



THE BRITISH SCHOOL  
OF GUANGZHOU  
A NORD ANGLIA EDUCATION SCHOOL

*Parent  
Handbook  
2021-2022*



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# Welcome from the Head of the Secondary School

It is a pleasure to welcome you to the Secondary School. Established in 2005, The British School of Guangzhou is a prestigious and successful school that operates in an environment that is both challenging and exhilarating. BSG is never quiet and the focus of our attention is to always provide the best possible learning opportunities for our students and staff.

In BSG classrooms, we challenge our students' thinking. If they are not thinking, they are not learning. Lessons are engaging, encouraging inquiry, creativity and risk-taking in a supportive atmosphere. Learning, of course, extends beyond the classroom; all students are involved in extra-curricular and leadership activities. It is through these that they reinforce their collaborative problem-solving and decision-making skills, as well as developing independence.

We do not believe in fixed ability but are committed to the notion that every learner can succeed to the highest level. Through support and opportunity, commitment and perseverance, there literally are no limits. Through this ambitious approach to learning, our students manage to achieve outstanding examination results, as well as developing as Global Citizens. In a global community that is increasingly interconnected and interdependent, we help to nurture citizens who understand the world on many levels and are able to find solutions to current and future challenges.

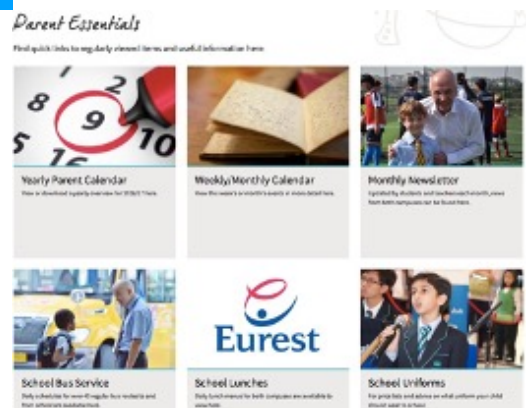
As a member of Nord Anglia Education, we are part of the world's leading premium schools organisation. We are a fast-paced and growing family of international schools in China, Europe, the Middle East, South East Asia and North and South America, providing outstanding education to over 40,000 students. Our schools are united by one philosophy, we are ambitious for our students, our people and family of schools.

We are very proud of our community and hope that you feel as passionate about BSG as we do.

Best Wishes

*Paul McConnell*

Please visit the 'Parent Essentials' section of our website for key information...



## *Our Core Values*

### **How We Develop Core Values at The British School Guangzhou**

**"Developing a love of learning creates lifelong academic success." Mark Thomas, Principal.**

#### **A Love of Learning**

Our primary aim is to nurture intellectual curiosity through engaging and enquiry led teaching. We encourage students to work independently and collaboratively as they demonstrate creativity and innovation in their approach to solving problems. Students are always provided with a safe, stimulating and supportive learning environment, allowing them the courage to take calculated risks and to learn and improve from feedback. We use innovative teaching methods and technology to further enhance our students' mastery and enjoyment of their studies helping to foster a love of learning that will last a lifetime.

#### **Respect**

BSG actively works to help students nurture awareness and respect for all by giving opportunities to develop self-esteem and self-confidence each day. This respect is evident in interactions between our students, parents, staff and environment. Respect requires an open mindedness that incorporates an understanding, tolerance and compassion towards others in both thought and action. Our aim is to develop international awareness and cultural sensitivity within all of our students and to provide repeated opportunities to demonstrate this.

#### **Responsibility**

Students are expected to take responsibility for their learning and their behaviour. We aim to make our students confident, autonomous learners who are able to meet deadlines and learn to solve problems effectively. Students develop a sense of responsibility by making informed choices, by learning to consider the consequences of their actions and through leadership opportunities. Responsibility extends beyond the classroom as the school's community demonstrates consideration towards others and to the environment.

#### **Commitment**

We seek to establish a strong work ethic within our students and a desire to strive for excellence. Students are encouraged to develop a resilient attitude and persevere to overcome difficulties. We believe that sustained effort greatly enhances our students' chances of success.

#### **Integrity**

As a school community we aim to act in a completely transparent manner. We see integrity as being honest, open and truthful. We believe in being trustworthy in our dealings with each other and in being able to give and receive constructive feedback. We encourage students to have the courage in their convictions and the strength of character to stand up for what they believe is just.



## Parent, Student & School Charter

At the British School of Guangzhou, we promote a partnership between parents, students and teachers in the knowledge that our students' learning opportunities are greatly enhanced by a spirit of mutual trust, collaboration and respect between all parties.

Three promises from the school

- Your child will be inspired by highly qualified professional teachers to develop a 'Lifelong Love of Learning.'
- Your child will be challenged by a world-class curriculum to achieve academic success within a safe and welcoming international environment.
- Your child will attend a school that actively promotes the core values of respect, integrity, commitment and responsibility.

In line with these promises and the school's Core Values, we have expectations for each valued part of our community.

We expect each **parent or guardian** will:

- Actively support the school, its ethos and core values;
- Work in partnership with administrative and academic staff;
- Inform the school promptly of any concerns and work together to resolve issues appropriately and politely;
- Understand that all children are likely to misbehave at sometime;
- Respond promptly to concerns raised by members of staff;
- Ensure regular and punctual attendance;
- Ensure that children are collected punctually each day;
- Ensure their children wears full school uniform, including PE uniform;
- Ensure their children are equipped to meet the needs of all lessons;
- Understand that sport, including swimming, is a compulsory part of the curriculum;
- Make every effort to attend Parent Evenings;
- Support enrichment programmes, including residential trips;
- Be involved in the life of the school by attending events and offering support to Parent Groups;
- Communicate effectively with the school and work together with staff to resolve any issues or grievances that may arise;
- Understand and respect the need for confidentiality when dealing with sensitive issues;
- Use cameras respectfully during performances or events.

We expect each **student** will:

- Work to the best of their ability;
- Complete all homework and coursework;
- Be actively involved in learning;
- Achieve regular and punctual attendance throughout the year;
- Respect all members of the school community;
- Be responsible for their own work, behaviour and belongings;
- Follow school rules and be mindful of the reputation of the school;
- Promote our Core Values and act as role models to younger students;
- Take full advantage of enrichment and residential programmes in order to get the maximum benefit of a broad and balanced curriculum;
- Demonstrate appropriate care for school facilities, resources and environment;

- Share issues that are causing them anxiety with tutors or teachers and try to find solutions.

We expect each **teacher** will:

- Act as a role model to our students, actively promoting our Core Values;
- Go the 'extra mile' to meet the needs of all students,
- Ensure each lesson is challenging and engaging;
- Engage with parents and provide clear progress reports;
- Be prepared to challenge behaviour that is at odds with our Core Values;
- Look for opportunities to celebrate success across all areas of the curriculum;
- Present a professional image at all times;
- Contribute to the wider development of the school;
- Be fully aware of school Health & Safety and Child Protection procedures;
- Effectively communicate with parents and provide opportunities for parental involvement in learning;
- Deal with any questions or issues with integrity while respecting the need for confidentiality when dealing with sensitive issues.

This charter is created with the greater good of our community in mind. Should you have any concerns whatsoever that these expectations are not being met, please make an appointment with us immediately.

With your support we very much look forward to helping your child achieve his or her full potential within an environment we are all proud to support.

## Secondary Teachers - by role/subject

| Forename  | Surname     | Code | Subject         | Responsibility                                     |
|-----------|-------------|------|-----------------|--|
| Fred      | Williamson  | FWI  | Maths           | Head of Mathematics                                |
| Darren    | Butterworth | DBU  | Maths           | Assistant Head of Mathematics                      |
| George    | Ozemoya     | GOZ  | Maths           | Head of Year 8                                     |
| Bradley   | Rowley      | BRO  | Maths           |  |
| Graham    | Starkey     | GST  | Science         | Head of Science & Biology Co-ordinator             |
| Adrian    | Howell      | AHO  | Science         | Physics Co-ordinator & STEAM Co-ordinator          |
| Karl      | Emmerton    | KEM  | Science         | Chemistry Co-ordinator                             |
| Erwin     | Frijiling   | EFR  | Science & Maths |  |
| Laura     | Herrera     | LHE  | Science         |  |
| Vladyslav | Stasiuk     | VST  | Science         |  |
| Vilo      | Elapata     | VEL  | English         | Head of English                                    |
| Helen     | Russell     | HRU  | English         | Assistant Head of Secondary                        |
| Thomas    | Edwards     | TED  | English         | Head of Year 11                                    |
| Rob       | Connolly    | RCO  | English         |  |
| Jean      | Kingham     | JKI  | EAL             | Head of Whole School EAL                           |
| Mehdi     | Jemli       | MJE  | EAL             |  |
| Mel       | Yan         | MYA  | EAL             |  |
| Daniel    | Tucker      | DTU  | EAL             |  |
| Mark      | Holling     | MHO  | EAL             |  |
| Thomas    | Magson      | TMA  | PE              | Head of Secondary PE                               |
| James     | Wyatt       | JWY  | PE              | Head of Primary PE                                 |
| Thomas    | Hart        | THA  | PE              | Assistant Head of Secondary                        |
| Michelle  | Heron       | MHE  | PE & English    | Head of Year 9                                     |
| Paul      | McConnell   | PMC  | PE              | Head of Secondary                                  |
| Jessica   | Brewer      | JBR  | History         | Head of History                                    |
| Luke      | Fisher      | LFI  | History         | Head of Years 12 & 13                              |
| Louis     | Bezodis     | LBE  | Geography       | Head of Geography                                  |
| Denica    | Howell      | DHO  | Geography & PE  | Head of Year 10                                    |
| Lindsey   | Elkins      | LEL  | Dance & Drama   | Director of Performing Arts                        |
| Richard   | Dobbs       | RDO  | Drama & Maths   | Head of Drama                                      |
| Agustin   | Orozco      | AOR  | Music           | Head of Secondary Music                            |
| Stephen   | Butchers    | SBU  | Art             | Head of Art  |
| Anna      | Ozemoya     | AOZ  | Art             |  |
| Dean      | Bates       | DBA  | Psychology      | Head of Psychology                                 |
| Monica    | Daryani     | MDA  | Psychology      | Assistant Head - Safeguarding and Child Protection |
| Agnes     | Golczyk     | AGO  | MFL             | Head of MFL  |
| Sarah     | Newton      | SNE  | MFL             | Deputy Head of Secondary                           |
| Julia     | Zhang       | JZH  | Chinese         | Head of Secondary Chinese                          |
| Leena     | Lin         | LLN  | Chinese         |  |
| Ivy       | Luo         | ILU  | Chinese         |  |
| Trista    | Su          | TSU  | Chinese         |  |
| Anabela   | Peng        | APE  | Chinese         |  |
| Lily      | Tan         | LTA  | Chinese         | Head of Primary Chinese                            |
| Mia       | Shen        | MSH  | Chinese         |  |



| Forename | Surname | Code | Subject                      | Responsibility                       |
|----------|---------|------|------------------------------|--------------------------------------|
| Alex     | Oldale  | AOL  | Business Studies & Economics | Head of Business Studies & Economics |
| Phi Hai  | Nguyen  | PNG  | Business Studies & Economics |                                      |
| Mark     | Newton  | MNE  | Computer Science             | Head of Computer Science             |
| Usman    | Ali     | UAL  | Computer Science             | Head of Year 7                       |
| John     | Serkis  | JSE  | Learning Support             | Head of Learning Support             |
| Baybra   | Naw     | BNA  | Learning Support             | Secondary Learning Support Lead      |

## Secondary Based Support Staff

| Forename | Surname | Code | Responsibility                               |
|----------|---------|------|--|
| Sofia    | Deng    | SDE  | Head Science Technician                      |
| Fan      | Lai     | FLA  | Science Technician                           |
| Lynn     | Zhang   | LZH  | Examinations Officer & University Guidance   |
| Gaby     | He      | GHE  | Academic Secretary & PA to Head of Secondary |
| Angel    | Liang   | ALI  | Secondary & Sixth For/ Pastoral Receptionist |
| Jo       | Long    | JLO  | Secondary Librarian                          |
| Summer   | Sun     | SSO  | Student Counsellor                           |
| Yanyan   | Wu      | YWU  | Head of Careers & Universities               |
| Echo     | Tan     | ETA  | Head Nurse                                   |
| Jim      | Zeng    | JZE  | Application Support Engineer (iSAMS)         |
| Alina    | Wu      | AWU  | Art Technician                               |

## Secondary Leadership Team

| Position                                     | Name           | Email  |
|--|----------------|--|
| Head of Secondary                            | Paul McConnell | <a href="mailto:Paul.McConnell@bsg.org.cn">Paul.McConnell@bsg.org.cn</a> |
| Deputy Head of Secondary                     | Sarah Newton   | <a href="mailto:Sarah.Newton@bsg.org.cn">Sarah.Newton@bsg.org.cn</a>     |
| Assistant Head of Secondary                  | Helen Russell  | <a href="mailto:Helen.Russell@bsg.org.cn">Helen.Russell@bsg.org.cn</a>   |
| Assistant Head of Secondary                  | Thomas Hart    | <a href="mailto:Thomas.Hart@bsg.org.cn">Thomas.Hart@bsg.org.cn</a>       |
| PA to Head of Secondary & Academic Secretary | Gaby He        | <a href="mailto:Gabrielle.He@bsg.org.cn">Gabrielle.He@bsg.org.cn</a>     |
| Sixth Form and Pastoral Secretary            | Angel Liang    | <a href="mailto:Angel.Liang@bsg.org.cn">Angel.Liang@bsg.org.cn</a>       |

## Pastoral Care

Pastoral care is a real strength of the school. Central to our philosophy is the belief that each student may develop within an environment in which every individual is valued and encouraged to make the most of every opportunity. In achieving personal development, each student will become a responsible member of the community, aware of the needs and values of others.

All students are placed into a form group. Students meet with their form group every morning and afternoon and engage in a variety of activities.

| Key Stage   | Tutor              | Tutor Group | Head of Year                                |
|-------------|--------------------|-------------|---|
| Key Stage 3 | Tom Magson         | 7A          | <b>Usman Ali</b><br>Head of Year 7          |
|             | Stephen Butchers   | 7B          |   |
|             | Laura Herrera      | 7C          |   |
|             | Mel Yan            | 7D          |   |
|             | Rob Connolly       | 8A          | <b>George Ozemoya</b><br>Head of Year 8     |
|             | Richard Dobbs      | 8B          |   |
|             | Brad Rowley        | 8C          |   |
|             | Mark Newton        | 8D          |   |
|             | Alex Oldale        | 9A          | <b>Michelle Heron</b><br>Head of Year 9     |
|             | Daniel Tucker      | 9B          |   |
|             | Vladyslav Stasiuk  | 9C          |   |
| Key Stage 4 | Jessica Brewer     | 10A         | <b>Denica Howell</b><br>Head of Year 10     |
|             | Dean Bates         | 10B         |   |
|             | Erwin Frijling     | 10C         |   |
|             | Adrian Howell      | 11A         | <b>Thomas Edwards</b><br>Head of Year 11    |
|             | Phi Hai Nguyen     | 11B         |   |
| Key Stage 5 | Karl Emmerton      | 12A         | <b>Luke Fisher</b><br>Head of Years 12 & 13 |
|             | Darren Butterworth | 12B         |   |
|             | Louis Bezodis      | 13A         |   |
|             | Anna Ozemoya       | 13B         |   |

Helen Russell – Assistant Head of Secondary/ Responsibility for Heads of Year 7-11  
 Sarah Newton – Deputy Head of Secondary / Responsibility for Heads of Year 12-13

## The Role of the Pastoral Tutor

The role of the pastoral tutor is very important in your child's school life. Tutors are concerned with the development of the 'whole child'. They play a pivotal role in helping us achieve this goal. Although the role of the tutor will inevitably involve some aspects of discipline and administrative tasks, these are not the central aims. Good tutoring enhances a child's experience of school.

### Tutor Group Allocation

Students will be allocated to a tutor group, which will consist of members from the same year group. Tutor groups will be made up of a spectrum of nationalities, gender and home languages, to accurately reflect the diversity of our student body. Changes may be made to tutor groups every year; therefore, students should not expect to stay with the same group year on year. However, in order to ensure continuity and support from the pastoral tutor at Key Stage 4 and 5, these tutor groupings will remain as constant as possible in Key Stage 4 and will be reassigned again in Key Stage 5.

### School Counsellor

The School Counsellor is a member of staff who can provide counselling support to those in need. School counselling is a service that students can voluntarily access if they want to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and/or confusion. For secondary students, as long as the young person is assessed as having sufficient judgement to enable them to fully understand what is proposed, the student's right to confidential counselling takes precedence over parental rights. The exception to this will be if your child discloses that someone is hurting them, your child wants to hurt somebody else, or if your child wants to hurt him or herself. If you wish to contact the school counsellor about your child, please e-mail her at [summer.sun@bsg.org.cn](mailto:summer.sun@bsg.org.cn).



# Student Conduct: *Rewards and Consequences*

We believe that it is the right of all students and staff at BSG to work in an environment that is conducive to learning. Our students are, on the whole, very well behaved. However, all students are expected to respect the core values and the Community Charter .

## What we do to encourage and recognise positive conduct and attitudes?

- Recognise achievement, effort, progress and positive attitudinal conduct
- Provide instant verbal praise or written comment on work or on Showbie where appropriate
- Share positive news with parents, through emails, parent bulletins, newsletters and social media
- Issue house points and rewards for reaching significant milestones.
- Celebrate achievement and attitude in assemblies and End of Term Celebrations,
- Promote mutual respect both inside and outside the classroom
- Use assemblies and PSHE lessons to teach and reinforce positive behaviour characteristics
- Promote and assign students responsibilities and roles of leadership

## Rewards

Students are rewarded with house points which count towards the yearly inter-house competition. Students will also work towards personal achievements. These are different depending on year group.

### Key Stage 3 - Years 7 - 9

|                  |                                  |
|------------------|----------------------------------|
| 30 house points  | Bronze House Point Certificate   |
| 60 house points  | Silver House Point Certificate   |
| 100 house points | Gold House Point Certificate     |
| 175 house points | Platinum House Point Certificate |
| 250 house points | Diamond House Point Certificate  |

#### 100 Club

Students who received 100 house points will be rewarded with a house-coloured tie pin to recognise their achievement. This reward is available to all students.

### Key Stage 4 - Years 10 and 11

|                  |   |
|------------------|---|
| 10 House points  | 1 raffle ticket                                     |
| 25 house points  | Bronze House Point Certificate and 2 raffle tickets |
| 50 house points  | Silver House Point Certificate and 3 raffle tickets |
| 100 house points | Gold House Point Certificate and 4 raffle tickets   |

#### Key Stage 4 & 5 Raffle

The raffle draw will take place every term and prizes will be awarded to lucky winners. Tickets will stay in the draw for the academic year.

### Key Stage 5 - Sixth Form

|                  |  |
|------------------|--|
| 10 House points  | 1 coffee shop drink voucher and 1 raffle ticket  |
| 25 house points  | 1 coffee shop snack voucher and 2 raffle tickets   |
| 50 house points  | 1 coffee shop drink and snack voucher and 3 raffle tickets                                   |
| 100 house points | 1 coffee shop drink and snack voucher (for the individual and a friend) and 4 raffle tickets |

#### Coffee Shop Rewards

Coffee shop rewards are exclusive to sixth form students.

## Consequences

On those occasions where student behaviour contradicts the school's values and expectations on behaviour, BSG will employ positive interventions and restorative practices.

Restorative practice aims to transform behaviour and restore and improve relationships. This strategy allows all those involved to think about the choices they have made, the impact these choices have had on themselves and others and how better choices can be made in the future. It also allows students to take responsibility for their own behaviour.

Restorative practice aims to achieve the following:

- A calmer, quieter and more productive learning environment
- A more respectful climate
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility
- People feeling more supported when things go wrong

In each case the parties involved will be asked restorative questions:

- What happened?
- What were you thinking and feeling?
- Who has been affected and how?
- What should we/you do to put things right?
- How can we/you do things differently in the future?

BSG reserves the right to assign consequences deemed appropriate for each individual situation and student. Our consequences chart recognises that secondary students are moving towards greater independence as they become young adults. Consequently, in the early stages, parents are not informed to give our learners the opportunity to reflect and build relationships with other. However, parents will be contacted when conduct or homework concerns are repeated, using the following charts.

## Homework

|           | Student Action  | Consequence   |
|-----------|---|---|
| <b>H1</b> | First time a student does not meet homework expectations. | <ul style="list-style-type: none"><li>• A verbal warning</li></ul>  |
| <b>H2</b> | Second time that homework expectations are not met.       | <ul style="list-style-type: none"><li>• A recorded warning</li></ul>  |
| <b>H3</b> | Third time that homework expectations are not met.        | <ul style="list-style-type: none"><li>• 10 minute reflection time with the teacher.</li><li>• The teacher will email parents to inform them about a pattern of missed homework.</li></ul>   |
| <b>H4</b> | Fourth time that homework expectations are not met.       | <ul style="list-style-type: none"><li>• 30 minutes reflection time with the teacher.</li><li>• The Head of Department will email parents and request a meeting to discuss how to support students with a pattern of missed homework</li></ul> |

## Conduct

|           | Student Action  | Consequence  |
|-----------|---|--|
| <b>C1</b> | Student does not meet conduct expectations  | <ul style="list-style-type: none"> <li>A verbal warning</li> </ul>   |
| <b>C2</b> | Student continues to not meet conduct expectations  | <ul style="list-style-type: none"> <li>A recorded warning</li> </ul>   |
| <b>C3</b> | Student persists in not meeting conduct expectations despite warnings.                    | <ul style="list-style-type: none"> <li>10 minutes reflection time with the teacher</li> </ul>  |
| <b>C4</b> | Student continues to not meet conduct expectations, despite warnings and reflection time. | <ul style="list-style-type: none"> <li>30 minutes reflection time with your teacher.</li> <li>The teacher will email parents to share concerns.</li> </ul>   |
| <b>S1</b> | Student conduct still does not meet expectations despite previous consequences.           | <ul style="list-style-type: none"> <li>1 hour reflection time</li> <li>Parents will be emailed to explain concerns and be invited to attend a meeting with a Head of Year or Head of Department.</li> </ul>            |
| <b>S2</b> | Student conduct has still not improved.   | <ul style="list-style-type: none"> <li>1 hour reflection time (with Assistant Head of Secondary)</li> <li>Parents will be emailed to explain concerns and be invited to attend a meeting with Mrs Russell .</li> </ul> |

### Notes

- Tutors will regularly monitor student consequences, using positive intervention strategies to support student progress.
- It is possible for steps to be skipped depending on the situation.

### Serious Inappropriate Conduct

Should any of the below occur, or any other behaviour deemed extreme, a senior member of staff will meet with parents. Outcomes include internal suspension, external suspension or permanent exclusion from school.

- Belligerent behaviour, including swearing
- Open defiance
- Physical assault and playfighting
- Persistent bullying (see anti-bullying policy)
- Deliberate damage to property
- Possession and/or use of dangerous weapons or objects
- Theft or extortion
- Truancy
- Possession and/or use of alcohol, tobacco or other substances
- Abusive language or racist comments
- Inappropriate use of technology
- Misbehaviour whilst representing the school on an activity or trip



## School Bus Behaviour Expectations

Most students use a school bus to/from school. Secondary students are expected to behave as role models to the younger students by ensuring they are wearing their seatbelt at all times, not being loud and not using inappropriate language. If there are problems with a student on the bus then:

**First time:** A warning to the student will be sent from the Assistant Head of Secondary (Pastoral).

**Second time:** The Assistant Head of Secondary (Pastoral) will phone parents, and a letter of concern will be sent home. This may involve a possible one-day suspension from the bus.

**Third time:** A meeting with the parents and Head of Phase, followed by a letter of concern. Minimum one-week suspension from the bus.

- If the student appears unwilling to take responsibility for his/her behaviour, they will be permanently excluded from using the bus service.
- Serious incidents may lead to immediate suspension from using the school bus.

## PDA Policy

Students must avoid all public displays of affection (PDAs) while on the school campus or while attending and/or participating in any school-related activities. Being overly affectionate can be offensive to others and should not be done publicly. Some specific examples of PDAs include but are not limited to:

- Kissing
- Holding hands
- Hugging
- Inappropriate touching

## Other Key Secondary School Rules

- Students may not wear headphones on campus, except where express permission is given by a teacher.
- Students cannot wear smartwatches to school.
- Students must not use bags around campus and should use their locker to store their belongings.
- Food/drink should not be consumed in the corridors or whilst walking around.
- Canteen food must be eaten in the canteen.
- Students must attend school in normal uniform (not PE kit).
- Students playing sport at lunchtime must wear a PE/House/FOBISIA top. They must then change at the end of lunch.
- Students must not cross the sports field when lessons are taking place.
- Chewing gum is strictly prohibited on the school sites.

# Teaching, Learning and Curriculum

## Years 7, 8 and 9 (Key Stage 3) [Adapted English National Curriculum]

There are 20 lessons per week of 70 minutes. Years 7 to 9 students study the following subjects:

|   |           |                  |                                   |
|---|-----------|------------------|-----------------------------------|
| English/EAL                               | 4 lessons | Performing Arts  | 1 lesson                          |
| Mathematics                               | 3 lessons | Geography        | 1 lesson                          |
| Science                                   | 3 lessons | History          | 1 lesson                          |
| Languages<br>(Chinese, French or Spanish) | 2 lessons | Computer Science | 1 lesson                          |
| Physical Education                        | 2 lessons | Music            | 1 lesson                          |
| Art                                       | 1 lesson  | PSHE             | 1 lesson (on a rolling programme) |

Tutor time/registration takes place every day from 8.00-8.15am and from 1.15-1.35pm. A programme exists for all year groups and includes, assemblies, administration, wellbeing and Global Campus activities.

## Years 10 and 11 (Key Stage 4) - IGCSE courses (Cambridge and Edexcel)

(I)GCSEs offer a flexible course of study that gives candidates the freedom to choose subjects which are right for them, whilst providing students with a broad knowledge base.

Students study compulsory subjects:

- English or IGCSE ESL - 3 lessons
- Mathematics - 3 lessons
- Science - 4 lessons
- PSHE - 1 lesson on a rolling programme
- Core PE is also timetabled for 1 lesson per week

Optional subjects include

|                  |  |
|------------------|--|
| Art              | Global Perspectives  |
| Business Studies | History  |
| Chinese          | Music  |
| Computer Science | Psychology   |
| Drama            | Spanish  |
| Economics        | Triple Science (biology, chemistry, physics studied as individual GCSE subjects) |
| French           | Physical Education (PE)  |
| Geography        |  |

Some students may follow a reduced programme to support additional learning needs.

## Years 12 and 13 (Key Stage 5) - A levels (Cambridge, IAL and Edexcel)

Our A level programme is broad and flexible to cater for the needs of our diverse student body. Most students study 3 or 4 A level subjects. We also offer the EPQ (Extended Project Qualification), which is the equivalent of half an A Level. Subject to demand, we currently offer the following subjects:

|                    |                     |
|--------------------|---------------------|
| Art                | Further Mathematics |
| Biology            | Geography           |
| Business studies   | History             |
| Chemistry          | Mathematics         |
| Chinese            | Music               |
| Computer Science   | PE                  |
| Drama              | Physics             |
| Economics          | Psychology          |
| English Literature | Spanish             |
| French             |                     |

### Internal examinations

Each academic year, towards the end of term 3 (in May/June), students in Years 7 to 10 will complete a series of internal assessments and examinations. Students attainment and progress is measured against targets set at the start of the year.

Year 11, 12 and 13 have formal mock examinations in January. Year 11 will sit IGCSE examinations whereas Years 12 and 13 will have A Level mock examinations.

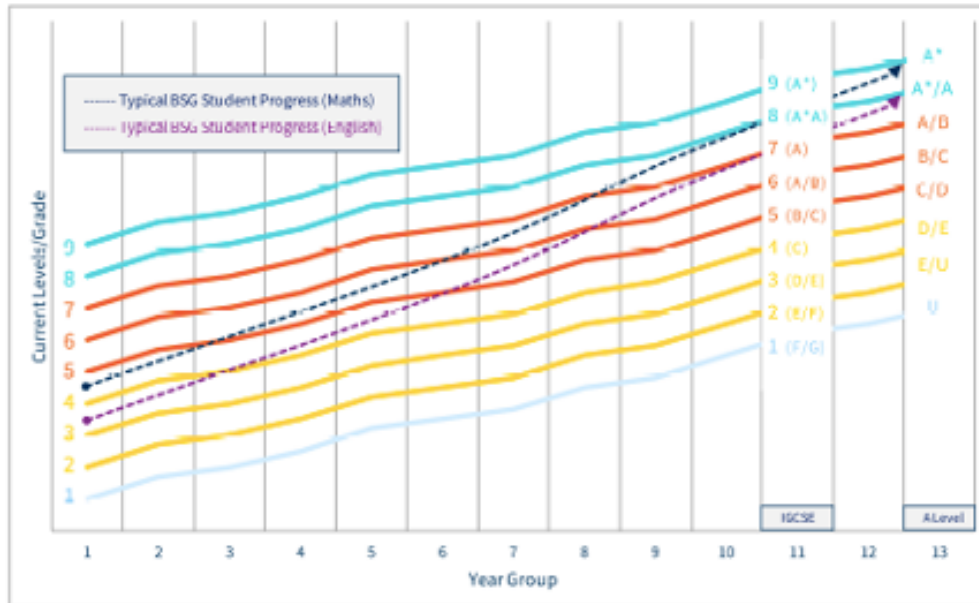
In Year 12, failure to attain a passing grade may result in withdrawal from a subject. Where a student fails to achieve a number of passing grades, promotion to the second year of A Level courses may not be allowed. In such cases, the opportunity to re-sit Year 12 will normally be offered.

All students receive three school reports per year plus an examination transcript for years 10-13.



## Academic reporting

This academic report uses levels from 9 (high) to 1 (low) to give you a clear indication of how well your child is doing in relation to their age-related expectations. This scale also allows you to clearly track your child's progress as they move through the school year groups.



The solid lines in the graph above show the progress a student would make in an average school. At the British School of Guangzhou, our students consistently improve on this. The broken lines show progress our students typically make in the key subjects of English and maths. This trend is similar for other subjects. It is important to note that the longer your child remains with The British School of Guangzhou, the better progress they will make.

| UK/BSG Comparison Table                  | Level<br>(% of students in each band) | End of<br><i>Primary School</i> |     |         |     |       |     | End of<br><i>Secondary School</i> |     |
|--|---------------------------------------|---------------------------------|-----|---------|-----|-------|-----|-----------------------------------|-----|
|  |                                       | Reading                         |     | Writing |     | Maths |     | All Subjects                      |     |
|  |                                       | UK                              | BSG | UK      | BSG | UK    | BSG | UK                                | BSG |
| Beyond Age Related Expectations          | 9                                     |                                 |     |         |     |       |     |                                   |     |
|  | 8                                     | 25%                             | 20% | 20%     | 13% | 23%   | 21% | 15%                               | 40% |
| Working at Age Related Expectations      | 7                                     |                                 |     |         |     |       |     |                                   |     |
|  | 6                                     | 56%                             | 42% | 58%     | 45% | 52%   | 66% | 35%                               | 50% |
| Working Towards Age Related Expectations | 4                                     |                                 |     |         |     |       |     |                                   |     |
|  | 3                                     | 26%                             | 38% | 19%     | 42% | 22%   | 13% | 35%                               | 10% |
| Below Age Related Expectations           | 2                                     |                                 |     |         |     |       |     |                                   |     |
|  | 1                                     | 3%                              | 0%  | 3%      | 0%  | 3%    | 0%  | 15%                               | 0%  |

The table above compares our students with students from the UK. As can be seen above, if students remain with us until the end of Secondary School, academic achievement is excellent. This is demonstrated by the impressive examination results and our graduate university destinations. If you would like further information, please visit our website or contact the secondary team directly.

## Subject Leaders (alphabetical by subject)

| Subject Leader for...              | Name             | Email  |
|------------------------------------|------------------|--|
| Art                                | Stephen Butchers | <a href="mailto:Stephen.Butchers@bsg.org.cn">Stephen.Butchers@bsg.org.cn</a> |
| Business Studies & Economics       | Alex Oldale      | <a href="mailto:Alex.Oldale@bsg.org.cn">Alex.Oldale@bsg.org.cn</a>           |
| Chinese                            | Julia Zhang      | <a href="mailto:Julia.Zhang@bsg.org.cn">Julia.Zhang@bsg.org.cn</a>           |
| Computer Studies                   | Mark Newton      | <a href="mailto:Mark.Newton@bsg.org.cn">Mark.Newton@bsg.org.cn</a>           |
| Dance/ Director of Performing Arts | Lindsey Elkins   | <a href="mailto:Lindsey.Elkins@bsg.org.cn">Lindsey.Elkins@bsg.org.cn</a>     |
| Drama                              | Richard Dobbs    | <a href="mailto:Richard.Dobbs@bsg.org.cn">Richard.Dobbs@bsg.org.cn</a>       |
| EAL                                | Jean Kingham     | <a href="mailto:Jean.Kingham@bsg.org.cn">Jean.Kingham@bsg.org.cn</a>         |
| English                            | Vilo Elapata     | <a href="mailto:Vilo.Elapata@bsg.org.cn">Vilo.Elapata@bsg.org.cn</a>         |
| Geography                          | Louis Bezodis    | <a href="mailto:Louis.Bezodis@bsg.org.cn">Louis.Bezodis@bsg.org.cn</a>       |
| Learning Support (Secondary Lead)  | Baybra Naw       | <a href="mailto:Baybra.Naw@bsg.org.cn">Baybra.Naw@bsg.org.cn</a>             |
| Maths                              | Fred Williamson  | <a href="mailto:Fred.Williamson@bsg.org.cn">Fred.Williamson@bsg.org.cn</a>   |
| Modern Foreign Languages           | Agnes Golczyk    | <a href="mailto:Agnes.Golczyk@bsg.org.cn">Agnes.Golczyk@bsg.org.cn</a>       |
| Music                              | Agustin Orozco   | <a href="mailto:Agustin.Orozco@bsg.org.cn">Agustin.Orozco@bsg.org.cn</a>     |
| PSHE                               | Helen Russell    | <a href="mailto:Helen.Russell@bsg.org.cn">Helen.Russell@bsg.org.cn</a>       |
| PE (Secondary)                     | Tom Magson       | <a href="mailto:Thomas.Magson@bsg.org.cn">Thomas.Magson@bsg.org.cn</a>       |
| Psychology                         | Dean Bates       | <a href="mailto:Dean.Bates@bsg.org.cn">Dean.Bates@bsg.org.cn</a>             |
| Science                            | Graham Starkey   | <a href="mailto:Graham.Starkey@bsg.org.cn">Graham.Starkey@bsg.org.cn</a>     |

## Who should I contact..?

The following may prove helpful in finding out whom to consult in the first instance (all school emails are [firstname.surname@bsg.org.cn](mailto:firstname.surname@bsg.org.cn)).

### Who do I contact if...

#### ...I have a general question about my child or want to pass on some information about my child

- Pastoral tutor and Head of Year

#### ...I have a query regarding my child's academic progress in a subject:

- Class Teacher or the Head of Department

#### ...I need to ask for advanced permission to be absent or to get an early leavers' slip signed

- Head of Year

#### ...I have a query about external GCSE or A Level exam (registration, subjects, results, remarks etc.)

- Examinations Officer

#### ... I have a query about universities or careers

- Head of Universities and Careers.

## A-Z

### **Attendance and absences (taken from the attendance and punctuality policy)**

Regular attendance and a good record of punctuality are essential foundations for an effective learning and teaching environment in which every student can thrive. All parents are responsible for their child's punctuality and attendance at school. At BSG we are committed to working in partnership with parents, seeking to identify, understand and overcome any issues or problems that are contributing to absence.

For every student absence, parents must provide a reason for not attending school. Parents are requested to email the form tutor on the first day of a student's absence, and every subsequent day unless it is known that their child will be absent for a definitive period of time. During a short-term medical absence, students should rest, and then catch up with school work on their return. For longer medical absences your child's head of year will put a plan in place to support your child.

Parents should notify the school if their child will be away for a planned absence. Reasons may include: interviews, religious holidays, medical appointments, visa appointments, family emergency, etc. Parents should use the 'Planned Absence' form to inform the school. This can be obtained from your child's head of year. Planned absences will be recorded as part of the absence data on school reports/transcripts.

During an elective absence, school work will not be provided. However secondary students are still expected to catch up on missed work.

Missing lessons for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences. Parents are requested to email the class teacher/form tutor in this instance. The school will only release a student during the school day to a parent or an adult authorised by the child's parent. The adult collecting the child must follow the 'signing out' procedure by completing the 'signing out' slip at the front desk, which must be presented to the security guard on departure. Children who normally go home on the school bus will not be allowed to go any other way unless the school has been notified in advance by the parent.

Please take note of the 'Unwell Child Guidance' in Appendix 1.

### **Academic Honesty/Malpractice**

It is important that all work submitted by students is their own. We understand that parents will support their child with their schoolwork, and some may also employ tutors. However, all schoolwork produced must be the work of the individual student. There is an academic honesty policy at the school. This clearly outlines the expectations of students.

### **After-School Activities (ASAs)**

After-school activities (ASAs) run on Tuesday and Thursdays from 2.55-3.50pm. ASAs are compulsory for all students and are part of the school day. Parents should avoid making any other arrangements or appointments for their child during these times. The variety of activities offered is wide-ranging, including for example STEAM, artistic activities, International Award, Model United Nations, musical and Performing Arts experiences such as the school production as well as a selection of competitive and social sporting opportunities. Students will sign up for these activities on a termly first come, first served basis. Alongside these opportunities our senior students also follow the **Building Futures Pathway** during one of their ASA's per week. This program offers them experiences that support their educational progression through the UCAS application system and/or in preparation for their summer examinations.

## Assemblies

There are assemblies each week during afternoon registration period. This is a key time for us to share student successes and celebrate achievements.

## Break & Lunch Times

Break times are busy at BSG! Students often like to play sport, socialise and, of course, eat. The weekly lunch menu can be downloaded from the school website. BSG offers a variety of food and all students have access as part of their fees. If it is wet break, a sign will be placed by all main entrances. Students must be in either the canteen, their tutor bases or in the library.

## Coffee Shop Rules and Food

Use of the school coffee shop is a privilege, and students are expected to follow the guidelines as below:

### Year 12 and 13

Hot and cold drinks and food can be bought during non-contact time. They can be consumed in the 6<sup>th</sup> form common room, on the patio or in the canteen.

### Year 10 and 11

Drinks and snacks can be purchased before school and at break/lunch time. No hot drinks can be purchased.

### Year 7, 8 and 9

No hot drinks can be purchased. Cold drinks and snacks can be purchased before school and at break/lunch time.

The school is a nut-free campus and we ask all parents not to send students in to school with any nut-based products. Chewing gum is also not permitted. If your child has a birthday, and you wish to send in a cake, we please request that this is in the form of small cupcakes, so that they are easy to share and distribute.

## Bulletins

### Student Bulletin

Each day, students are emailed the student bulletin. This is also displayed in the morning by their tutor. It contains important messages for the day.

### Parent Bulletin

Each Friday, a bulletin is emailed to parents. Please take the time to read this as it highlights the events of the week and the calendar for the week ahead.

### Newsletter

Our half-termly whole-school newsletter is an outstanding window on our school. It is full of news, views and key events.

## Bullying

All organisations experience bullying at times. We have a detailed anti-bullying policy which makes clear the consequences for anyone involved in bullying others, but also accepts that both bully and target need support.



## **Buses**

For students who normally use the bus please note that buses will not wait in the mornings/after school. If a student is late, the bus will leave without them. After school it is important that students/parents inform their bus monitor if they are not intending on using the bus service that day. This should be done before 12 noon by contacting the academic secretary.

## **Careers**

At BSG we are committed to preparing our students for their next steps either educationally or within the world of work. Our Head of Universities and Careers is Yanyan Wu - [yanyan.wu@bsg.org.cn](mailto:yanyan.wu@bsg.org.cn).

We have devised a comprehensive careers programme to ensure that our students are fully informed about future career pathways and suitability to courses. Each student has a bespoke careers profile, with specialist software used to support this. Careers education is a part of the PSHE programme from Year 9 upwards.

We provide the opportunity for all students from Year 10 – 13 to attend lunchtime talks hosted by virtual or visiting universities (over 30 last year), as well as on various summer school programmes. Year 12 students are invited to the Hong Kong careers fair, which is run by the British Council (COVID restrictions permitting).

Starting in Year 11, students begin one-on-one university mentoring, which involves structured personal research, individual guidance meetings, and group presentations and discussions to enable students to reach well thought-through conclusions about their final choices of which country and what course to apply for. This advice also includes information regarding events, trade fairs and talks which students may wish to attend, in order to enhance their upcoming personal statement.

We have a fully stocked careers library that covers a wide range of aspects, from university life to specific job advice.

In June we run a one-week careers/university programme for all Year 12 students, as well as guidance with work experience placements. We aim to make this as relevant as possible to the student's selected university course. In the past this has included placements with companies such as Marks & Spencer and KPMG.

## **Community Partnerships**

The student community partnership committee take part in a number of activities to support and promote the school's chosen community partners. Their involvement this past year has ranged from collecting toiletries and distributing them to homeless people in the locality to bake sales. Our community partnership committee is led by an elected group of students who apply and are interviewed for their roles. They work tirelessly throughout the whole school in order to ensure that they have a presence with initiatives.

## **Closure of School**

Should the school have to close for any reason, notification, via email, will be sent to parents from the Principal. This message will also be posted to our website and WeChat page.

## Global Campus

The Global Campus is an NAE platform which allows all of our students to connect across 70+ schools. It is an excellent learning resource and departments are expected to utilise the many resources and events that take place. There are annual expeditions that students can attend, to Tanzania and Switzerland. NAE schools also have exclusive links with the Juilliard School of Music and MIT which afford our students amazing opportunities.



## Health & Safety (H&S)

Health and safety is paramount at BSG and your child's safety is our priority. We carry out regular practice fire drills and lockdown procedures. If you are in school when the alarm sounds, please follow the instructions of the staff. All parents must wear their ID badge whilst in school. Please do make us aware of any safety concerns you may have.

## Homework

Homework is fundamental to good teaching and learning and the development of students as responsible learners. Homework is a vital part of the study programme at BSG. It attempts to:

- enhance the learning experience
- raise achievement
- motivate students
- develop independent learning
- increase self-discipline
- encourage off-site learning
- develop home-school links
- allow consolidation of learning
- assist future class work
- develop planning skills
- encourage ownership of learning
- raise parental co-operation and support

### Types of Homework:

Homework may take many forms. It can be:

- an extension of class work to develop and/or clarify aspects of that subject
- a separate piece of research work on a familiar or relatively new topic

- preparation for a future lesson
- revision for a test
- coursework/projects

### Student Planners:

- student planners are issued to all students
- students will be guided on how to use them effectively by their form tutor
- must be brought to every lesson
- homework set by staff must be recorded in the planner by the student, accompanied by a completion date
- students are responsible for obtaining a parental signature in their planner on a weekly basis. Parents may use it to add any comments
- timetables are provided by heads of year.

KS3: one piece per subject per week, 30-60 minutes (Year 7 homework is staggered in Term 1)

KS4: one piece per subject per week, 1 hour

KS5: one/two pieces per subject per week, 3-5 hours

KS3 students are also expected to complete IXL homework and accelerated reader (AR) work, as directed by their mathematics and English teachers.

### Houses

The House system unites the students into houses for activities and competitions during the year:



The points for inter-house events and activities are coordinated by the House Coordinator and Heads of Houses. Every student is assigned to a house and is expected to support and participate in events. The house trophy will be awarded to the winning house captains at the end of the school year.

### House Points

At BSG we use a house point system to reward students for outstanding work, attitude and conduct.

House points are given for:

- displaying the school's core values
- performing for the school (choir, sports)
- performance in assessments (either progress or attainment)
- performance in homework tasks
- any other reason deemed worthy of a houseplant

House points allow students to work towards individual rewards as well as contributing to the house to which they belong.

## International Award (IA)

The International Award is an exciting programme that many of our students follow.

- BRONZE AWARD is for those over 14. The minimum time to gain this Award is 6 months.
- SILVER AWARD is for those over 15. The minimum time to gain this Award is 12 months.
- GOLD AWARD is for those over 16. The minimum time to gain this Award is 18 months.

It is possible to start at any level – some participants work their way through all three, whilst others start at Silver or Gold.

## ID Badges

ID badges must be worn by staff, parents and all visitors who are on site, at all times. Sixth form students are also expected to wear their ID badges. Replacements cost 50rmb.

## Learning Support

From time to time students will experience difficulties in their learning and intervention is necessary to help support them. Sometimes support can be given from a specialist learning support teacher or assistant. This support may take place in the classroom or the student may be withdrawn; support may be for a short period or may extend throughout the child's school career. Where current students develop a need for learning support, we will contact parents. There may be an extra charge where support needs are significant. The learning support lead in secondary is Baybra Naw [baybra.naw@bsg.org.cn](mailto:baybra.naw@bsg.org.cn)

## Leavers

If your child is leaving BSG, please contact your child's head of year and our admissions team as soon as possible at [admissions@bsg.org.cn](mailto:admissions@bsg.org.cn) . Departing students will be required to return all textbooks and electronic devices. They will be issued with a leavers' form, which must be signed off by all their class teachers to show that they have returned school equipment. Once this form has been completed, it should be returned to the deputy head, who will inform the finance department. They will then arrange for the refundable deposit to be returned to you.

## Lesson Timings

| Period                 | Time          | Duration (minutes) |
|------------------------|---------------|--------------------|
| Morning Registration   | 08:00 - 08:15 | 15                 |
| Lesson 1               | 08:20 - 09:30 | 70                 |
| Morning Break          | 09:30 - 09:50 | 20                 |
| Lesson 2               | 09:50 - 11:00 | 70                 |
| Lesson 3               | 11:05 - 12:15 | 70                 |
| Lunch                  | 12:15 - 13:15 | 60                 |
| Afternoon Registration | 13:15 - 13:35 | 20                 |
| Lesson 4               | 13:40 - 14:50 | 70                 |
| ASAs (Tues & Thurs)    | 14:55 - 15:50 | 55                 |

## **Lockers**

All students are allocated a locker and will be provided with a lock, to store bags and other personal belongings. Lockers must be kept tidy and not used to store food. Lockers must be emptied at the end of each term. All students will be issued with a new locker at the start of each academic year that will be close to their tutor room. Locks should be returned at the end of the school year.

## **Lost Property**

Students are encouraged to clearly label their property. Lost property is kept at secondary reception.

## **Medical Care**

The school employs a team of nurses, who are located at different medical offices around the school campus. Teaching staff are also first-aid trained. Students who become unwell during the school day will be sent to the nurse by their teacher. Students may not visit the nurse without permission of a teacher, except in an emergency or during break times. It is important that students do not contact parents directly should they feel ill. Only the school nurse or a member of staff should contact parents, as only they can authorise a child to go home sick.

## **(Secondary) Parent Support Group**

The SPSG is body of parents who meet each term with senior staff with a view to support the activities and aims of the school.

## **Parent-Teacher Conferences (PTCs)**

PTCs are held twice a year, and all dates can be found on the school calendar. All parents and their children are expected to attend PTCs. An online appointment system is used to make appointments with your child's teachers. If English is not your first language, we may be able to provide translation assistance if requested in advance.

## **PSHE (Personal, Social and Health Education)**

Tutors will deliver the PSHE programme every week. This covers a wide range of topics relating to social, health and emotional development.

## **Punctuality**

Repeated lateness to school is not tolerated and tutors/heads of year will contact the parents of those students who are repeatedly late to school without a valid reason. Students who are late to school need to sign in at the secondary or Nanhu reception. For further information, please refer to the attendance and punctuality policy.

## **References**

If your child is leaving BSG and requires a reference or transcript, please contact your child's head of year in the first instance.

## **Residential Visits**

The amount and variety of trips we offer at BSG is extensive. As an example, in 2019/20, students visited Tanzania, Malaysia, Cambodia, Hong Kong, Switzerland, as well as locations all over China for a wide variety of activities such as sporting competitions, Model United Nations Conferences, maths challenges, performing arts competitions to name but a few. In June we have our residential week, which sees all students from years 7-10 participating in local, national and regional themed visits. These visits are subject to compliance with current COVID19 restrictions and travel guidance.



## Safety First Charter

As a school, we commit to keeping safety as a top priority. We believe a safe school links with an overall positive environment, which enables our staff and students to succeed to their fullest potential and develop a lifelong love of learning. Our aim is for everyone within our school community to feel respected and safe at all times. Below sets out some of our key priorities that instill the notion of 'safety is our first priority', with the understanding that everyone has a role to play and be supported at the same time.

**SAFEGUARDING** and promoting the welfare of children is a fundamental priority for us, and we believe it is everyone's responsibility to uphold this stance. Our guiding principle throughout is that of 'the best interests of the child'. If there are any matters that concern you, please speak to one of our Designated Safeguarding Leads who are present across all campuses.

**APPROACHABLE** staff are there to help. If you have any questions, our front desk receptionists will be able to address these or direct you to the appropriate member of staff.

**FIRST AID AND MEDICAL CARE** are considered paramount at our setting. Nurses are based across all sites and key staff are also first aid trained. Should assistance be required, our front desk receptionist can call for help.

**EMERGENCY** situations are accounted for as part of our overall health and safety measures. Fire & Evacuation Drills/Lockdown and overall risk assessment procedures routinely take place. In the event of an emergency evacuation, leave via the nearest and safest exit to the assembly point. For lockdown, follow instructions of a staff member.

**TEACHING AND LEARNING** is at the core of what we do, and our Personal, Social, Health & Economic Education programme addresses vital aspects of health and safety. The aim is for students to develop skills and attributes centred around 'health and wellbeing', 'relationships' and being prepared to 'live in the wider world'. Our Secondary School Counsellor is a crucial member of our school team who can support or advise us within the realms of social/emotional wellbeing and safety for our students.

**YOU MATTER** and your views are important to us. If you have feedback about any aspects of the school, please share these with us. We are keen to work in partnership with all community members and ensure feedback is embedded within our overall approach.

## SAT Tests

We are a registered SAT centre and offer opportunities each year for those who are applying to American Universities. SAT tests take place on a Saturday.

## Sport

There are many opportunities for students to get involved in sport at school, both competitive and non-competitive. This includes ASAs, regular training, weekly fixtures and major tournaments. We strongly encourage all students to join in, have fun and keep fit.

## Student Planners

Each student has a planner, which they are expected to have with them in all classes. The planner contains important information as well as being a means of recording homework, communicating with parents and monitoring student progress. The planner also has areas where students can register their merits and spaces for personal reflection and tracking academic performance. Students must keep their planners neat and free of graffiti.

## Student Voice

Our head students are selected in term 1, along with the other members of the student leadership committee (SLC). The SLC oversees the various student groups and chairs meetings before feeding back to senior staff. There is a student constitution which outlines the roles and responsibilities of all student leadership positions.

## Student Leadership Committee (SLC)

This is the highest position of student responsibility and the demands reflect this. The SLC consists of two Head Students and four Senior House Captains. Working alongside the SLC are form representatives and junior house captains. The SLC will meet with the SSLT each month, write a monthly report and give regular feedback in assemblies. The SLC are also responsible for reviewing and updating the Student Constitution in conjunction with the SSLT.

## Study Leave

In order to prepare for the (I)GCSE and A level examinations, students in years 11, 12 and 13 will begin study leave in late April/early May each year. During this time, students are expected to study at home on a personal revision programme. For those students who wish to continue attending school, the 6<sup>th</sup> form common room is used for quiet study (supervised by a member of staff). When a student has a written examination before the start of study leave, students are exempted from their ASA (if the exam is the next morning) or the morning of school (if the exam is in the afternoon).

## Technology

Students in Years 7-9 will receive an iPad to assist them with their studies. This will allow instant Internet research and the use of educational apps. Student operating system language must be set to English.

In Years 10 – 13 BSG operates a one-to-one laptop programme. Each key stage 4 and 5 student is given a laptop, an Apple Mac Air 11”, with 128 GB Hard Drive Memory and 4GB of RAM.

Students may not use their own digital devices or mobile phones in school. Those that do will have them confiscated and passed to their Head of Year for safe storage. If a device is lost or broken, the student should contact the IT department, who will provide information on how to purchase a replacement.

## Secondary Students ICT Acceptable Use Agreement

**General Conduct** – Every member of the school is expected to adhere to the school's values. The same rules of conduct and behaviour that apply to any instance of school life apply in the use of ICT.

- I will not bring my own device(s) in to school. Should I do so, I accept that they may be confiscated.
- I will not share my device for use by others.
- I will only use ICT systems in school (including the Internet, learning platforms, email, digital video, mobile technologies, iPads, laptops e-readers, cameras, etc.) for school purposes, using approved BSG accounts.
- I will only use my school device during lessons, in the library or homework club, unless otherwise directed by a teacher.
- My device will only have apps installed that have been approved by the school and are for school work purposes.
- I will not download or install inappropriate software or any games on school devices.
- I will not detach cables and peripherals (such as mice) attached to school devices without authorisation by a member of the school's ICT team.
- My school devices must be fully charged at the start of every school day.
- My school device must be taken to all lessons.
- I will ensure that I log out of the network when my device is not in use.

- I will follow the school's ICT security system and will only reveal my password, on request, to members of the ICT team.
- I will change passwords regularly and understand that I am responsible for all material accessed under my account.
- I will not access or attempt to access another user's account or allow other people to use my account.
- I will not seek to access administrator rights. If I am issued with a school device that accidentally has these rights, I will inform a member of the ICT support team immediately.
- I will make sure that all ICT communications with students, teachers and others is polite and appropriate.
- I will not send around unsolicited surveys without permission from a teacher.
- I will not use ICT to cyberbully others (e.g. through social networking, email, chat rooms, instant messaging, etc.).
- I will adhere to any website's terms of conditions of use – including those relating to age restrictions and copyright of information and data.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
- I will not give out any personal information such as name, phone number or address, unless approved by a teacher. I will not use my device to communicate with anyone outside the school community or arrange to meet someone unless this is part of a school project approved by my teacher.
- Images of students or staff will only be taken, stored and used for school purposes with their permission. These images will not be distributed outside the school network without the written permission of the head teacher.
- I will ensure that my online activity, both in school and outside school, will not cause staff, students or others distress or bring the school into disrepute.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.
- I will respect the privacy and ownership of others' work online at all times.
- I will not attempt to bypass the internet filtering system.
- I will not engage in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or distributing viruses, disrupting services, damaging files or making unauthorised modifications to school data.
- I will not bring unsuitable material into school on any device, including USB memory sticks.
- I understand that my use of the Internet, school systems and devices is monitored and logged and can be made available to my teachers.
- I will immediately report any damage or faults involving school devices to ICT Support, however this may have happened.
- I understand that this agreement relates to use of school devices at school, on the school buses and outside of school.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied.

## Travel to School

Most students use the school bus, come by car or walk to school. A very small number may wish to cycle. If your child wishes to come by bike, both student and parent must sign a 'travel to school waiver' in order to use the bike shelter at the front of school.

## Umbrellas

If you borrow a school umbrella, please return it!

## Uniform

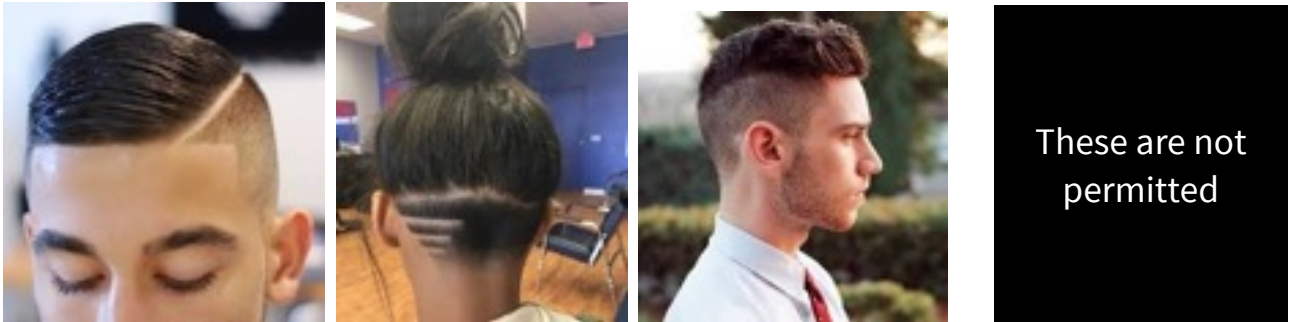
The personal appearance of BSG students should reflect a respect for the school, and pride in themselves and the wider school community. One visible way to do this is to wear the uniform correctly. Whilst on the premises, all students must be in full uniform or in full PE/sports kit. Students may wear PE uniform to school on days where they have PE or Performing Arts lessons. They may also wear their PE uniform on ASA days where they have chosen a PE or PA activity. Students playing sport at lunchtime must wear

a BSG PE/House/FOBISIA T-shirt and change at the end of lunch. All clothes worn at school should be clearly labelled with the student's name so that they are easily identifiable, and to avoid loss.

In general, appearance must:

- support not disrupt the learning environment
- not constitute a threat to health or safety
- be tasteful and unable to be construed as provocative or obscene
- reflect practices of good hygiene and cleanliness

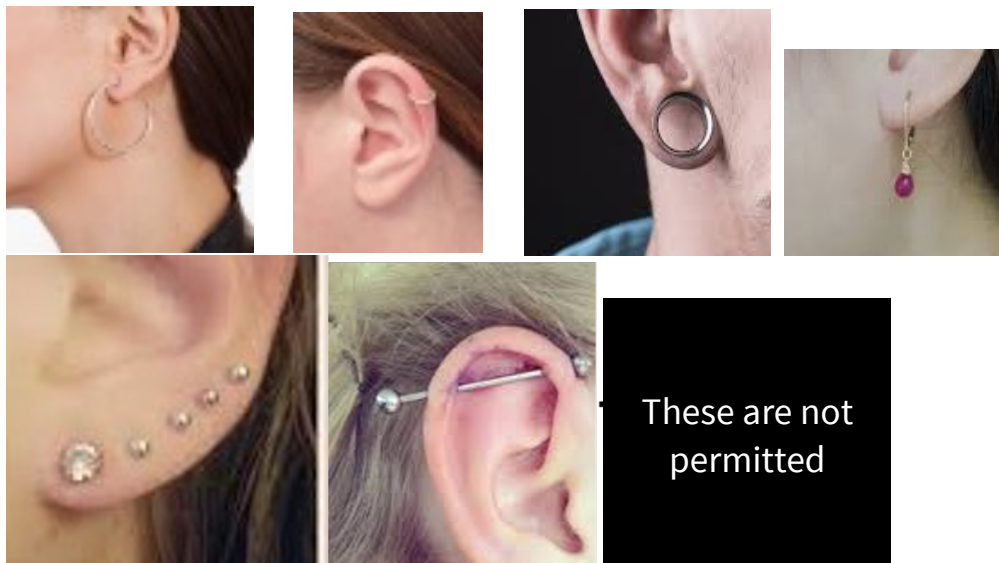
**Hair:** should be kept neat, of a natural single colour, with no shaved parts.



### **Jewellery:**

For health and safety reasons, only the following may be worn at school:

- One discreet bracelet and ring
- One stud earring in the earlobe (no drop, bar, spacer or hoop earrings are permitted)



- Body piercings are not permitted.
- Smartwatches are not permitted
- All jewellery (including watches) must be removed for PE.
- No responsibility will be taken for lost items.

## Shoes:

should be plain black leather upper-soled shoes, clean and polished. Heels over 1.5cm, white-soled or soft fabric shoes are not permitted.



These are permitted



These are not permitted

## Other Items

- Shirts should be worn tucked in. Students must wear a school tie
- Socks should be plain black, navy blue or white
- Belts should be plain black only
- Thermal undergarments must be plain black or white and should not interfere with the overall look of the school uniform
- Outdoor clothing should not be worn inside the school building; this includes school issued fleeces, coats and hoodies
- Girls are permitted to wear trousers or shorts of an appropriate length. They must be the same colour as school skirts, full length and tailored. Any female student wishing to wear trousers or shorts must have them approved by the head of year
- Make-up and nail varnish is not permitted
- Visible tattoos are not acceptable
- Headphones must not be worn or seen once students have entered the school campus, unless instructed to do so for a listening activity in class

Please note that students will be asked to remove headphones and inappropriate jewellery. For repeat offences, items will be confiscated until the end of the week or the half-term.

## Uniform Shop

The school uniform shop is located at the front of the school.

Students can also order uniform by placing orders at Nanhu reception during break time and then pick them up during lunchtime. An online ordering system also exists. We have a second-hand uniform shop run by our student community-partnership committee. If you are leaving BSG, or your child has outgrown their uniform, and the uniform is in good condition, please donate it at the secondary reception.



## Sixth Form Dress Expectations

### General guidance

- Whilst on school premises, students must be in formal business wear or appropriate sportswear for ASAs or PE lessons. Students may wear appropriate sportswear to school on days where they are engaged in PE or Performing Arts ASA or lessons.
- If playing sport at lunchtime, students should change into appropriate sportswear and change back at the end of lunch.
- Sixth form students are expected to wear ID lanyards,
- Should there be any uncertainty over dress code, please discuss it with your tutor

### Dress Requirements

- Professional trousers with a shirt, tie and suit jacket (optional).
- Professional leather polished shoes or ankle boots.
- Smart jumpers/cardigans are acceptable in winter. A short-sleeved tailored shirt with a tie is acceptable in summer.
- Shirts, jumpers and jackets should be plain in design or with a simple pattern.
- Brightly coloured items of clothing are discouraged.
- Long trousers should be worn at all times
- Trousers should be formal in style rather than casual – no chinos or jeans
- Professional dresses and skirts should be no shorter than just above the knee
- T-shirts are not considered professional dress
- Items of clothing should be conservative in design – avoid logos, characters, frills
- Covered shoulders are preferred. Avoid spaghetti straps or thin straps
- Unacceptable footwear includes, but is not limited to flip-flops, trainers, crocs, beach shoes, Ugg boots, stiletto-heels, boots above knee level and other extreme fashions.

**Please note that, if deemed necessary, including for repeat offenders, 6th Form Students will be sent home to change. Parents will always be contacted first.**

## Non-Uniform Days

Non-uniform days are occasionally held during the year for the purpose of celebration and/or raising money for good causes. Students can choose their clothing but must not wear clothing that is inappropriate for school. In particular, students must wear:

- appropriate footwear for technology and science laboratories
- clothing that is neat and tidy and not in disrepair or exhibiting inappropriate logos or words
- clothing that is modest (no low-cut, bare-midriff or revealing outfits)
- hot pant shorts are not allowed
- If timetabled for PE or Performing Arts, normal PE kit must be worn

Normal standards for jewellery and make-up will apply

## Visits

Any visitors to school must arrange a visit at least 24 hours in advance, unless part of a recognised school event, e.g. Parent-Teacher Conference. All parents and visitors are kindly reminded to sign in and out at the security gate during every visit to the campus, for health and safety reasons. Visitors must be visibly wearing the BSG Visitor ID badges when on campus at all times. Badges will be issued by the security staff at the school gate.

## Yearbook

The school produces an annual Yearbook which is a wonderful way to celebrate the year. This will be given to your oldest child in June.

## APPENDIX 1: Unwell Child Guidance

In order to ensure that our school is maintaining high standards of health and safety regulations, we would like to provide guidelines for parents to take note of with regards to keeping your child at home from school due to illness.

### High temperature

If your child has a raised temperature – anything over 37.5C – they should stay off school. During the period of Covid-19, anyone with a temperature of 37.3 or over, should stay off school.

#### When can they go back to school?

When the temperature returns to normal for 48 hours, then it's fine for your child to go back to school as long as they don't have any other symptoms. During the period of Covid-19, a negative test result must be submitted to the school nurse after your child has recovered; the report must be sent to school **prior** to the student returning back on campus. Please note that the school will have to comply with regulations should there be any further changes, and we ask that parents support within these measures.

### Headache

Lots of things can cause mild headaches, from tiredness to eye-strain. If your child has a headache that persists or is severe though, you should always consult your GP.

#### When can they go back to school?

Your child doesn't need to miss school because of a mild headache. If it's a recurring problem or is accompanied by other symptoms, you should consult your GP.

### Vomiting and Diarrhoea

If your child is feeling queasy or has tummy ache, but this passes, you can send them to school. You should, however, flag up any concerns with the teacher and make sure the school has your contact details. If your child actually vomits, you'll need to keep them off school for at least 48 hours, even if they appear to feel better. The same is true for an episode of diarrhoea. Most cases of vomiting or diarrhoea pass with rest and rehydration, but if your child seems very unwell, contact your GP.

#### When can they go back to school?

Your child cannot return to school until 48 hours have passed without any vomiting or diarrhoea.

### Cough, minor cold or sore throat

If your child has a cough or a sore throat but no other symptoms, then they are probably fine to go to school. However, if they have a raised temperature, are drowsy or get the shivers, keep them off school.

#### When can they go back to school?

Give your child 24 hours after symptoms subside before sending them back to school.

### Rashes

Children can get rashes for all sorts of innocent reasons, from heat rash to a change of washing powder, but they can also be a symptom of a more serious problem like measles or chicken pox.

If you are in any doubt, or the rash is accompanied by your child feeling rundown, hot or nauseous, keep them off school and see your GP.

### **When can they go back to school?**

It's best to get your GP's guidance here. With chickenpox, the spots may take a couple of weeks to disappear, but your child is fine to go back to school once the spots have crusted over and dried up completely. This tends to be around 14 days after the first spots appear, but it can vary.

### **Infective Conjunctivitis**

Conjunctivitis, or "pink eye" happens when the conjunctiva of the eye becomes inflamed. The eye can become red or pink, swollen, and irritated, and there may be mucus. Infective conjunctivitis can be highly contagious. Children with conjunctivitis should not go to school or day care until their eyes are better.

### **When can they go back to school?**

It's best to return to school if the obvious symptoms of pink eye no longer are present — usually after 7 days.

### **Mumps**

Mumps is a contagious disease caused by a virus. It typically starts with a few days of fever, headache, muscle aches, tiredness, and loss of appetite, followed by swollen salivary glands

### **When can they go back to school?**

Children with Mumps should stay at home for 14 days after onset of swelling. Keep in touch with your child's school. If your child needs to stay at home, call the school's receptionists or email your child's class teacher as early as you can that day. Please hand in a doctor's note once your child is back at school, if your child is very ill or diagnosed with contagious disease or off for some time.

### **Covid-19**

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Most common symptoms include: fever, dry cough and tiredness.

### **When can they go back to school?**

According to the current regulations in China, if anyone is confirmed with COVID-19, they will be treated and will have to stay in a designated hospital until they have fully recovered. It will be required that school receives the original release declaration form before the student is able to return to school. **Once this document is received, the school will contact the family to confirm accordingly if the student is then able to return on campus.**

Procedures for students returning to school after any contagious/infectious disease According to the current regulations from the Local Health Department, parents are required to provide relevant documents to the school nurse when their child is fully recovered from any kind of contagious disease.

**Please note that all documents must be sent to the school nurse before the student returns to school.**

Should there be any changes with the above information due to updated health regulations, the school nurse will accordingly communicate with families, requesting them to kindly submit the required documentation and support within these measures.

## APPENDIX 2: Administration of Medication at BSG.

All medication brought into school for students' usage should be brought into the Nurse's Office and should be left with the nurses for them to then be able to administer at the specified times and dosage.

If you would like any member of the school's staff to administer medicine to your child, please complete Medicine Approval Form and return it to school with a doctor's note and the required medicine. Prescription medications must be sent in the original container, with pharmacy label attached. Some hospitals will label the medication box with the prescription information. This is also acceptable as long as the label contains all the requested information. Over the counter medications must be sent in the original bottle and a medicine approval form must also be signed. Any medications at school must be picked up by the last day of school. Due to Health and Safety regulations, medications will not be stored at school over the summer, and any medications that are not picked up will be disposed of.

If the Nurse does not receive the consent form, we will be unable to administer the medication. <https://www.nordangliaeducation.com/our-schools/guangzhou/parent-essentials/school-policies>

For any parent that requests for their child to carry their own inhaler/any other medication, they will need to provide written consent and confirmation to the school nurse. Dependent on the age of the child, the nurse will advise appropriately any other information with regards to students partaking within their medical needs management.

# SAFETY FIRST CHARTER



We believe creating a safe and supportive environment links with positive outcomes for all our learners, enabling them to succeed to their fullest potential and develop a lifelong love of learning.

Our aim is for everyone within our school community to feel safe and respected at all times.

## SAFEGUARDING APPROACHABLE FIRST AID & MEDICAL CARE EMERGENCY TEACHING & LEARNING YOU MATTER

We invite you to scan the QR code to view a detailed overview of how these essential elements are embedded within our school approach — ensuring that ‘safety is our top priority’.



[bsg.org.cn](http://bsg.org.cn)