	Email Address
Mr. Bevil Baptiste	Geography Teacher/ Head of IB1	baptisteb@conti.sch.sa
Ms. Brickley Rose	English Teacher/ Head of Year 7	roseb@conti.sch.sa
Mr. Brian Murphy	Physics Teacher/ Head of Year 8	murphyb@conti.sch.sa
Mrs. Camilia Raad	Arabic Teacher	raadc@conti.sch.sa
Mrs. Carolyn Ingram	English Teacher	ingramca@conti.sch.sa
Mrs. Carrie Underdown	Learning Support Teacher / HoD	underdownc@conti.sch.sa
Mrs. Christine Beyrouty	French Teacher/HoD	beyroutyc@conti.sch.sa
Mr. Christopher Johnson	Business & Economics Teacher /HoD	johnsonc@conti.sch.sa
Mrs. Claire Carter	English Teacher	Carterc@conti.sch.sa
Mr. Dean El Hoss	Deputy Head	elhossd@conti.sch.sa
Mr. Drew End	Mathematics Teacher/ HoD	endd@conti.sch.sa
Mr. Marco Botha	Mathematics Teacher/ DoE Co-ordinator	botham@conti.sch.sa
Mrs. Daniela Laketic	Science Laboratory Technician	laketicd@conti.sch.sa
Mr. Dave Nicholls	Business Studies Teacher / Head of Year 10	nichollsd@conti.sch.sa
Mr. Dean Metcalfe	Swimming Head of Department	metcalfed@conti.sch.sa
Mrs. Deema Kotob	Librarian	kotobalbabad@conti.sch.sa
Mrs. Dorsaf Johnson	French Teacher	johnsond@conti.sch.sa
Mr. Duncan Mackinnon	Mathematics Teacher	mackinnond@conti.sch.sa
Mr. Edward O'Gorman	Music Teacher/ Head of IB2	ogormane@conti.sch.sa
Mrs. Fidan Afandi	Laboratory Technician	afandif@conti.sch.sa
Mrs. Grace Tonelli	CAS Co-ordinator	tonellig@conti.sch.sa

Mrs. Hadeel Awartani	Senior Secretary	awartanih@conti.sch.sa
Mrs. Haifa Hammoud	Arabic Teacher	abounasrh@conti.sch.sa
Mrs. Hanin El Kaassamani	Secretary	elkaassamanih@conti.sch.sa
Mrs. Hend Hassan	Arabic Teacher	hassanh@conti.sch.sa
Mr. Jacob Sargison	Physical Education/ PE Director Whole school	sargisonj@conti.sch.sa
Mr. James Folland	Physics Teacher/ HoD	follandj@conti.sch.sa
Mr. James Hilditch	English Teacher/ LLL Curriculum coordinator	hilditchj@conti.sch.sa
Mr. James Walsh	Biology Teacher	walshj@conti.sch.sa
Mrs. Jane Warne	Biology Teacher/ Head of KS3 Science	warnej@conti.sch.sa
Mr. Joshua Beggs	Learning Support Teacher	beggsj@conti.sch.sa
Mrs. Carole Makhoul	UGS & IB Secretary	makhoulc@conti.sch.sa
Ms. Laura Garcia	Spanish Teacher	garcial@conti.sch.sa
Mrs. Kerrie Jones	Physical Education Teacher/ head of year 9	jonek@conti.sch.sa
Mrs. Lina Safi	Arabic Teacher/ HoD	safil@conti.sch.sa
Mrs. Linzi Dunsmore	Chemistry Teacher	dunsmorel@conti.sch.sa
Mrs. Louise Burchell	Secretary	burchelll@conti.sch.sa
Mrs. Malak Habbal	Arabic Teacher	habbalm@conti.sch.sa
Mr. Marco Botha	Mathematics Teacher	botham@conti.sch.sa
Mr. Marcus Sturrock	Head of University Guidance Services	sturrockm@conti.sch.sa
Mrs. May El Khodr	Arabic / ToK Teacher /Head of TOK	elkhodrm@conti.sch.sa
Mr. Miles Walbank	Deputy Head	walbankm@conti.sch.sa
Ms. Miriam Martin	Physical Education Teacher	martinm@conti.sch.sa



Mr. Muntassir Rahman	Science Teacher/ Head of Chemistry	rahmanm@conti.sch.sa
Mrs. Nada Sharaf	Arabic Teacher	sharafn@conti.sch.sa
Ms. Nahid Ali	History Teacher	alin@conti.sch.sa
Mrs. Nandini Ashok	Learning Support Teacher	ashokn@conti.sch.sa
Mrs. Nathalie Raffoul	Secretary Arabic Department	raffouln@conti.sch.sa
Mr. Nicholas Jones	Physical Education Teacher	jonesn@conti.sch.sa
Mr. Patrick Tyrell	Spanish Teacher	tyrellp@conti.sch.sa
Mrs. Pamela Murphy	Business Studies & Economics Teacher / Head of Year 7	murphyp@conti.sch.sa
Ms. Patricia Thornhill	English Teacher	thornhillp@conti.sch.sa
Ms. Pauline Cuthbertson	Biology Teacher	cuthbertsonp@conti.sch.sa
Mr. Paul Ford	Music Teacher/ HoD	fordp@conti.sch.sa
Mr. Peter Garrat	Biology Teacher	garratp@conti.sch.sa
Mr. Pierre Scottorn	Head of Secondary Section	scottornp@conti.sch.sa
Mrs. Rachel Henwood	History Teacher/ HOD	henwoodr@conti.sch.sa
Ms Rachel Sangala	Geography Teacher	sangalar@conti.sch.sa
Mrs. Rebecca Haley	English Teacher /HoD	haleyr@conti.sch.sa
Mr. Richard Young	IB Coordinator/ Assistant Head Teacher	youngr@conti.sch.sa
Mr. Ricky Underdown	Physical Education Teacher	underdownr@conti.sch.sa
Miss Riya Nagra	Geography Teacher/ HoD	nagrar@conti.sch.sa
Mr. Robert Ferry	Physics Teacher	grays@conti.sch.sa
Mrs. Rona Akkad	French Teacher	akkada@conti.sch.sa
Mrs. Roula Akkad	Arabic Teacher	akkadr@conti.sch.sa



Mr. Ryan Briggs	Physical Education Teacher	briggsr@conti.sch.sa
Dr. Ruksana Hussein	Science Teacher	hussainr@conti.sch.sa
Ms. Ruby Smith	English Teacher	smithr@conti.sch.sa
Mrs. Sadaf Nazwani	Mathematics Teacher	nazwanis@conti.sch.sa
Mrs. Safira Hafesjee	English Teacher	hafesjees@conti.sch.sa
Mrs. Sandra Valdez Sayago	Spanish Teacher/ HoD	valdezs@conti.sch.sa
Mrs. Shehzia Khan	Art Teacher/ HoD	khans@conti.sch.sa
Ms Sundus Jama	History Teacher	jamas@conti.sch.sa
Miss Tamarin Carlson	Drama Teacher	carslont@conti.sch.sa
Ms Tara Reohorn	Art Teacher	reohornt@conti.sch.sa
Mr. Thomas Thorogood	Head of Drama Department	thorogoodt@conti.sch.sa
Mrs. Thomasina Girgis	Counsellor	girgist@conti.sch.sa
Mr. Warren Hinds	Math Teacher	hindsw@conti.sch.sa
Mrs. Zakera Bhayat	Math Teacher	bhayatz@conti.sch.sa
Ms. Zainab Heptullabhai	English Teacher	heptullabhaiz@conti.sch.sa

**Postal Address:**

The British International School of Jeddah

P.O. Box 6453

JEDDAH 21442

**Saudi Arabia**

**Telephone:** (966-12) 283 4600

**E-MAIL:** [director@conti.sch.sa](mailto:director@conti.sch.sa)

**WEBSITE:** [www.bisj-jeddah.com](http://www.bisj-jeddah.com)

## ADMINISTRATIVE STRUCTURE

The Director is the senior administrator responsible for the overall organization and development of the BISJ.

In Secondary we have a Head of Secondary and two Deputy Heads of Secondary. The financial aspects of the school are overseen by a Business Manager in the Administration block.

## SECONDARY ADMINISTRATION

Position	Staff Member	Extension	Email Address
Head of Secondary	Mr. Pierre Scottorn	400	scottornp@conti.sch.sa
Deputy Head	Mr. Dean El Hoss	404	elhossd@conti.sch.sa
Deputy Head	Mr. Miles Walbank	405	walbankm@conti.sch.sa
Head of Year 7	Mrs. Brickley Stuhr-Dent	414	stuhrdentb@conti.sch.sa
Head of Year 8	Mr. Pamela Murphy	424	murphyp@conti.sch.sa
Head of Year 9	Mr. Brian Murphy	434	murphyb@conti.sch.sa
Head of Year 10	Mrs. Kerrie Jones	418	jonesk@conti.sch.sa
Head of Year 11	Mr. David Nicholls	411	nichollsd@conti.sch.sa
Secondary Senior Secretary	Mrs. Hadeel Awartani	401	awartanih@conti.sch.sa
Secondary Secretary	Mrs. Hanin ElKaassamani	403	elkaassamanih@conti.sch.sa
Secondary Secretary	Mrs. Louise Burchell	402	Burchelll@conti.sch.sa
IBDP Coordinator	Mr. Richard Young	426	youngr@conti.sch.sa
University Guidance Counsellor	Mr. Marcus Sturrock	427	sturrockm@conti.sch.sa
Head of IB1	Mr. Bevil Baptiste	425	baptisteb@conti.sch.sa
Head of IB2	Mr. Edward O’Gorman	428	ogormane@conti.sch.sa
IB/ University Guidance Services Secretary	Mrs. Carole Makhoul	438	makhoulc@conti.sch.sa

School Counsellor	Mrs. Thomasina Girgis	422	girgist@conti.sch.sa
Learning Support Coordinator	Mrs. Carrie Underdown	429	underdownc@conti.sch.sa

## WHOLE SCHOOL ADMINISTRATION

Position	Staff Member	Extension	Email Address
Director	Mr. Ian Williams	200	director@conti.sch.sa
Head of Secondary	Mr. Pierre Scottorn	400	scottornp@conti.sch.sa
Deputy Head	Mr. Dean El Hoss	404	elhossd@conti.sch.sa

# BISJ VISION AND MISSION

## VISION

We will be an outstanding international school, continuously striving for improvement and engaging our whole community with the concepts of:

Learning to live Learning to learn Learning to lead

## MISSION

We provide excellent British-style education with an international perspective, within a safe environment, where individuals feel secure, respected, valued, happy and successful.

### To achieve our Mission:

Our community of learners from many nations works together harmoniously. In a spirit of international-mindedness, we develop understandings of our own cultures and those of others.

Our teachers, working with parents as partners, inspire in our students a love of learning, motivating and challenging them to become the best they can be.

Our students build personal and interpersonal knowledge, skills and values. In developing these attributes in an innovative environment, we expect our students to flourish, becoming balanced individuals with the potential to make a difference as principled leaders of the future.



## BISJ SECONDARY SECTION CORE VALUES

Values	Demonstration	Skills
Empathy	We seek to understand the feelings and viewpoints of others respecting their values and traditions.	Balanced
Integrity	We do the right thing regardless if we are in public or in private and believe that honesty and truthfulness is integral to our well-being and growth.	Enquirers
Open - mindedness	We approach new experiences with positivity and ideas with curiosity to seek deeper understanding.	Knowledgeable
Responsibility	We endeavour to be role models by being reflective learners who are in control of our actions and at all times being honest trustworthy and reliable.	Thinkers
Resilience	We believe we have the determination to face challenges with a positive mindset and do not give up when we experience setbacks; staying committed even in the most challenging times.	Communicators
Respect	We demonstrate respect for each other by being courteous and polite. We show kindness and ensure we listen in a way that shows we are open to the opinions of others.	Risk-takers Reflective

## What behaviors should I engage in to show I am living my school vision with **Learning to live** ?

Here are some examples:

- » interact positively with others and is resolution-focused
- » respect teachers, self, peers, and the greater community
- » act ethically, morally, peacefully, and empathetically
- » participate in community service and/or extracurricular activities
- » be environmentally aware
- » set meaningful and purposeful targets, following basic self-reflection
- » be both an independent thinker and a team player
- » be proactive, rather than reactive
- » have a healthy lifestyle
- » face challenges head-on with confidence

## What behaviors should I engage in to show I am living my school vision with **Learning to learn** ?

Here are some examples:

- » set high academic aims
- » take academic risks and be willing to provide and accept constructive critiques
- » engage positively in all tasks
- » meet all deadlines with quality work
- » respond to feedback and guidance
- » work consistently and not give up
- » learn from his or her mistakes

take initiative and be willing to work beyond the requirements of a task

- » listen to other points of view
- » ask what he or she needs to do to improve
- » ask relevant questions and make contributions that challenge thinking
- » have ownership of his or her own learning
- » use a variety of sources
- » develop academic skills outside of the classroom through wider interests
- » demonstrate exemplary behaviour in class

## What behaviors should I engage in to show I am living my school vision with **Learning to lead** ?

Here are some examples:

- » be open-minded and a good communicator
- » be calm yet confident
- » be organised and goal-oriented
- » be friendly and considerate towards other students
- » be enthusiastic, committed, and good at motivating others
- » be punctual, organised, and reliable
- » demonstrate leadership traits both inside and outside the classroom

- » show clear demonstration of knowing right from wrong
- » be a team player and get the best out of all team members
- » be altruistic, responsible, and focused
- » have direction and an impact on others
- » set high targets and make good choices
- » engage fully in the Learning to Lead programme



# SECONDARY SCHOOL CALENDAR

## School Semesters

- » Semester 1: Sunday 18th August – Thursday 12th December
- » Semester 2: Sunday 5th January – Thursday 19th June

## School Holidays

Monday 23rd September 2024	Saudi National Day
Sunday 13th October 2024 – Thursday 17th October 2025	Mid Term Break
Sunday 15th December 2024 – Thursday 2nd January 2025	Winter Break
Sunday 23rd February 2025 – Thursday 27th February 2025	Mid Term Break
Sunday 30th March – Thursday 3rd April 2025	Eid Al-Fitr Break
Sunday 6th April – Monday 21st April 2025	Spring Break
Thursday 5th June – Tuesday 10th June	Eid Al-Adha Break

## Assessment Calendar

### Semester 1: 18th August to 12th December

- » Q1: 18th August – 2nd October 2024
- » Q2: 20th October – 12th December 2024
- » 10th October: Y7, 8, 9, 10, 11 & IB1 Parents Consultation Day
- » 7th October Q1 Reports Published on Engage Portal
- » 20th October – 31st November: IB2 Mock Exams
- » 12th November: IB2 Parents Consultation Evening
- » 25th November – 1st December: Y7, 8, 9, 10 & IB1 Mid-Year Exams
- » 10th December: Q2 Reports published on Engage Portal

### Semester 2: 5th January 2025 – 19th June 2025

- » Q3: 5th January – 27th March 2025
- » 5th January – 16th January: Y11 Mock Exams
- » 28th January: Y9 Option Choices Forms Deadline
- » 4th February: Y11 Parents Consultation Evening
- » 11th February: IB2 Parents Consultation Evening
- » 12th March: IB Options Choices Deadline

#### **Q4: 22nd April –19th June 2025**

- » 24th March: Q3 Reports published on engage Portal
- » 25th March: Y7, 8, 9, 10 & IB1 Parents Consultation Day
- » 28th April- 9th June: IGCSE Exams
- » 1st May – 23rd May: IB2 Exams
- » 29th May – 4th June: Y7, 8, 9, 10 & IB1 End of Year Exams
- » 17th June: Reports published on Engage Portal

# REPORTS AND PTSC 2024 TO 2025

## Parent Teacher Student Consultations

Year Group	Mode	Date 1	Time 1	Date 2	Time 2
Years 7,8,9,10 & IB1	Face-To-Face	08/10/24	1-6 PM	23/03/25	1-6 PM
Years 7,8,9,10 & IB1	Online	09/10/24	1-6 PM	24/3/25	1-6 PM
Years 11	Face-To-Face	08/10/24	1-6 PM	04/02/25	5-8:30 PM
Years 11	Online	09/10/24	1-6 PM		
Year IB2	Face-To-Face	12/11/24	5-8:30 PM	11/02/25	5-8:30 PM

## Reports Published Dates:

Reports	Q1	Q2	Q3	Q4
Years 7,8,9,10 & IB1	07/10/24	10/12/24	20/03/25	17/06/25
Years 11	07/10/24	10/12/24	20/03/25	
Years IB2	07/10/24	10/12/24	20/03/25	

\* Kindly note that report dates are subject to change in the eventuality of any technical issues

## THE SCHOOL DAY

The school cannot accept responsibility for students who arrive at school before 07:50 therefore students are not expected to be inside the Secondary Section buildings before this time. Staff duty begins at 07:50 when the first bell sounds. Registration begins at 08:00 and students are marked as 'late' after this time. Students arriving after registration has finished at 08.10 must go to the school office to sign in. Lateness for school is followed up by the School Secretary, Form Tutors and Heads of Year.

Bell to move to registration		07.50
Registration	08:00	08:10
Period 1	08:10	08:50
Period 2	08:50	09:30
Break	09:30	09:45 (bell to move to class)
Period 3	09:50	10:30
Period 4	10:30	11:10
Period 5	11:10	11:50
Period 6	11:50	12:30
Lunch	12:30	13.05 (Bell to move to class)
Period 7	13:10	13:50
Period 8	13:50	14:30
Period 9	14:30	15:10

## OVERVIEW AND INTRODUCTION

The Secondary section of the British International School of Jeddah (BISJ) offers a comprehensive and academically rigorous international curriculum leading to IGCSE and later IB exams. Currently, almost 534 students from 60 nationalities are enrolled. Secondary comprises Year 7 through to Year 13 with the last two years known as the IB years. BISJ is a member of the British Schools of the Middle East Conference and authorised by Cambridge International Exams to offer IGCSE exams and by the International Baccalaureate Organization to offer the International Baccalaureate Programme. BISJ is also accredited by both the New England Association of Colleges and Schools (US) and the Council of International Schools.

The Secondary campus comprises over forty classrooms, nine science laboratories, three computer laboratories, a multi-media library, three art rooms, two drama rooms, a multi-purpose sports hall, a gymnasium, two swimming pools, two music rooms, and IB study areas.

The Secondary Section provides a stimulating and exciting academic programme that will develop the individual's natural curiosity, and instil in the student a desire to learn. Especially important is the emphasis we place on developing the student's critical faculties of thought, and empathy with others who come from different national and cultural backgrounds. It is our desire to challenge our students academically and socially and to promote a global and international approach to learning.

This handbook is intended to inform parents and students about how our school operates, and to establish the expected standards of our school community. However, if something is not clear please contact us via the Secondary office and we will attempt to answer your questions as soon as we can.

### **Improving student learning through the promotion of Positive Behaviour and Raising Student Responsibility (RR)**

We aim to develop an environment that is positive, encouraging and inclusive. To this end we believe that effective teaching and learning can only take place in an atmosphere where high expectations and standards of good behaviour are set as prerequisites. Good behaviour is conduct that enables each student to focus on achieving their full social, emotional and academic potential. To foster this environment the school places great importance on Raising Student Responsibility (RR). Students are given an opportunity to discuss the full implications of their behaviour both positive and negative. In this way students learn to take responsibility for their behaviour. The school emphasises the importance of choice by teaching students that they may have little control over events that happen in their daily lives but they have full control in how they respond to such events. Through this process we aim to help students engage in responsible thinking in preparation for life after school.

Helping students to become reflective learners is therefore an essential aspect in the learning process. It is inevitable that students will face conflicts and challenging situations as they progress through school. Encouraging students to reflect upon their behaviour and take ownership for solving problems will result in a desire to engage in positive behaviour in a more considerate manner. Practising and incorporating the Learner Profile attributes, our school values and the guidelines set out in promoting positive behaviour will help us

realise our goal of empowering our students to become responsible, life-long independent learners.

### BISJ values and skills align with the IB Learner Profile. IB Learner Profile

Values	Demonstration	Skills
Empathy	We seek to understand the feelings and viewpoints of others respecting their values and traditions.	Balanced
Integrity	We do the right thing regardless if we are in public or in private and believe that honesty and truthfulness is integral to our well-being and growth.	Enquirers
Open-mindedness	We approach new experiences with positivity and ideas with curiosity to seek deeper understanding.	Knowledgeable
Responsibility	We endeavour to be role models by being reflective learners who are in control of our actions and at all times being honest trustworthy and reliable.	Thinkers
Resilience	We believe we have the determination to face challenges with a positive mindset and do not give up when we experience setbacks; staying committed even in the most challenging times.	Communicators
Respect	We demonstrate respect for each other by being courteous and polite. We show kindness and ensure we listen in a way that shows we are open to the opinions of others.	Risk-takers Reflective

The aim of the IB programme is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet and help to create a better and more peaceful world.

## What does it mean to be an IB Learner at BISJ?

This is arguably one of the most important aspects of being selected to be a student in the IB Years at the British International School of Jeddah. In selecting students, the school takes into consideration to what extent students live out the following attributes. As students move through the two-year programme, they will be expected to model these ten traits.

### As IB learners we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, an emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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# OVERVIEW AND INTRODUCTION

## KEY STAGE 3 CURRICULUM - YEARS 7, 8 & 9

In Years 7 to 9 the curriculum follows many of the elements of the English National Curriculum adapted to our international context, thereby ensuring each student receives a good grounding in all subject areas; that is, Learning to Live, Learn & Lead in the Triple L Pastoral Programme, English, Mathematics, Modern Foreign Languages (Spanish or French), Science, Art & Design, Music, Drama, History, Geography, Physical Education, Arabic, Islamic Civilization, History and Geography of Saudi Arabia, Information and Communication Technology and Humanities.

Learning support will be offered to students whom the coordinator of the programme deems suitable for assistance. This will usually be done in consultation with parents, the student concerned and teachers.

## KEY STAGE 4 CURRICULUM - YEARS 10 & 11

### INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

The curriculum in Years 10 and 11 comprises of IGCSE courses mainly through Cambridge International Examinations. The Cambridge IGCSE is the world's most popular examination for 14- to 16-year-olds and prepares students for the IB Diploma and other pre-University courses, as well as teaching thinking skills. Students will normally study between nine and ten examination courses, making selections from a school-based options system. A detailed Course Option Booklet covering all courses is issued to students during Y9.

Please note that timetable restrictions and class sizes may prohibit some subject combinations. Students who make late applications or who arrive after the start of the term may have a restricted choice of subjects.

Students take external examinations in May/June of Year 11. These examinations are externally marked, and an internationally recognised certificate of results is issued. All students who follow two-year examination courses are required to take examinations in those courses. Personal, Social and Health Education is a required non-examination course, as are Core Arabic, History and Geography of Saudi Arabia, and Islamic Civilisations.

## KEY STAGE 5 CURRICULUM – IB1 & IB2

The two years prior to graduation at BISJ are based on the International Baccalaureate (IB) Diploma Courses. These years are known as IB1 followed by IB2. There are three pathways in IB1/2. All students will undertake the BISJ Diploma (Pathway 1). In addition, some students may take the BISJ Diploma plus certificates (exams) (Pathway 2) while many will undertake the full IB Diploma & BISJ Diploma (Pathway 3). Entrance to the IB Years is selective and not automatic from Year 11. Students already enrolled at BISJ in Year 11 are required to have proved their effort (Learning Descriptors), knowledge, behaviour and meet BISJ expectations for attendance to be considered for enrolment into the IB programme. All prospective IB students, including those not currently enrolled at BISJ are interviewed and those from other schools may be required to take a series of IB entrance examinations to determine their suitability. The number of years previously spent at BISJ is not a criterion for admission to IB courses.

## **GUIDELINES FOR IGCSE AND IB COURSE WORK (YEARS 10 - 13)**

Coursework is a part of the assessment of student performance in some IGCSE subjects and most IB level subjects. Students who find formal, end-of-the course examinations challenging should take full advantage of the opportunity to achieve good marks and grades as their course progresses; the quality of ongoing work will have a major impact on final grades and will help lay foundations for the final examination. Students must stick to the deadlines set by the school.

Remember that you should be prepared to state that any piece of work you hand in is your own whether it is a Theory of Knowledge essay, a mathematics test/examination, history homework, English essay, coursework, or a painting.

All IGCSE and IB coursework may be submitted to Turnitin.com for checking. This online database will show if a student's work is their own.

If deadlines are missed a student may be withdrawn from the examination or excluded by the external examination board from receiving certification. Please ask if you do not understand any of the above.

## **THE INTERNATIONAL BACCALAUREATE PROGRAM (IB)**

Students entering the IB Diploma pathway in IB1 will be expected to enroll in six courses in addition to the Core IB Subjects (Theory of Knowledge, Extended Essay and Creativity, Action, and Service). Diploma students are also required to complete an IB Extended Essay, write a Theory of Knowledge Essay, hold an exhibition, and complete their Creativity, Action, and Service hours. Their six courses will be selected from offerings in five subject areas plus a group of electives.

All students must participate in the school's Creativity, Action, and Service program.

An IB1 student's continuation with his or her chosen IB program into IB2 is not automatic. For students to begin the second year of their IB program, they must have made satisfactory progress in all areas, i.e. Academic Subjects, Creativity, Action and Service, Theory of Knowledge, and the Extended Essay, if applicable. Detailed and comprehensive guidelines on the IB program can be obtained from the IB Diploma Coordinator. IB Diploma graduates can gain admission to the most prestigious British, European, and North American universities and across the globe.

**Note: A student who misses more than 20% of the total number of school days in a year might not meet the requirement for Graduation.**

## **BISJ HIGH SCHOOL DIPLOMA**

All students will enroll on the BISJ High School Diploma. Whilst all students are additionally encouraged to study the full IB Diploma, for some students this is either not required or might be too challenging. The BISJ High School Diploma pathway still allows an opportunity to achieve the prerequisites required for certain universities in addition to other external assessments like ACT or SATs.

The High School Diploma is accepted as a qualification to progress to university worldwide and is accredited by NEASC (New England Association of Schools and Colleges).

There may be additional qualifications needed depending on the country, university, or course you will study. Some examples are standardized testing such as ACT/SAT, Subject tests from College Board, subject specific tests such as LNAT for Law in the UK or UKCAT for medicine in the UK. For individual countries, universities or courses advice can be

obtained from the University websites or the University Guidance Service office.

### **BISJ DIPLOMA AWARD CONDITIONS:**

Students must earn 30 credits based on the criteria in Table 1. All courses carry 1 or half credit per year of study e.g. English counts towards 4 credits, one per year of study, whereas LLL counts towards 2, with 0.5 per year of study.

Students should obtain a passing grade of IGCSE grade E or above and IB Diploma level 3 or above for the areas of study to be awarded credits.

In addition to gaining the correct number of credits students must also:

- » complete the Core Arabic/Islamic Studies and History and Geography of Saudi Arabia
- » remain in good standing with the school
- » complete the Creativity, Activity and Service program offered by the school successfully

## TABLE OF CREDITS AVAILABLE PER COURSE

Area of Study	Course	Credits
English	Year 10 - IGCSE (Language or Literature) Year 11 - IGCSE (Language or Literature) Year 12 - IB Diploma (Lang & Lit or Lit) Year 13 - IB Diploma (Lang & Lit or Lit)	4
Science	Year 10 - IGCSE (any science subject) Year 11 - IGCSE (any science subject) Year 12 - IB DP (any Group 4 subject) Year 13 - IB DP (any Group 4 subject)	4
Mathematics	Year 10 - IGCSE (any level) Year 11 - IGCSE (any level) Year 12 - IB DP (any Group 5 level) Year 13 - IB DP (any Group 5 level)	4
Social Sciences	Year 10 - IGCSE (any relevant subject) Year 11 - IGCSE (any relevant subject) Year 12 - IB DP (any Group 3 subject) Year 13 - IB DP (any Group 3 subject)	4
Foreign Language	Year 10 - IGCSE (any second language) Year 11 - IGCSE (any second language) Year 12 - IB DP (any Group 2 language) Year 13 - IB DP (any Group 2 language)	4
Arts or Elective	Year 10 - IGCSE (any Arts/elective subject) Year 11 - IGCSE (any Arts/elective subject) Year 12 - IB DP (any Group 6 subject/elective) Year 13 - IB DP (any Group 6 subject/elective)	4
Triple LLL Program	Year 10 - Complete programme of study Year 11 - Complete programme of study Year 12 - Complete programme of study Year 13 - Complete programme of study	2 (half credit per year)
Attendance	Year 10 - 90%+ per year Year 11 - 90%+ per year Year 12 - 90%+ per year Year 13 - 90%+ per year	4
Theory of Knowledge	Year 12 - Complete programme of study Year 13 - Complete programme of study	2

Creativity, Activity and Service	Year 12 & 13 - Successful completion of the 18 month programme	3
Physical Education	Year 10 - Core PE Year 11 - Core PE IB1 - Core PE IB2 - Core PE	4
Extended Essay	Year 12 & 13 - Successful completion of the Extended Essay, graded D or above	1
Core Arabic/Islamic Studies and History and Geography of Saudi Arabia	Year 10 - Complete programme of study Year 11 - Complete programme of study Year 12 - Complete programme of study Year 13 - Complete programme of study	2 (half credit per year)

*Table 1: Credits available per course*

Notes: Within an area of study, students can only be awarded for one subject, even if they have studied more than one e.g. A student who has studied History and Business Studies, will only be awarded one for the Social Studies credits. However, if a student has studied two subjects from an area of study, one can be used in the arts/electives in addition to the subject area e.g. History can be used as a Social Science, Business Studies can be used as an elective. When calculating the overall grade for a Year, the best of two semester's grades is used as the final grade.

## HOMEWORK

Homework is an essential part of the academic program in Secondary and it is required of all students. In addition to reinforcing the skills the student has experienced in the classroom, homework provides the student with time for reinforcement, reflection, and extension of classroom work.

All students in Key Stage 3 are issued with a Student Planner and homework timetable at the beginning of the school year. The Planner must be completed and kept up to date. We expect students to keep their planner in excellent condition. The homework timetable has time limits that should be followed.

Key Stage 4 and Key Stage 5 will also be provided with an optional school planner. All homework and assignments should be recorded on Managebac by the teacher.

The International Baccalaureate Organization recommends that an IB student spend the same amount of time studying outside the classroom as he or she spends within the classroom. Many students spend far more time than this on homework and if a student is experiencing difficulties or spending excessive time on homework, parents and students are urged to contact the Form Tutor. If a teacher is absent, and no homework can be set, the student should be encouraged to review past work or read ahead. In the case of planned absences, it is the responsibility of the student to check with teachers for homework in advance.

## GETTING HELPS WITH HOMEWORK

When students are not sure what a homework task is about or are unclear in any way about expectations, teachers want them to ask for further explanation. Students can also check with a friend for clarification about what a task is. When a student is away, it is their responsibility to catch up on the work they missed.

Parents, other adults, or older brothers/sisters can help students understand what they are supposed to do for a homework task. They can suggest how they might go about doing the work or where they might look to get some answers, however, please do not do the work for a student. If someone else does the work for a student, the student will not learn, and the teacher won't know what help is needed.



## ACADEMIC HONESTY

Copying another student's work, sharing answers, or lending work to another student are examples of cheating and the taking of ideas or passages from another's work without acknowledgement is plagiarism. Actions like these are taken seriously at the school, at IB level, University and in the workplace and therefore at BISJ they are treated increasingly seriously as students' progress through the Section from Y7 to IB. As a result, the consequences for cheating or plagiarism can lead to the student receiving zero for his/her work, parent contact, a behaviour reflection session, detention or even a suspension depending on the context and the year group the student is in. [Appendix 2](#)

## BRING YOUR OWN IT DEVICE

The Bring Your Own Device program is an important aspect of our vision, learning to learn, as it allows students to utilize the wealth of knowledge available on the internet and prepare our students for the 21st century. The device is a critical piece of equipment that enables numerous possibilities to enhance student learning. It is required that the device is taken to each class, although whether a student can use an IT device in the classroom is up to the teacher.

Any device brought into school is the student's responsibility and the school is not liable for loss, damage, repair, or maintenance, including charging. Students and their parents receive a Bring Your Own Device acceptable use agreement to sign at the start of the year. It is important to point out that we consider a device to be a tablet or laptop and not a mobile phone. We strongly recommend having a keyboard for your device. Parents do not need to buy the latest or most expensive models. The minimum specifications at present are listed below and most devices purchased in the last few years will meet these:

- » Wireless capability (Wi-Fi)
- » Up to date web browsers (such as Windows Explorer, Safari, Chrome, Firefox etc.)
- » Usual range of office type software (word-processing, spreadsheets, slide presentation)
- » Software to play video (Windows media player etc.)
- » Good battery life [Appendix 7B](#)



# PARENTS- TEACHER- STUDENT CONFERENCES AND COMMUNICATIONS

Parents are encouraged to discuss their child's academic progress or general welfare with Form Tutors, Subject Teachers, or the appropriate Head of Year. The school also organises formal Parent, Teacher, Student Conferences twice each year and we expect students to attend and take notes if needed.

In addition to attending scheduled Parent, Teacher, Student Conferences, parents are encouraged to contact the school whenever a question or concern arises about their child. The first contact should be made via the Secondary office or Head of Year. Most concerns and questions are resolved, or prevented, by seeing your child's teacher as early as possible. If you and the teacher are not able to resolve the matter satisfactorily, you and the teacher are invited to pursue the issue with the relevant Year or Subject Head. In cases where there are significant concerns about a student the school will contact his/her parents to arrange a meeting as soon as possible

## GRADING AND PROGRESS REPORTS

In Years 7, 8, 9, IB1 and IB2 grades for attainment are awarded on a 7-1-point numeric scale. 7 is awarded for the highest level of attainment and a 1 indicates the minimum level of achievement or performance.

In Years 10 and 11 learning descriptors are the same as other Years, however, examination performance in Years 10 and 11 uses a 7-point letter scale, which corresponds to the IGCSE external examination grades. A\* is awarded for the highest level of subject understanding and grade U indicates the minimum level of subject understanding. N/A is used to indicate 'not applicable'.

In all years students receive Learning Descriptor grades for Preparation for Learning, Approach to learning and Attitude to learning. Learning descriptor grades are on a 'working towards', 'meeting' and 'exceeding' scale.

Years 10, 11, IB1 and IB2 attainment grades are recorded on an official academic transcript, required by North American universities and some other schools and institutions. [Appendix 3](#)

## TEXTBOOKS

Textbooks are given out to students on a loan basis, by some but not necessarily all departments, and every care must be taken by students to ensure that books are not lost and that they are kept in good condition. Textbooks are collected at the end of the school year, i.e. during June, and any damage or loss of textbooks will be charged to parents.

Library books should be returned within the loan period and again any loss or damage is charged to parents.



# PHYSICAL EDUCATION, SWIMMING AND WATER SPORTS

## PHYSICAL EDUCATION:

Secondary students must wear the correct kit to all PE and swimming lessons. A house t-shirt, purchased from the Uniform Shop and black shorts for boys and girls and white socks, make up this kit. IGCSE PE students are expected to wear a grey PE polo shirt. Students should not wear the same shoes for PE as they do for general school use. If you have any questions regarding the PE programme or kit, please contact the PE staff.

[Appendix 8](#)

## SWIMMING:

Swimming lessons are part of the curriculum in Key Stage 3, students must wear suitable swimwear. Girls must wear a one-piece swimsuit. Boys must wear trunks or Lycra cycling shorts. No Bermuda or long baggy shorts are permitted and students with long hair must wear swim caps. These are important rules and regarded in the same way as normal daily uniform.

Participation in all P.E and swimming classes is compulsory, unless a note is delivered from parents seeking exclusion on medical grounds. The shower arrangements are by individual cubicles. Jewellery is not permitted in PE or swimming lessons for reasons of safety, and the school cannot be held responsible for items of value which are lost during these lessons. Valuable items such as mobile phones should be placed in teacher storage boxes at the beginning of each lesson. [Appendix 8](#)

## WATER SPORTS

The Water Sports program is one we are very fortunate to be able to provide at BISJ and one we are very proud of. The program is a key component in helping us fulfil our mission of Learning to Live, Learn and Lead as it focuses on developing the students with new skills that cannot be easily taught in the classroom and will help them develop emotionally, socially, and physically. It provides a brilliant opportunity for students to try new experiences, bond with their fellow classmates and grow as individuals. There is immense research on the benefits for students being involved in such programs and that is why this program is compulsory for all our Year 7 to Year 9 students.

## PASTORAL EDUCATION

In terms of educating the whole person, pastoral care as part of the school curriculum is vital. All members of staff are responsible for developing a safe and non-threatening environment in which students can feel emotionally and socially secure. The pastoral team has a more specific responsibility for delivering the Triple L program (Learning to Live, Learn and Lead). This curriculum provides students with a unique opportunity to develop life skills to learn more about themselves and others and to develop more fully on a personal, emotional, and social level.

## THE PASTORAL TEAM

Each year's group is composed of a team of form tutors and a Head of Year. The form tutor assists and supports the students in his/her group by helping them to settle into school and derive the greatest benefit from school life. The form tutor also endeavors to promote unity and loyalty in the form group to ensure that no student feels isolated or insecure.

The structure of the Pastoral Team also helps to create a sense of identity in the school as it focuses on establishing a firm and positive relationship between the form tutor and his/her form group. In addition, the Head of Year monitors and aims to enhance the overall pastoral care and guidance in the Year Group.

Each Sunday the students spend 80minutes with their form tutor/s, during which they follow the school's Triple L curriculum. Students engage in a wide variety of activities that may involve debate and discussion about a variety of topical issues such as study skills, self-esteem, respect, and friendship groupings. A particular focus of our Triple L Program is to encourage international mindedness and respect. This means tolerance of difference irrespective of race, religion, or gender. Frequently our students engage in assemblies where they participate in presentations and activities that celebrate the true spirit of international mindedness which exists at the British International School of Jeddah.

## THE TRIPLE L CURRICULUM

How the curriculum is managed, its organization and the teaching methods employed; the unique combination of factors which create the ethos of the school, its aims, attributes, values, and procedures all make an important contribution to the life skills education program in school.

"The education system is charged with preparing young people to take their place in a wide range of roles in adult life. It also has a duty to educate the individuals to be able to think and act for themselves, with an acceptable set of personal qualities and values which also meet the wide social demands of adult life. In short, the personal and social development of pupils is a major aim of education; personal and social education being how this aim is achieved." [NCC]

1. Teaching Life Skills is the responsibility of every member of staff within our school community. The personal and social development of each student is affected by what is happening within the school and within day-to-day communication and relationships.
2. The Triple L curriculum content involves:
  - » Acquisition of knowledge
  - » Development of personal skills
  - » Exploration of attributes and values
3. There is an almost infinite number of cross curricular elements which taken together already make a major contribution to the Life Skills of every student in the British International School but it is vital that the following areas are included:
  - » Responsibility & respect for self, others, and the environment
  - » A healthy lifestyle
  - » Decision making

- » Relationships
- » Developing positive attitudes towards others e.g. equal opportunities in gender, race, religion, culture, ethnicity & disability
- » Preparation for the next stage in education, development & the world outside school
- » Leadership
- » Awareness of, and the ability to express views on, the main issues of the day

## STANDARD AND EXPECTATIONS

### RAISING STUDENT RESPONSIBILITY

Our aim at BISJ is to deliver outstanding teaching, learning and pastoral care. This can be enhanced by adopting the philosophy of 'Raising student Responsibility' (RR). When we promote student responsibility, we enable students to take control of their own performance and behavior and in return they become more internally motivated. Therefore, the focus of the Raising student Responsibility (RR) strategy is to empower our students to make the right choice which in turn ensures that students are active and not passive learners.

Raising student responsibility by using reflective questioning ensures that our philosophy becomes an active process, and this enables both students and staff to reflect effectively on where a student is and how they can move forward. It is the tool kit for engaging students as active learners and reflective individuals to encourage them to achieve their full potential by plotting a positive course of action which the pupil themselves has determined. In school we endeavor to use these ideas at every possible opportunity so that using the processes and questions becomes part of an everyday process for individual students.

We also encourage parents to use the approach and to help with this, we offer Parent workshops periodically during the year.

#### Questions parents/guardians/teachers could ask a child in order to encourage Self-reflection

- » Do you want to be in charge of you or have someone else be in charge of you?
- » What would you expect me as your teacher/mother/father to do now?
- » Is what you're doing on a high level?
- » What will you do to get to a higher level?
- » Here's an opportunity for you to act on a higher level.
- » What can you do?
- » What will you do?
- » Think to yourself of someone you know who operates on a high level. What would that person do now in your situation?
- » If you continue this level, what will likely happen?
- » Is that what you want?
- » What will you do



## PROMOTING POSITIVE BEHAVIOUR

The British International School believes that good discipline is an essential prerequisite for good learning. It is essential therefore that each child is subjected to a happy and secure environment in which he/she may develop his or her true potential. The school strives to nurture a positive atmosphere based on a Sense of community and shared values. The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and acknowledgment of good behaviour.

When a student does something well, or tries hard, the teacher will recognize this by doing one or more of the following:

- » Congratulating the student in person
- » Writing comments on work
- » Awarding house points
- » Issuing a written positive report

Central to the aims of the school is the positive reinforcement of good behaviour. The school aims to foster positive behaviour in all of its students by communicating positive

expectations, and regularly emphasising the power of choice and reflection.

## **EXPECTATIONS**

Examples of positive expectations are:

- » respect for the individual, recognizing strengths and caring for self and others
- » polite, courteous behaviour
- » pride in themselves, others and their environment
- » self-discipline
- » responsibility to others
- » unwillingness to accept intolerance towards others and/or anti-social behaviour
- » honesty and integrity in relationships with others
- » tolerance, sensitivity, and compassion towards others

## **RECOGNISING POSITIVE BEHAVIOUR**

We recognize effort through House points, (Key Stage 3) certificates, positive reports, commendation letters and celebration events. Three positive reports on Engage (the school's management information system) in any one term will warrant a letter of encouragement to be sent home from the Head of Year. Documentation to students is uploaded to the student's profile on Engage and will be referred to when compiling references for schools and universities.

## **RECOGNITION OF STUDENT ENDEAVOUR**

Student endeavor is recognized in a variety of ways. The school is awarded the internationally recognized CIS Award for International Understanding. There are several annual sporting awards, awards for house points and reading certificates. In addition, the school presents a student in each year group with a Learning to Live, Learning to Learn and Learning to Lead award. A student in each year's group is also presented with an overall school vision award. Staff use the vision award criteria to nominate students for each award. Recognition of student endeavor takes place in a formal assembly in June of each year.

## **HOUSE POINTS**

It is important to recognize students' efforts and performance, promote teamwork and school pride, and, consequently, a House Point System is operated within Secondary, for all year groups. House points are awarded at the discretion of the class teacher.

House points are awarded for students going above-and-beyond in effort, attendance, perseverance, behavior, and for participation in school events and competitions, consistently upholding the school values, etc. Examples include:

- » Good work
- » Sustained effort in work
- » Community service
- » Preparing work for assemblies
- » Being helpful around the school
- » Improved effort and behaviour

Each house has a male and a female IB1 house captain, who serve as a role model to younger students and has duties including leading their Houses in School events, organizing competitions, and raising money for house charities.



All house points are recorded using Engage where we strongly encourage parents to track and celebrate the success each week. In Key Stage 3, tutors, bronze, silver, gold, and platinum house point certificates are awarded to students throughout the year for notable achievement in this area.

At the end of each term, and for all year groups, a reward is awarded to the form class who has the most points within the Year Group. Prizes are decided by House captains and announced in the Herald (the daily newsletter) at the beginning of the term.

An overall House Trophy, the Trevor Williams Inter-House Trophy, is awarded to the House gaining the highest point's total. House points gained from other Inter-House events, i.e. sporting activities, drama, art, etc. also contribute to this award. Many other trophies exist, which are awarded to the winning Houses after the completion of Inter-House Competitions. These are displayed, with House colors, in the foyer of the Secondary building.

The total House points and events are updated regularly on the House boards, in assemblies, on the school website and Facebook. A list of house points will be produced weekly and displayed on the tutor boards in the tutor classrooms.

## **POSITIVE REPORT ON ENGAGE**

A teacher may decide to write a positive report on Engage for a student. If a student receives three positive report entries in any one term, he or she will receive a positive letter from the Head of Year. The following list gives examples of types of behavior that would merit positive reports:

- » An outstanding piece of academic work
- » A marked improvement in academic work
- » Consistent noticeable effort
- » Exemplary behavior and attitude
- » Willing contribution to out of class activity

Positive behavior is recognized through Sending official positive letters to parents. These are awarded for every five positive reports.

## **LETTERS OF COMMENDATION**

Letters of commendation are awarded to students four times a year in recognition of outstanding performance about their learning descriptors. These are sent home to parents and a copy is placed on Engage. The school is awarded the internationally recognized CIS Award for International Understanding. A letter of commendation is awarded to students after receiving their end of semester reports to students who have outstanding learning descriptor scores.

## **GENERAL APPROACH TO DEALING WITH INAPPROPRIATE BEHAVIOUR**

The school regularly communicates to students that they are solely responsible for their behavior. This approach emanates from the belief that schools have a duty to empower their students to become confident, independent learners and to effectively act on decisions over which they can exercise control. Students are encouraged to feel that they have ownership in the educational process and the power to affect change. To this end the school emphasizes that while classroom management is the responsibility of the teacher, behavior is the sole responsibility of the student. As students move towards



accepting responsibility for their own behavior, they become more empowered as learners and come to accept responsibility for and control over their choices.

Self-reflection is an integral part of the journey to accepting self-responsibility and students are assisted in reflecting on how they interact with others and on their learning outcomes. By fostering this level of social responsibility, school contributes positively to student self-esteem. Students practice making increasingly responsible decisions and learn from their successes and mistakes.

The British International School of Jeddah has high behavioral expectations of all its students. When students do not meet these expectations, we will normally discuss, guide and, if need be, counsel the students. Then, if changes in behavior do not follow various consequences may be applied by the Secondary Leadership Team. In all cases, actions will be taken in consultation with parents, either verbally or in writing. It is possible that for the most serious or persistent neglect of school expectations, the Head of Secondary will recommend an expulsion of a student to the Director.

Students must be aware that the school uses an electronic recording system to keep track of situations, whether positive or negative, which forms their 'record'. These records may be referred to in the event of a student transferring to another school, requesting references or when making university applications.

Whenever possible, disciplinary concerns will be dealt with by talking with the student/teacher and/or parent. The overall aim being to make students reflect on their attitude and approach and to understand the consequences of that approach. However, when these efforts are not successful more formal procedures will be followed.

**The Head of Secondary reserves the right to issue alternative consequences for inappropriate behaviour as he/she deems suitable. The Head of Secondary may also adjust disciplinary measures as required.**

School consequences that are less severe than suspension or being asked to leave the school may include one or more of the following:

- » Verbal warning
- » A written note in the student planner
- » An incident report on Engage
- » A letter home/phone call to parents
- » A parent conference
- » An after school Behaviour Reflection Session
- » Campus exclusion

## **INAPPROPRIATE PHYSICAL BEHAVIOUR**

Students involved in unnecessary or aggressive physical contact with another student in a manner we considered as fighting will be suspended from school for up to 5 school days. We do not accept 'play fighting' as an excuse or that 'I was only playing'. If aggressive physical behaviour continues the student may be referred to the Board of Trustees to be considered for expulsion.

In addition to aggressive behaviours all students must not engage in inappropriate public displays of affection.

## BULLYING

All students have a right to learn in a safe and secure environment. Any repeated unwanted behaviour is bullying. Bullying prevents students from progressing academically and socially and may be verbal e.g. teasing or name calling, physical, isolation of another student, or cyber. Behaviour such as this is not tolerated by the school in any form whatsoever and we act whenever we are informed. If a student is a victim of bullying, or if they observe incidents involving others, they must inform a member of staff immediately so a possible small issue can be stopped before it grows. We cannot act if we do not know. Therefore, the message to all students is that "it is ok to tell us". Students must not feel that they are in the wrong and parents should feel confident that we will take their concerns seriously. If a student bullies another person, he/she will be addressed, and a parent conference may be called for. If a student continues to engage in bullying behaviour, he/she will face school disciplinary action. Both the victim and the perpetrator will be offered behaviour management support from the school counsellor. **Appendix 4**

## DRUGS

The school is aware of the hazards that may exist in this city, as they do in others. The school's leaders liaise closely with their colleagues in other schools and with the relevant persons in other establishments, to share information and to take the necessary precautions to protect students. The school regards the taking of drugs or alcohol by any of its students as a very serious matter and reserves the right to take whatever action is necessary to deal with any problems that may arise. If the school suspects or becomes aware of drug abuse by any of its students, those involved should expect the consequences to involve drug testing and probable exclusion from the school. If the school is made aware of students taking drugs outside school hours, we will inform parents of what we know.

## DIGITAL-SAFETY AGREEMENT

ICT including the internet, learning platforms, e-mail and mobile technologies have become an important part of learning in our school. We expect all students to be safe and responsible when using any ICT. It is essential that students are aware of Digital-Safety and know how to stay safe when using any ICT.

Students are expected to read and discuss this agreement with their parents and then to sign and follow the terms of the agreement. Any concerns or explanation can be discussed with the Form Tutors or Heads of Year.

Failure to abide by the expectations outlined above may mean that a student's place at BISJ is at risk.

Please sign your names in the space below to confirm that you accept this Digital Safety agreement and return the signed slip to school. **Appendix7C**

## Tips to Help Keep Your Child Safe Online

Make sure that your children are aware of what cyber-bullying is to both protect themselves and others. This kind of behavior often starts as 'a joke' or 'for fun' but rarely ends this way. Cyber-bullying is already considered a serious offense in many parts of the world.

Do not allow your children to sign up to a website or service without your express permission and without checking the website yourself first. If you allow your child to use social media or chat sites, make sure that they are using avatars and know not to give out personally identifiable information about themselves or others.

Make sure that your child understands your expectations of them and the content that you feel is appropriate for them and that which isn't. Even when you do this, you must be aware that your child will sometimes come across internet content that is inappropriate, offensive or that makes them feel uncomfortable. It is important that they have the confidence to be able to speak to you openly and that they have strategies for reacting when it happens (e.g. immediately closing the site, using alt-control-delete to do this if the site prevents this).

Make sure that you know how your child is using the internet and monitor this sensitively.

## COMMUNICATION

### **Students, School Staff and Parents: A partnership to ensure Lifelong learning**

The school believes strongly in this partnership that involves students, parents, and school staff. When parents, students, and the schoolwork together in a supportive environment, students are more likely to achieve success at school.

This document outlines the expectations for students, parents, and the school regarding the commitment to BISJ student's emotional, social and academic growth.

## STUDENT SUPPORT SERVICES

### **LEARNING SUPPORT**

The Learning Support program offers academic support, which includes a range of services to support curriculum access. "The British International School of Jeddah believes it is the responsibility of all teachers to see that every child has access to the mainstream curriculum." (Policy 7.503 Educational Support).

The model of 'waves of intervention' outlined below is drawn from National Strategies and reflects a graduated response to meeting students' needs with increasing assistance from 'Student Support Services' and the pastoral/academic team, where resources permit.

#### **Wave 1 Provision: 'Quality First Teaching' by Subject Teacher is characterised by:**

- » High-quality, inclusive teaching that takes account of the full diversity of needs
- » Setting suitable learning challenges
- » Overcoming potential barriers to learning
- » Helping students as learners to move from where they are to where they need to be (through assessment for learning)
- » Using attainment data to help students progress

#### Strategies used at BISJ to support wave 1 provision include:

- Differentiated planning and teaching by subject teachers
- Monitoring of individual progress by subject teacher and Head of Department (ongoing assessments, common assessment tasks, end of unit tests, coursework)
- Individual target setting
- Setting in key curriculum areas (e.g. Maths, Arabic)
- Educational Support Plan with support strategies and accommodations

#### Wave 2 Provision: 'Quality First Teaching' plus additional time-limited support programmes:

- » Aims to secure good learning for pupils who may be falling behind
- » Support is delivered outside or within whole class lessons as part of guided work
- » Includes, additional support for students who require help to develop emotional, social and behavioral skills

#### Strategies used at BISJ to support wave 2 provision include:

- In-class support by Learning Support Teaching Assistant and/or specialist teacher for students with below satisfactory grades in key curriculum areas, or specific learning support needs as outlined in Educational Support Plan
- Head of Year, Tutor and/or Counsellor support for students with emotional, social, and behavioral needs
- English as a Second Language program: in-class support

#### Wave 3: 'Quality First Teaching' plus increasingly individualised intervention programmes:

- » One-to-one or small group support, to enable students to meet very specific targets to accelerate progress and help close performance gaps

#### Strategies used at BISJ to support wave 3 provision include:

- Researched based literacy intervention programme (Key Stage 3)
- Touch-typing classes for access arrangements
- Supervised study periods (IGCSE / IB students) to support with study skills, exam concessions, and review of skills and knowledge in key areas
- Exam concessions for end-of-unit tests, end-of-year exams and external examinations (IGCSE/IB/SAT) (e.g. reader, scribe, word processor)
- English as a Second Language program: individual or small group support (withdrawn)

The Learning Support Coordinator attends Parent Teacher Student Conferences held throughout the year and can also be reached on Extension 429 for an appointment. Students are also welcome to request an appointment if they need advice on learning strategies and/or access arrangements for examinations. The Learning Support is located in room 71.

## **COUNSELLING PROGRAMME**

The Counselling Program looks after the general welfare of students. The Counsellor works in cooperation with other school personnel and with parents. This includes:

- » individual counselling (life skills, social and emotional needs)
- » facilitation of student development in the areas of personal, social and academic progression
- » transition support for new students

Training in:

- » relaxation and stress management techniques
- » assertive behaviour
- » learning techniques
- » setting and achieving goals
- » developing self esteem
- » values clarification
- » coping with exams successfully (cognitive technique)
- » problem solving
- » general coping strategies
- » memorisation techniques
- » anger management
- » peer relationships/social skills
- » conflict resolution
- » healthy living
- » organisational skills
- » study skills
- » time management

The Counsellor is not involved in disciplining students but often provides follow-up support where behavior has been inappropriate. Discussions between students and the counsellor are usually confidential. The Counsellor's role is to provide support and teach coping techniques when students, their parents, or their teachers, feel that this may be necessary. Students visit the Counselling Room to make an appointment and parents and teachers contact the Counsellor directly. The Counselling program is an integral part of Secondary and supports the educational and pastoral programs offered to students.

## **ENGLISH AS A SECOND LANGUAGE**

Secondary students are expected to enter Secondary school with adequate English language skills to be able to access the full curriculum at BISJ. However, the Learning Support Unit may offer help to students who need assistance in this area. Not only does Secondary have Learning Support, but all staff are teachers of English as a Second Language in their subject lessons and are expected to plan accordingly. All staff participate in an English as a Second Language training course aimed at developing their teaching skills in relation to the students who require language support.

## **UNIVERSITY GUIDANCE SERVICE**

The Secondary Section provides a structured and progressive programme of university information advice and guidance from Year 9 to graduation. BISJ uses the leading software in this area. This supports students and the University Guidance Service office

Students in Year 9 have a specific year group assembly prior to their subject choices week.

Year 11 students are interviewed on an individual basis throughout the year in the lead up to them making their choice of courses at IB. Year 11 are also invited to attend a University Guidance Services Information evening in March, with their parents.

Students in IB1 undertake a University Research Project in the summer holidays and are interviewed on an individual basis in the lead up to their submission of university applications in IB2. Core IB Lesson time in Term 3 of IB1 and Term 1 of IB2 is dedicated to university applications where students' work on their applications with the help, support and guidance of their form tutors and the University Guidance Service office.

Students in Y10-IB2 also have the option of making appointments with the University Guidance Counsellor at any time throughout the year. Parents are also welcome to make appointments in the same way. A well-equipped library of materials and customised handouts is available to support students and parents in their research.

Parents and all students from Year 9 to IB2 are encouraged to contact the University Guidance Service office regarding any queries. Please contact the Head of University Guidance Services, Marcus Sturrock at [SturrockM@conti.sch.sa](mailto:SturrockM@conti.sch.sa) or IB Diploma Coordinator, Richard Young at [YoungR@conti.sch.sa](mailto:YoungR@conti.sch.sa)

## Appendix 5

# ADMINISTRATION

## ATTENDANCE AND PUNCTUALITY

Guidelines on attendance

- » Students attend all classes on their timetable
- » If a student is absent from school, a letter or email directly from his/her parent explaining the absence must be sent to the Form Tutor or Secondary office on the day of return or as soon as possible after the absence. Without this letter / note / email, the absence will be registered as unexplained and the student considered 'truant'
- » If an absence is foreseen, a note should be brought giving dates and the reason for absence
- » Medical appointments should be arranged outside of school hours. In exceptional circumstances permission to leave school during the school day may be obtained by bringing a letter (at least 24 hours in advance of the appointment) from a parent/guardian to the Head of Secondary / Deputy Head of Secondary / Head of IB, who will sign the request to leave school
- » Students choosing to leave the campus without permission during the school day, or not attending classes, are considered truant and consequences follow
- » When a student has an unexplained absence from school, parents will receive an automatic email informing them about this. To ensure parents receive accurate communication from the school, it is therefore essential that parent contact information is up to date. Please let the Secondary office know of any personal changes so records can be updated.
- » A student with an unexplained absence or who is absent in the school day will not be allowed to participate in any extracurricular activities during that day. Appendix 6

## LATENESS

Lateness is recorded in all student reports. Persistent lateness or absence has a negative effect on a student's progress. If a student arrives at school after 8.10am he/she must sign in at the Secondary Office and provide a note of explanation.

Should a student fail to respond to the interventions as outlined in the Attendance Policy, the matter will be referred to the Deputy Head / Head of Secondary.

It is important to note that any student arriving at school after 9:30am will remain recorded as absent unless there are unusual circumstances beyond the student's control which caused his/her lateness. In this regard a valid note of explanation from a parent/guardian must be presented to the Secondary office.

Reasons for lateness referring to driving lessons/not waking up on time are examples of unacceptable reasons. Therefore, it should be noted that frequent lateness to school would affect the student's IB attendance requirements for progression into the IB program.

## CAFETERIA-FOOD AND DRINK

The school cafeteria provides a good service to students and is open throughout the school day including before and after school.

Students are not allowed to take hot food, which means food that is served to them by the Café staff out of the cafeteria and eating or drinking is not allowed in the school buildings. Outside the Secondary buildings there are areas where students can sit and eat. Drinking water is provided around the school and students must bring their own water bottles to school to avoid having to leave a lesson. Takeaway deliveries to the school are not permitted at any time. **Chewing gum is banned.**

## CLINIC

The school always has nurses on hand at the school clinic during the school day. If a student feels ill, he/she should inform the class teacher who will complete a medical slip. The student will then be sent to the office with the medical slip to sign out. On return to school the student must sign back in at the office and return to class.

## MEDICATION

If a student needs to take medication at school, he/she should bring a letter from parents stating when he/she needs to take it. All medicine must be left at the school clinic unless special arrangements have been made with the Head of Secondary / Deputy Head and the nurses. If a student is taking medication at home, it is necessary that the school is informed in writing about the nature of the medication.

## ENTRANCE PROCEDURE

We provide the students with many different opportunities to get involved in activities outside of their daily school responsibilities. These activities start at 3.15 pm and last for an hour. We also provide activities and coaching at 4.30 pm. These clubs / activities help students fill in the required hours for Duke of Edinburgh and Creativity, Action, and Service. Information on clubs and how to sign up will be emailed out to parents.

## FORM / TUTOR GROUP

Each student is assigned to a form group/tutor group. Each form group has a Form Tutor in all key stages. The Form Tutors are responsible for the general care of students and can be the first person to contact with questions. Overseeing each Year Group is a Head of Year who liaises with the Form Tutors, parents and the Deputy Heads or Head of IB. The Head of Year also coordinates activities and events like assemblies related to the whole Year Group. Parents can contact the Head of Year in the event of any issues they wish to discuss.



## GUARDIANSHIP

All students at BISJ are expected to be in the care of a parent(s) or a nominated adult guardian. The school has guidelines if circumstances should arise that would lead to a student remaining in Jeddah without a parent or their regular guardian. Parents / guardians are requested to inform the school as far in advance as is possible so that all formalities may be completed in good time. It is vitally important that the school knows when a student's parents are out of Jeddah and who can be contacted in an emergency.

## HOUSE SYSTEM

A school-wide "House System" is in place for intra-school competitions. Students are placed within one of the four schoolhouses, which is listed on Engage. The house colours are North - Red, East - Blue, South - Green and West - Yellow. Noteworthy performance in a whole range of school activities, including academic and athletic, will result in students or teams of students being awarded house points. In Key Stage 3 a record is kept of the house points awarded to each student and this achievement is publicly recognised by the presentation of certificates. Other competitions that students can participate in to promote their house are House matches, Swim Gala, Sports Day, International Day Quiz, Humanities Bowl and Bottle cap collection.

## LIBRARY

Students are encouraged to use the library. Opening hours during school days are from 07:45 to 16:30 Sunday to Wednesday and 7:45 to 15:30 on Thursday. A student may borrow a limited number of books, for up to 14 days upon production of their student card. Loaned books are due back in the library by the date stamped inside the front cover. If the book is still needed it can be renewed for a further 7 days, unless reserved by another user. Lost and late book procedures are available from the library along with full information on all the services provided, including the use of computers and printer. Each term the Librarian facilitates the purchasing of books from an external mail order Book Club.

An IT Lab / work area is available for students over lunch or non-contact time. It can be accessed through the library.

Quiet seating area

Students can use the seating area outside the library for quiet work at break and lunchtime but as mentioned, cannot eat in that area. IB students also have the Quiet Room in the IB block for study.

## LOST AND FOUND

Students may enquire at the Secondary office regarding any lost items. The school cannot accept responsibility for money or valuable items brought onto campus by students. Students must look after their own possessions and not leave them around the campus. Any lost property remaining unclaimed is donated to charity during the year. Please ensure all student's items are clearly labelled.

## MAKING APPOINTMENT

All appointments can be made via the Secondary office. Parents will be asked about the nature of their query and directed to the appropriate person responsible for that specific area. If parents wish to meet with the Head of Secondary, Deputy Heads or Head of IB, it is preferable that an appointment is arranged at least 24 hours in advance through the Secondary Office.

## MESSAGES FOR STUDENTS

It is sometimes difficult, and time consuming, to locate a student to pass on personal messages, however, the Secondary office staff will do their best to pass on important messages from parents. Therefore please ensure that all reminders of appointments and after-school arrangements are made before school. If students need to have access to a telephone, they can go to the Secondary Office and make the call.

Students are expected to take responsibility for bringing their books, PE and Swimming Kit on the relevant day according to their timetable. It is not the responsibility of the Parent/Office to deliver forgotten equipment.

If a student has forgotten their lunch, they can borrow money from the Secondary Office and buy lunch from the cafeteria.

Delivery of above-mentioned items to students are in cases of emergency only.

## MOBILE PHONES

Mobile phones are an essential part of everyday life for most people. As such, they must be used responsibly by students in school to ensure they do not disrupt their learning or the learning of others. The points below should aid responsible use.

- » The school cannot assume any responsibility for their loss or damage to any personal items including mobile phones
- » During the school day all mobile phones must remain switched off
- » IB1 and IB2 students may use their phones in the IB block only
- » Parents must not call or text their child on their mobile during the school day
- » Students can use mobile phones after the end of the school day at 3.10 pm. If a student needs to make a phone call during the school day he/she must do so through the Secondary office
- » There are specific rules about mobile phones and examinations that students will be informed of at the appropriate time

## LEAVING THE CAMPUS

No student is allowed off school campus at any time without the written communication of their parents to a senior member of staff. Students are not allowed in the area behind the languages block or onto the adjacent staff housing area.

## BREAKS

In general students go outside at break and lunchtime, however, they do not have to. If they remain inside they are, as usual, expected to behave responsibly. Running is not permitted inside the school over lunch time. Students are not permitted to enter a classroom during break unless a teacher has given permission.

## PROHIBITED ITEMS

The school is committed to maintaining a safe and secure environment for students, staff and visitors. Therefore, any object used to undermine the safety of another person is prohibited. Students are not permitted to bring correction fluid, vapes, chewing gum, skateboards, knives, tobacco, cigarette lighters, alcohol, unauthorised drugs, or any other distracting, dangerous or valuable items to school. Items we feel are inappropriate will be taken off a student for safekeeping and returned to the parents directly.

## RAMADAN

The Holy Month of Ramadan is a special period in Saudi Arabia and the school makes some limited arrangements for students who want to observe this important period. All academic programmes continue during Ramadan. Students are expected to follow the same standards and expectations as normal during the Holy Month.

## RELOCATION

Families often find that they are required to relocate to another area or country. This might be at the end of a school year or part way through the year. Please contact the Registrar Office who will issue you with the guidelines for requesting necessary paperwork, including letters of recommendation. Please do not contact individual teachers directly.

## REQUEST FOR DOCUMENTATION

School references, letters of recommendation and statements of predicted grades are confidential and therefore are not available to parents. It is school policy for all documents related to a student's performance at this school to be sent directly to the new institution concerned.

- » Requests should be received at the Secondary office by the parent
- » Once the initial applications to the new school have been made, the new school should contact the Secondary Office directly, or the parent should provide the Secondary Office with a direct email address to the school in question
- » Once the references/recommendations have been completed, the Secondary office will email to the school/s in question directly
- » Summer school applications should be submitted in hard copy. The completed document may be submitted to the summer school by BISJ or the parent may collect the document in a sealed envelope and send it to the summer school directly

## SAFETY AND SECURITY

Fire precautions and safety procedures are posted in each room. Emergency drills are carried out regularly to ensure that teachers and students are familiar with the procedures. Should it be necessary to evacuate the school campus in an emergency, any instructions given by an authorised member of staff must be followed immediately by each student.

## SCHOOL RELATED EDUCATIONAL VISIT

Educational visit attendance guidelines:

- » In order to ensure that school trips do not significantly affect lessons and overall school attendance the school will monitor the number of trips in which a student partakes
- » Should the school feel that the benefits of a trip would be outweighed by the detrimental impacts to a student's academic performance, it will not allow students to partake in the trip
- » When granting permission for a student to go on a trip, the following will be taken into account:
  - a) The student's Learning Descriptor grades - an average effort grade of 5 is required for participation
  - b) The student's academic performance- This will be addressed on an individual basis
  - c) The student's attendance record
  - d) The student's punctuality record
  - e) The effect the duration of absence will have on the student's educational welfare
  - f) The student's behaviour record
- » Y11 and IB2 students do not participate in educational visits or sports trips after January unless special permission is granted by the Head of Secondary

## Participation:

For a student to participate in an educational visit, we require parents to complete a permission form. When an educational visit is being arranged parents will be sent notification and information about the trip. Should there be any questions or concerns about the educational visit please contact the organising teacher(s).

As teachers and chaperones are assuming parental responsibility on educational visits, they have a delegated authority from the Head of Secondary to take whatever actions they deem appropriate while on a trip, even when a student aged 18 or over is involved. Normal school rules and expectations apply to all trips.

## SMOKING

Students are always prohibited from smoking/vaping on the BISJ campus. This includes all areas within the school walls and the car park.

## STUDENT COUNCIL

Each year, the Student Council is elected to serve a variety of roles within the Secondary community. Their responsibilities fall into the following categories:

1. to officially represent the student body of BISJ
2. to advise the administration on areas of student concern
3. to provide a vehicle for student involvement in decision-making, as appropriate
4. to plan events and activities that engage students, staff, parents, and the community

The council works closely with the Mr Walbank and Mr Nicholls whose role is to oversee all matters pertaining to the Council and the organization of its activities.

Each tutor group elects two class representatives (a boy and a girl) to represent them on the council. There is also the Student Council Executive Team who is democratically elected by the students. The Student Council Executive Team consists of eight officers: a President, Vice-President, Treasurer, Secretary, Publicist, and three Class Liaison Representatives.

The class representatives meet regularly with the Student Council Executive Team, and they then feedback news to their tutor group. The class representatives have an important role as they disseminate all ideas and opinions recorded from their class discussions to the Student Council Executive Team.

The enthusiasm and effectiveness of the Student Council, as well as the degree of support it receives from the staff and administration, has a tremendous impact on student morale and school spirit.

## SPIRIT WEEK

Spirit week takes place in Quarter 3. The main purpose of spirit week is to get students and staff to connect with each other through activities and events that are designed to foster community spirit and support for BISJ. The week also serves to get students involved, working cooperatively and united on a common goal of promoting the schools' mission/vision – Learning to Live, Learn and Lead.

Spirit Week has a central theme each day that is followed throughout the week. It is arranged by the Student Leadership Groups under the guidance of the Pastoral Team. Breaktime activities are also organized where both students and teachers participate – events such as Sponge the Teacher and Truck Pull are extremely popular!

## TRANSPORT TO AND FROM SCHOOL

It is expected that students being transported to school, especially those on buses, will behave quietly and responsibly. It is recommended that students should not drive to and from school.

## SCHOOL RELATED EDUCATIONAL VISIT

To ensure that students are dressed in a way that is appropriate to the climate of the country. It is essential that clothing should not cause embarrassment or offence, and the school is required to comply with guidelines and advice received from official sources

- » To simplify the uniform, and so reduce the amount of time and attention given to monitoring student dress. It is a waste of valuable time to engage in debates about whether a garment is within the bounds of acceptability; let us keep it simple and get on with teaching and learning
- » To reduce the scope for worry about being fashionable, and the problems of having to go to undue expense for the sake of style
- » This uniform indicates what an acceptable dress code is within the confines of the school campus. Students should also be appropriately attired when arriving at or leaving school, e.g. after PE activities or Outdoor Education, or when travelling.

# UNIFORM

In partnership with Kapes, a leading sustainable school uniforms brand in the Middle East, BISJ offers eco-friendly uniforms for our students. The school shop is the sole supplier of all listed clothing items. Apart from footwear and unless stated otherwise, all students should purchase their uniforms from the school shop.

Clothing: All uniform items must be purchased through our uniform supplier.

You can order your uniform from our dedicated uniform website or by visiting the uniform shop, located in the uniform building. The shop's opening hours are Sundays, Tuesdays, and Thursdays from 07:45 AM - 2:30 PM.

For added convenience, we offer free home delivery for all online orders. Orders placed before 4:00 PM arrive the next day.

## Girls/ Boys

- Key Stage 3 and Key Stage 4: Loose fitting light blue school polo shirt with the school badge.
- IB: Red polo shirt with the school badge.
- ALL: Plain navy-blue trousers purchased from the school uniform shop. A navy-blue sweatshirt with the school badge or IB2 sweater.
- Note: In keeping with the colours of the school uniform hijabs must be plain blue or white.
- Students are encouraged to wear hats and sunglasses when they are outside the school building.
- Hats or Hoodies are not permitted inside the school buildings

## Black Shoes

Sensible, protective black shoes, which allow for the growth and healthy development of feet, are required. This does not include high heels, Crocs, flip-flops and shoes without backs or back-straps. Shoes are to be predominantly black but flexibility provided regarding logos, branding and accent colours. [Appendix 9](#)

## Jewellery

The following jewellery is allowed:

- Wrist watch (max. 1)
- Bracelet (max. 1)
- Necklace (max. 1 and worn beneath uniform)
- Stud earrings (max. 2 pairs)
- Rings (max. 1)

All jewellery to be removed when requested by staff for safety reasons. Nothing of significant value should be worn and BISJ will not be responsible for any lost item.

## **Make-Up**

No heavy or extravagant make-up is allowed. Nail polish must be clear.

## **Hair**

Hair should be kept clean, tidy. In the interests of hygiene and safety long hair should be tied back. Hairstyles and colours outside the normal range as judged by the Head of Secondary will not be acceptable. Hair cannot be dyed unnatural colours, no highlights and 'dipping' is not permitted.

## **Non Uniform Day**

Regular non uniform days occur to raise funds for various charities. Information will be published in the Herald about when the days will happen.

Before each non uniform day, students should be reminded by their tutor and parents to dress modestly and appropriately for Saudi Arabia. Shoulders and necklines should be covered and in addition trousers/pants should not be tight fitting. Lycra leggings, torn / ripped jeans, and shorts are not appropriate non uniform.

Students will be asked to cover up or wear lost property clothing if they cannot follow the above. It is the responsibility of the Head of Secondary to interpret any uniform issue not explicitly addressed in this document.

# **VISITORS**

Parents and visitors to the school are welcome with an appointment. Once an appointment time is confirmed all visitors, including parents and former students, must report to the guard house on arrival. To avoid disruption, visits are normally restricted to the lunch break. On entering the Secondary building, student guests must sign in at the office, and on leaving the school building student guests must also sign out at the office.



## WET WEATHER/SAND STORMS/EXCESSIVELY HOT WEATHER ARRANGEMENTS

If adverse weather conditions prevail during break time, students should go to their form rooms immediately, where they will be supervised by their tutors and Heads of Year. Any students already in the cafeteria should stay there until further notice. Students may eat their packed lunches in their form rooms.

## WITHDRAWAL FROM THE SCHOOL

The following procedure is essential to affect withdrawal from school and ensure the provision of required documentation:

- At least two weeks prior to withdrawal, inform the school in writing, specifying the last day of school. For advice about leaving documentation please contact the Registrar Office.
- The student should pick up a Book Clearance from the Registrar Office.
- The Clearance Form will need to be signed by all the departments indicated on it
- Only after the Clearance Form has been completed will a Leaving Certificate be released

When a student withdraws from Secondary, he/she will receive a Leaving Certificate. This certificate, coupled with the regularly issued progress reports, will enable the student to transfer to most schools. Please also refer to the section on Request for Documentation.

## WRITTEN COMMUNICATION FROM SCHOOL TO HOME

The school regularly sends out important written communications to parents, which are sent home with students. It is the responsibility of students to ensure that all written communications are handed to their parents on the day of issue. Important information will also be communicated by email to parents.

**Appendix 7 A**

# APPENDICES