



THE BRITISH  
INTERNATIONAL SCHOOL  
BUDAPEST  
A NORD ANGLIA EDUCATION SCHOOL

# *Parent Handbook 2019*


*Excellence*  
*Integrity*  
*Diversity*  
*Responsibility*  
*Ambition*


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# 1. Our Mission

**The British International School Budapest is a caring, multicultural community where the development of the intellect is complemented by the pursuit of personal and interpersonal growth.**

 **We aspire to excellence.** We pursue deep learning in all that we do, through disciplined inquiry, reflection and perseverance.

 **We act with integrity.** We are true to ourselves, our values and our community.

 **We embrace diversity.** We believe that each child's individuality is defined through our differences and that together we can achieve more than we can alone.

 **We cultivate responsibility.** We foster personal accountability and global citizenship for a sustainable, peaceful future.

**We nurture each student's ambitions, through the development of the skills, resources and dispositions to thrive, in school, through university and throughout life.**

## 2. Principal's Introduction

Welcome to our Parent Handbook. The purpose of this handbook is to provide a quick point of reference for parents of BISB. It also endeavours to set out aspects of the ethos that drives the routines and procedures that go to maintain a purposeful learning community.

One of the great strengths of the British style of international education is that it involves all aspects of students' moral, physical, emotional, aesthetic, social and academic development focused on each individual's personal best. Here at BISB, this is achieved through superb teaching supported and complemented by the guidance of our Class Teachers, Form Tutors, Primary Phase Leaders, Secondary Care and Guidance Leaders, our Careers and University Guidance Counsellor and our School Counsellor. Form Tutors in Secondary and Class Teachers in Primary are always the first point of contact for parents and a source of information and advice on school matters.

Partnership with parents is central to success in all of our endeavours. We are proud of our community, united by the common goal of providing education and an upbringing for the students of BISB. A strong community provides the conditions for successful learning; more specifically, "...a caring, multicultural community where the development of the intellect is complemented by the pursuit of personal and interpersonal growth."

There are three key elements that contribute to the maintenance and development of our community:

- The first is a set of shared values. All communities need to have a set of core values that everyone aligns with. At BISB, these are enshrined in the five words on which our Mission Statement is built: excellence, integrity, diversity, responsibility, ambition.
- The second is that these values form the basis for consistent action. The action can be a response to an event or a context, or the action can be pro-active: unprompted action which promotes our values. The values form a guide to behaviour. Consistent action is also supported by our mission as the statement expands into five imperatives: aspire to excellence; act with integrity; embrace diversity; cultivate responsibility; nurture ambition.
- The third element of community is that the values are translated into action by everyone. Community means everyone. Our Code of Conduct sets out ways of acting within our community. Our restorative approaches supplement this with responses designed to restore relationships within the community when our actions cause us to stray from the core values.

So, a group of people who all share a set of values, and all act consistently with those values, form a community. Shared values, consistently enacted, by everyone.

This handbook plays a part in the community building of our school. It is designed to be a point of reference containing information on the routines which guide the daily life of the school and the regular annual events that make up our heartbeat. A parent handbook can never be fully comprehensive, nor is it a static document. If there is anything which you are unsure about, do not hesitate to come and talk to me, another member of the PTA Committee or your child's Form Tutor or Class Teacher. Equally, if you have any suggestions for improvement in this handbook, I'd be delighted to hear your views.

*Richard Dyer*  
Principal

### 3. Who's Who

Photographs and short biographies of all teachers appear on the school website here:  
<http://www.nordangliaeducation.com/our-schools/budapest/teachers-and-staff>.

#### Senior Management Team

Principal	Richard Dyer
Head of Primary	Chris Russell
Head of Secondary	Ben Turner
Director of Finance and Operations	Eszter Valkó
Director of Admissions and Marketing	Katherine Walker

#### Primary Leadership Team

Head of Primary	Chris Russell
Deputy Head	Craig Brown
Head of Early Years	Emma Pickering
Key Stage 1 Leader (Years 1 and 2)	Sarah Newson
Lower Key Stage 2 Leader (Years 3 and 4)	Steve Catalinac
Upper Key Stage 2 Leader (Years 5 and 6)	Libbie Waller

#### Primary School Responsibilities

PSHE	Louise Russell
Literacy KS1	Caroline Mawdsley
Literacy KS2	Marion Sands
Numeracy	Rebecca Cummins

#### Secondary Leadership Team

Head of Secondary	Ben Turner
Deputy Head	Steve Moruzzi
Assistant Head & Head of Sixth Form	Sarah Ford

#### Secondary School Care and Guidance Leaders

Year 7	Marion Virányi-Fontan
Years 8 & 9	Oliver Wilson
Years 10 & 11	Will Gibson
Years 12 & 13	Sarah Ford

#### Secondary School Responsibilities

English	Joanna Leach
Mathematics	James Beadle
Science	Luke Pettett
Humanities	Lauren Flanagan
Languages	Katie Belshaw

Hungarian  
Art  
Physical Wellbeing & Education  
Careers & University Guidance  
International Baccalaureate Diploma Programme  
Co-Curricular Learning  
Teaching and Learning  
Service Learning & CAS

Anna Piry  
Diana Barabas  
Sarah Knowlden  
Rachel O'Reilly  
Ashley Phillipson  
Kevin Swaine  
Jennifer Eyes  
Rachel Rhodes

### **Whole School Responsibilities**

Director of Performing Arts  
Director of Sport  
Student Support Services  
Counsellor  
Librarian  
School Nurse  
Nutritionist / Dietician

Sarah James  
Gergő Karácsony  
Julie Jackson  
Anka Máté  
Márta Kiss  
Ibolya Demeter  
Zsófia Németh

### **Key administrative staff**

Personal Assistant to Richard Dyer  
Primary Administrator  
Secondary Administrator  
Admissions & Marketing  
  
Finance  
Reception  
Co-Curricular Coordinator

Ildikó Tóth  
Renata Brown  
Éva Weinrauch  
Katherine Walker, Bernadett Brandt,  
Ferenc Pichler, Catherine Dyer  
Mónika Bárány, Viktória Nagy  
Emese Molnár, Balázs Pethes  
Katalin Sziráki

## 4. School Routines & Information

### Our School Day - Primary

Our school day starts and finishes with registration in classrooms.

#### Early Years

<b>8.30am</b>	Registration
<b>9.30 -10.30am</b>	Snack time
<b>10.00am</b>	Break
<b>11.30am-12.30pm</b>	Lunch
<b>2.30-3.00pm</b>	Snack time
<b>3.15pm</b>	Pick up time and Close

#### Primary Years 1-3

8.40 Bell rung  
8.40- 8.50 registration  
8:50 - 9:45 = Lesson 1  
9.45 -10.05 break  
10.10 - 11:05 = Lesson 2  
11:05 - 12:00 = Lesson 3  
12:00 - 12:55 = Primary lunch  
12:55 - 1:55 = Lesson 4  
1.55-2.15 Break Y1-3  
2.15- 3.30 Final lesson

<b>8.40am</b>	Registration
<b>8.50am</b>	Lesson 1
<b>10.00am</b>	Break
<b>10.25am</b>	Lessons 2
<b>11.10am</b>	Lesson 3
<b>11.55am</b>	Lunch
<b>12.55pm</b>	Lesson 4
<b>1.55pm</b>	Break
<b>2.20pm</b>	Lesson 5
<b>3.30pm</b>	End of lessons & start of CCAs

#### Primary Years 4-6

8.40 Bell rung  
8.40- 8.50 registration  
8:50 - 9:45 = Lesson 1  
9.45 -10.05 break  
10.10 - 11:05 = Lesson 2

11:05 - 12:00 = Lesson 3  
 12:00 - 12:55 = Primary lunch  
 12:55 - 2.15 = Lesson 4  
 2.15-2.35 Break Y4-6  
 2.40- 3.30 Final lesson

8.40am	Registration
8.50am	Lesson 1
9.40am	Break
10.00am	Lesson 2
11.00am	Lesson 3
11.55am	Lunch
12.55pm	Lessons 4 & 5
2.20pm	Break
2.40pm	Lesson 6
3.30pm	End of lessons & start of CCAs

### Break times

Children are supervised during all break times and they play outside, weather permitting. Early Years children play in their own designated garden area.

Early Years 1 to Year 2 children are provided with healthy snack at both break times.

Year 3–6 children are expected to bring their own healthy snack, fruit, vegetables or sandwich for break times. No sweets, chocolates or fizzy drinks.

These should be brought to school by the children as it is not possible for Primary children are not permitted to visit the BISB Café during the school day. Fruit is available all day in the Dining Room. To complement the healthy snack, children are expected to drink only water and we will encourage them to have reusable water bottles in school. This will help reduce the volume of plastic in school and our environment.

Year 6 children are allowed to buy food in the Bistro for their own consumption.

### Arrival and Departure

	Start of the day	End of the day
Early Years	EY Centre opens at 8.30am. Families who have a sibling in Years 1-6, transit through the Primary building past the auditorium to the rear playground after drop off in EYC.	Children can be collected at 3.15pm at the EYC entrance.



<b>Year 1</b>	<p>Entrance is through the rear playground.</p> <p>At the start of the academic year, children can be taken directly into the Y1 classrooms from 8.30 am.</p> <p>Later in the year, at 8.40am a bell will be rung and your child can line up in the playground outside their Year 1 classroom. Doors open at 8.40am.</p>	<p>Children can be collected from their Year 1 classroom door in the rear playground at 3.30pm.</p> <p>Any child not collected by 3.40 pm will be accompanied to the Dining Room for collection.</p>
<b>Year 2</b>	<p>Entrance is through the rear playground.</p> <p>At 8.40am a bell will be rung and your child can line up in the playground outside their Year 2 classroom. Doors open at 8.40am.</p>	<p>Children can be collected from their Year 2 classroom door in the rear playground at 3.30pm.</p> <p>Any child not collected by 3.40pm will be required to go to the Dining Room for collection</p>
<b>Year 3 &amp; Year 4</b>	<p>Entrance is through the rear playground.</p> <p>At 8.40am a bell will be rung and your child can line up on the football pitch. The teacher will take the class to their classroom.</p>	<p>At 3.30pm your child will be taken to the rear playground where they will be handed over to you.</p> <p>Any child not collected by 3.40pm will be required to go to the Dining Room for collection</p>
<b>Year 5 &amp; Year 6</b>	<p>Entrance is through the rear playground.</p> <p>At 8.40am a bell will be rung and your child can line up on the pitch. The teacher will take the class to their classroom.</p>	<p>At 3.30pm children walk independently to the rear playground where they meet their parents in the designated area on the basketball court.</p> <p>Any child not collected at 3.40pm will be required to go to the Dining Room for collection.</p>

**Note:** During Drop Off, we kindly ask parents not to walk through the school building. Parents are welcome to use the school BISB Café in the mornings.

### **Transport to and from School**

You want your children to be kept safe. **So do we.**

We do not allow Primary students to leave School alone. All Primary students are required to be collected by either a parent or an authorised person as named upon registration or re-enrolment, including a School bus driver.

Please keep School informed in writing about any changes in transport arrangements. Should on occasions a previously unauthorised person be needed to pick up your child, please notify us in writing at least 24 hours in advance or telephone in and follow up with an email. Without confirmation from the parent, we cannot allow your child to leave School.

Please see p12 for details of School bus provision.

### **At the end of the day following a Co-Curricular Activity**

Years 1 and 2 children are taken to their activities by a staff member. After the activity has finished, the activity leader will take the children to the Dining Room for bus collection or collection by parents. Years 3-6 children attend activities independently. After the activity has finished, the activity leader will take the children to the Dining Room for bus collection or collection by parents. Please enter the Dining Room through the BISB Café.

## **Our School Day - Secondary**

Years 7-13

8.35am	Registration
8.50am	Lesson 1
9.45am	Lesson 2
10.40am	Break
11.05am	Lesson 3
12.00pm	Lesson 4
12.55pm	Lunch
1.45pm	Lesson 5
2.40pm	Lesson 6
3.35pm	End of lessons and start of CCAs

### **Break times**

Secondary students, with the exception of Sixth Form students, are supervised during break times. At the end of the day following a Co-Curricular Activity students attend and leave activities independently.

### **Transfer to and from school**

Secondary are allowed to leave School independently at the end of school day.

## **Student absences, late arrivals and early departures**

### **Attendance and punctuality are important to us**

We expect students to attend school for the full school year and we plan the curriculum and teaching with that in mind.

Students arriving late to school will need to stop at the Secondary office upon entering the school and give their name and class to the Secondary Administrator before continuing to lessons.

Please schedule any appointments for your child, such as a doctor's visit, outside school time. If you do need to make an appointment during school hours, please contact your child's Class Teacher or Form Tutor **before** the day of the appointment.

### **Safety and security are important to us**

If your child needs to leave School early for any reason, please contact your child's Class Teacher or Form Tutor in writing at least 24 hours in advance.

Students are not permitted to leave School during the day without a signed permission slip. These permission slips are issued by the School following written confirmation from parents as above.

## Transport, security and entry procedures

### Security

The main security post is at the perimeter of the campus, between the upper Kiscelli köz car park and the security turnstiles. Security guards patrol the whole campus throughout the day, both inside and outside the building.

### Arrival by car and parking

#### Upper entrance

Access to the upper car park is through a barrier which opens with a parent or staff card. Only one card needs to be swiped, irrespective of the number of passengers. The barrier will be kept open at drop off and pick up times to ease traffic flow. This upper parking area is gated and tiled for secure and easy access to the building. The drop-off zone provides the option to safely drop-off children without causing a traffic jam. Entrance from the car park to the school grounds is via the turnstiles using a parent, student or staff security card.

#### Lower entrance

The lower car park provides a drop-off area for parents and parking for staff and school buses. Entrance to the school is through security turnstiles using a parent, student or staff security card.

### Getting to and from school by bus

BISB cooperates with any local bus service company that complies with the School's Child Protection training and documentation.

Junior Bus provides a door-to-door bus service and has done for BISB families for many years. Their drivers are trained and approved by the school. Details are available at Reception or from the link <http://www.juniorbus.hu/index.php/en>. Junior Bus drivers are permitted to park in the School car park to safely deliver children to the School buildings and to safely pick up children from the Dining Room.

There are also several other bus companies in Budapest that provide school bus services but are not permitted to park within the School grounds and children must make their own way between School and the bus. Parents are advised to contact their chosen bus company directly. **Kindly note, the School is not liable for the services provided by their chosen bus company.**

## 5. Dining

### **We care about what your child eats**

We provide a full dining service, with meals prepared in our state-of-the-art kitchens by our own staff. Within the kitchen there is a separate special diet kitchen, where our kitchen staff safely prepare food according to all kinds of dietary requirements, such as lactose intolerance, gluten-free or allergies. All menus are created by our full-time nutritionist who oversees the entire operation of our kitchen. The menu is published in the school Newsletter and appears on our website on Fridays for the following week.

### **Lunch**

If you requested lunch for your child in the re-enrolment form or the application form, your child's school identity card will enable him or her to receive lunch in the Dining Room. If you did not request lunch, but would still like to order it, please contact Reception.

### **Bringing lunch from home**

Children who bring lunch from home can store it in the fridge in the separate kitchen next to the Dining Room. Facilities are available for re-heating food.

### **Café**

BISB Café operates on a cash basis and is open to parents 8–10.30am and 3-5pm and to staff and Secondary students 8–11am and 2-5pm every school day.

## 6. Uniform

**Pride in our appearance is important at BISB.**

### PRIMARY Early Years EY1 & EY2

#### Winter

Boys and Girls

- Plain light blue T-shirt or BISB light blue long or short-sleeved polo shirt with NAE logo.
- Black shoes for indoor use that are also suitable for PE days (no crocs or slippers), preferably with Velcro fasteners.
- Outdoor shoes, suitable for the weather.

#### Plus

Girls

- Grey trousers, shorts, skirt or pinafore with optional plain blue or grey tights/leggings.

Boys

- Grey trousers or shorts.

#### Optional additional items

- Plain knitted navy blue jumper or BISB blue jumper with NAE logo.
- Plain navy blue sweatshirt or BISB blue sweatshirt with NAE logo.

#### Summer

- Two options: as above or BISB blue checked dress for girls.

#### On PE days

Students wear clothes as above but with navy blue shorts, navy blue jogging pants, grey or blue leggings.

## PRIMARY Years 1-6

### Winter

Boys and Girls

- BISB light blue long or short-sleeved polo shirt with NAE crown logo.
- Black shoes (no boots) for indoor use.
- Outdoor shoes, suitable for the weather.

### Plus

Girls

- Grey trousers, shorts, skirt or pinafore with optional plain blue or grey tights/leggings.

Boys

- Grey trousers or shorts (not tight trousers or jeans).

### Optional additional items

- BISB knitted school jumper with NAE crown logo (various uniform options available).

### Summer

- Two options: as above or BISB blue checked dress for girls.

### PE uniform

- Grey PE T-shirt with NAE logo.
- Navy blue PE shorts.
- Clean-soled, non-marking sports trainers for gym use.
- Flat-soled trainers or special Astro-turf trainers for the Astro-turf fields. No screw in studs, large moulded studs or moulded blades.
- Optional extras: blue NAE sweatshirt; navy blue tracksuit bottoms.

### All Primary students EY1 – Y6

- No make-up or nail varnish.
- Jewellery – only one pair of simple stud earrings; one bracelet or necklace may be worn for religious reasons; one simple friendship bracelet.
- Hair must be of a natural colour and must be worn neatly; hairbands and ties, if worn, should be discrete

## SECONDARY Years 7-11

### Winter

#### Boys and Girls

- White long-sleeved business shirt, tucked in, top button done up.
- House tie, properly tied.
- BISB school blazer with NAE crown logo.
- Black leather or leather look polished shoes. Footwear should be business style, so no trainers, casual boots or shoes with apparent logos. Girls' shoes should be sensible and offer appropriate protection to the foot; they must have some form of tread or grip on the sole and a heel no more than 3cm.
- Outdoor footwear should be changed for shoes as above while in school.

### Plus

#### Girls

- Black trousers (not tight trousers or jeans or leggings) with plain black belt, or
- Black skirt (at or just above knee length).

#### Boys

- Black trousers (not tight trousers, leggings or jeans) with plain black belt.

### Optional additional items

- Grey school jumper with NAE crown logo (various uniform options available).
- Black or flesh coloured tights (girls).

### Summer

- As above or short sleeved white shirt with or without a blazer

### PE uniform

- Navy blue PE T-shirt with NAE logo.
- Navy blue PE shorts – Boys. Navy blue PE shorts or skort – Girls.
- Clean-soled, non-marking sports trainers for gym use.
- Flat-soled trainers or special Astro-turf trainers for the Astro-turf fields. No screw in studs, large moulded studs or moulded blades.
- Optional extras: blue NAE sweatshirt; navy blue tracksuit bottoms.

## **SECONDARY Years 12 & 13**

Sixth Form students (Years 12 & 13) do not wear a uniform but are expected to wear conservative business dress:

### Boys

- Business suit or suit jacket and trousers.
- Formal tailored business shirt, tucked in, top button done up.
- Tie, properly tied.

### Girls

- Business suit, skirt, dress or formal trousers and jacket.
- Shirt. No T-shirts, strapless or thin strapped tops.
- Skirts or dresses should be no more than 5cm above the knee.

### Footwear

Black leather or leather look polished shoes. Footwear should be business style, so no trainers, casual boots or shoes with apparent logos. Girls' shoes should be sensible and offer appropriate protection to the foot; they must have some form of tread or grip on the sole and a heel no more than 3cm. Outdoor footwear should be changed for shoes as above while in school.

### **Optional additional items**

- Plain, formal jumper, cardigan or waistcoat, without obvious logos, wording or patterns.

## **All Secondary students Years 7-13**

- Rings or bracelets must be discreet.
- No more than one pair of simple stud or small hoop earrings.
- Other facial piercings are not acceptable.
- Make up or nail varnish must be subtle.
- Hair must be of a natural colour and must be worn neatly.



## 7. Books & Equipment

### Primary

Most of the equipment students need for school is provided, but there are a few things that all students need to remember to bring each day:

- Primary Communication Book (issued on the first day of term each year);
- School bag/reading book bag;
- PE kit (on PE days); Swimming Kit (on swimming days)
- Reading book.

No mobile phones are allowed for Primary students. Only students who have signed permission from school and parents to travel home on public transport can have a phone for safety reasons. These must be handed into the class teacher at 8.40am and collected at 3.30pm.

### Secondary

Most of the equipment students need for school is provided, but as students progress throughout the Secondary School, there is a greater need for specialised equipment.

All students should have the following items with them each day:

- Student Planner (issued on the first day of the academic year);
- School textbooks and exercise books (issued by teaching staff);
- School bag;
- Laptop, fully charged ready for the entire day;
- Pencil case with pen, pencil, ruler, eraser, compasses, protractor, and scientific calculator;
- PE kit (on PE days).

Students who speak English as an Additional Language, are advised to use a simple translation dictionary where necessary, as these are the only type of translation device permissible in external examinations.

### Technology

All technology, including laptops, tablets and mobile phones, are to be used for the purpose of learning. Consequently, these devices are not to be used in common areas such as the corridors, auditorium, stairwell or Dining Room during break or lunch times for other purposes. Students have access to collaborative learning spaces at these times. Use of earphones is not accepted.

In our **Primary School**, iPads are provided to all students in Years 1-6. Each student from Years 1–6 has an e-portfolio called See-Saw which is shared with parents digitally. In Early Years children's learning is shared through an e-portfolio called Kinteract.

In our **Secondary School** students bring laptops. This device must either be a laptop or a 'hybrid' device that has a full keyboard. The screen size must be comfortable to view and we suggest a screen size of at least 11.6 inches. Students have full access to a single sign in portal and the Microsoft Office 365 online package with an option to download both PC and MAC versions of the latest MS Office without charge. This package also includes unlimited secure cloud storage, lessening the need for

large storage on the device itself. To maximize the potential of this, Secondary students are required to bring their device to school fully charged on a daily basis.

We are also able to provide a limited number of laptops for students who might not have their own device available on a given day as well as lockable storage for all devices. Students are required to use the school's wireless network, which they can access while at school. The network's filter and robust firewall will help to prevent students from accessing inappropriate web content while they are logged on at school.

The appropriate and correct use of this technology involves the need to use technology safely, effectively, ethically and respectfully and students are supported in this with Digital Citizenship and the use of Social Media discussions in lessons. Students also review, discuss and sign an age-appropriate Acceptable User Policy as well as sign an individual Digital Citizenship Agreement.

BISB has an arrangement presently with iStyle in Budapest that allows for a 12.5% discount on laptops and 6% discount on iPads. The discount voucher for this can be collected from the school. Ask at Reception for details.

### **Library**

Our Library is located on the D floor. The friendly atmosphere invites students to come in before or after school and during lunch periods. The focus of the Library collection is to support the learning and research activities of students and to promote reading for pleasure. The Library houses more than 30,000 items. Most of the items are in book format, but other formats are available, including journals, magazines, DVDs, audio books, web resources. The Library catalogue can be viewed via computers in the Library. Primary and Secondary students can have two books on loan. All books need to be returned before the summer holidays.

Early Years and Primary classes have weekly Library times which are integrated in the weekly timetable. Secondary students can access resources occasionally during scheduled English lessons but are encouraged to visit the Library regularly.

Our school provides free access to digital editions of The Economist, The New York Times, New Scientist and other periodicals and magazines.

Our Library is open after school on Tuesdays and Thursdays from 4-5.30pm for parents to support children choosing books.

### **Lockers and Lost Property**

Early Years and Years 1 students are provided with a built-in shoe box and peg to store belongings.

Years 2-6 have an individual area to store their personal belongings. Students are strongly discouraged from bringing valuables into school.

Years 7-13 have an individual locker and school issues students with a key.

Drop-off lockers are available near the BISB Café for short term use. Students can obtain a key from Reception.

Students who have misplaced an item should report to Reception, where a log is taken.

A lost property display takes place on the first Monday and Tuesday of every month in the Pavilion (B level, outside the back of the Primary building) from 3-4pm. During the month, lost property is collected in chests outside the Year 1 classrooms (A level, Primary building). Children can check here at any time for lost items. Please ensure that all items of clothing are clearly labelled. Unclaimed property will be donated to charity.

## 8. Communication

### **Primary Communication Books**

All students from Early Years to Year 6 have a Communication Book. These books act as a key line of communication between school and home. When your child starts at our school, this book is a source of many useful pieces of information such as the teachers' and learning assistants' email addresses, online learning platform passwords and class timetables. Parents may use these books to communicate any news to the class teachers and likewise for the class teachers to relay information back to the parents.

### **Online documentation and sharing of learning**

For Early Years a *Kinteract* profile shares children's learning.

Year 1-6 See Saw shares the child's learning.

You will also receive a weekly learning log. This is sent on Friday. The log gives a brief outline of what has been taught that week and what will be taught in following weeks.

Firefly is used in Year 5 and Year 6 as a way of documenting children's homework. This is the parent portal used extensively in Secondary and helps students transition into the use of this online portfolio.

In Years 1 and 2, the books also act as a reading record where the class teacher and parents can work together to support children with their reading progress at home and in school. As children enter Years 3-6, they are encouraged to take more responsibility for maintaining their communication books. Online documentation and sharing of learning. These books are brought to school each morning and returned home each evening.

### **Secondary Student Planners**

In the Secondary School, all homework is set on Firefly (Years 7-11) and Managebac (Sixth Form). Parents of students in Years 7-11 are able to log into Firefly and view their child's homework details. Students are also given a paper planner in which they can keep track of their work and note tasks, due dates, etc. We expect parents to talk with their children and check that homework is being completed, and the planner should be signed by parents each week to confirm that this conversation has taken place. The planners will be monitored by students' Form Tutors.

### **Communication between home and school**

Occasionally paper letters are sent home with students. However, we endeavour to use email as the preferred mode of communication. Parents are urged to ensure that the school has their current contact email address and that all students use their school email address. This is issued by class teachers or tutors.

As a first point of contact, queries can be addressed directly to the classroom teacher, form tutor or subject teacher by email.

### **Firefly**

As part of our communication between teachers, students and parents, we use the Firefly Parent Portal.

Firefly is a well-regarded online tool to support students' learning. The Parent Portal element is designed to ensure parents are informed and engaged in their child's learning. You can find more information about Firefly at [fireflylearning.com](http://fireflylearning.com).

Parents can see up-to-date information about your child (or children) and be kept informed of relevant school information that we hope you will find useful. Specifically, you will be able to see the following information about your child:

1. Timetable - which subjects your child has and when;
2. Attendance - summary statistics and a record of morning registration;
3. Learning Tasks - all homework tasks for Years 7 to 11 will be recorded on Firefly. In addition to homework, you will see other tasks that have been set through Firefly.
4. Curriculum and Assessment Overview
5. Calendar

Login details will be provided to new parents when your child has joined school.

### **Appointments with teachers**

Parents are welcome to make an appointment to meet their child's teacher. An email sent to the teacher outlining the reason for the meeting and requesting a time is usually the best way of getting in touch. Teachers will respond to an email within 24 hours during the working week.

### **Concerns**

The first point of contact for any parent who needs more information is the child's class teacher or form tutor. If they cannot resolve the problem, then contact should be made with the appropriate Head of Department (for a Secondary subject or Deputy Head). If further resolution is required, our complaints policy can be obtained from Reception or from the school website. This provides a guide on next steps.

### **Parents in Partnership**

At various point in the year, interactive sessions are run by teachers to provide information on curriculum and how you can support your child's learning at home. These are supplemented by options information evenings (for Year 9 and Year 11) and parent evenings.

### **Newsletter**

Our weekly newsletter is sent by email to each parent every Friday afternoon during term time.

### **Parent Satisfaction Survey**

We conduct a full, independently administered Parent Satisfaction Survey annually and headline results are published to parents.

## 9. The Curriculum

### The ages and stages of the English education system

	Ages	Year	Stage
	3-4	EY1	Early Years
	4-5	EY2	
PRIMARY	5-6	1	Key Stage 1
	6-7	2	Key Stage 2
	7-8	3	
	8-9	4	
	9-10	5	
	10-11	6	
SECONDARY	11-12	7	Key Stage 3
	12-13	8	Key Stage 4
	13-14	9	
	14-15	10	
	15-16	11	Sixth Form
	16-17	12	
	17-18	13	

#### Primary

Following the Early Years Foundation Stage for our 3 to 5 year olds, our curriculum is divided into two distinct Key Stages. Key Stage 1 is for our 5 to 7 year olds in Years 1 and 2 and Key Stage 2 is for our 7 to 11 year olds in Years 3 – 6.

In **Early Years** the curriculum is grounded in the National Curriculum in England’s Early Years Foundation Stage Framework. This learning will be regularly shared with you through a personalised online learning profile called Kinteract.

Further details, including an EY Centre Brochure and a booklet of information for families, are available on our website. General information about the EY Foundation Stage can be found on the gov.uk website [here](#):

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

**Key Stages 1 and 2** are also based on the National Curriculum in England. During this time, your child will make meaningful connections between the curriculum and the real world by exploring themes and topics from multiple perspectives. Literacy and Numeracy are typically taught in the mornings and topic based work in the afternoons. Specialist lessons take place throughout the day.

Further details are available on our website. General information about the Key Stages can be found on the gov.uk website [here](#).

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

## **Secondary**

All the details of the curriculum can be found on Firefly.

### **Homework**

At BISB we believe that homework reinforces positive attitudes to work, encourages organisation and self-discipline and can prepare students for experiences which reflect real-life. Homework develops inquiry skills and is seen as an integral part of learning, directly linked to what students encounter within their classes.

### **Primary Homework**

From Years 1-6, we believe that homework should provide a sense of independence and is often reinforcement, extension and consolidation of learning that has taken part in school. In addition, it should be balanced with other activities including physical activity, the arts, such as music, dance, or visual arts and family life.

### **Secondary Homework**

Students in Key Stages 3 and 4 (Years 7–11) have homework timetables. Students are expected to write in their Planner the homework tasks, the date the homework is set and the date for return of the tasks. However, all homework can also be found on the parent portal in Firefly

Homework timetables are distributed by tutors in the first few days after the start of the year for Years 7–11. These help students to focus on time management and organisational skills.

A general guide is that tasks should be twenty minutes per subject for Year 7, rising to forty minutes per subject for Year 9. Longer tasks might require a longer period in which to complete them but it is expected that students in Year 9 are working to a maximum of two hours per night.

Students in the (I)GCSE programme (Years 10 and 11) are set homework tasks that may involve devoting additional weekend time to personal study. In addition to short specific tasks, some homework assignments may be part of longer research or project work.

## Primary Homework Guidelines

Year	Reading	Spelling	Mathematics	English	Topic	
EY	Children on reading programme 2x weekly	-	-	-	-	
Y 1	10 – 15 minutes	Weekly - Introduced as appropriate	Discussions, sorting, observations, naturally occurring opportunities. Nothing formally set by school, but guidance given	-	-	
Y 2	10 – 15 minutes Practice Red words	Weekly		10 - 15 minutes	10 - 15 minutes	-
Y 3	15 minutes	Weekly		10 – 15 minutes	10 – 15 minutes	-
Y 4	15 – 20 minutes	Weekly		15 – 20 minutes	15 – 20 minutes	-
Y 5	20 minutes	Weekly		20 – 30 minutes	20 – 30 minutes	-
Y 6	20 minutes	Weekly		30 – 40 minutes	30 – 40 minutes	20 minutes

**Reading every night** – can be individual or shared / enjoyment/discussion or Bug Club

**Differentiated spelling can follow a spelling family / be topic words**

**Mental agility skills including times tables.**



### **The Music Curriculum by Juilliard**

Our music curriculum has been designed in collaboration with the world renowned Juilliard School and gives your child a unique opportunity to learn about music through iconic works and regular connections with practising musicians. Music can play a transformational role in children's education. The Juilliard Nord Anglia Performing Arts Programme has been designed to give students a deep engagement with performing arts, promoting cultural literacy, creativity, critical thinking and collaboration.

Your child will follow an innovative embedded arts curriculum created in collaboration with [The Juilliard School](#). It enriches the high-quality teaching and learning offered in our school with the artistic values, traditions and expertise of Juilliard. The keyboard acts as an entry point for music theory learning in our school. There is no better way for students to understand musical concepts than from first-hand experience. From the age of five, every student will actively use the keyboard to explore the fundamentals of music and notation.

<https://www.nordangliaeducation.com/teaching-and-learning/enriched-curricula/juilliard-curriculum-overview>

## 10. Assessment and Reporting

### Primary

In **Early Years**, the curriculum and assessment are based on the Early Years Foundation Stage (EYFS) of the National Curriculum in England. Through observations and interactions, the Early Years students are continually assessed and this information is shared with parents through portfolio reports. At the end of the academic year, parents receive a formal written report summarising the growth and learning that their child has made throughout the year.

In **Key Stages 1 and 2**, formative assessment takes place continuously throughout the year and students contribute to their own SeeSaw ePortfolio that is shared with parents continuously throughout year. At various points throughout the year, summative assessments are conducted to measure students' learning and help us set individual targets. We also conduct writing and phonics assessments to help us to tailor the curriculum for each student and to measure progress.

Twice a year, you will receive a formal written report that will include a brief narrative about your child. Through the report you will be able to track the progress that your child has made.

Three times a year parents are invited into school for a conference. Your child is welcome to participate. The first is in October and is a settling-in conference. The second is in December immediately after you receive your child's written report and the third is in June immediately after you receive your child's second written report. At any point in the year you may request an individual conference to be scheduled.

Year 2-6 students will take some online external assessments in Term 3, the result of these form part of ongoing assessments.

### Secondary

Assessment in the Secondary School is a tool that is used constantly by teachers and students to enhance the learning process. Teachers use a variety of different assessment methods in the classroom and encourage students to take responsibility for their own learning through peer and self-assessment. Formative assessment plays a significant role in helping our students to understand their own strengths, identify areas for improvement and set challenging targets. We collect data regularly, focusing on attainment, effort, organisation and independence. We share reports on this with students and parents throughout the year according to the reporting schedule available on Firerly. The data is closely scrutinised and discussed with students, leading to a variety of rewards and interventions designed to encourage excellence and offer support.

12	Years 7-9	Years 10/12	Years 11/13
<b>September</b>	Parent / Tutor Evening	Parent / Tutor Evening	Parent / Tutor Evening
<b>October</b>	Settling-in Report Parents' Evening (Year 9)	Settling-in Report	Interim Report Parents' Evening
<b>November</b>	Interim Report	Interim Report Parents' Evening	Interim Report
<b>December</b>	Interim Report	Interim Report	Interim Report
<b>January</b>	Parents' Evening (Years 7 & 8)	-	Mock Exams Options Evening (Year 11)
<b>February</b>	Interim Report Options Evening (Year 9)	Interim Report	Interim Report
<b>March</b>	-	-	Parents' Evening
<b>April</b>	Interim Report	Interim Report	Full Written Report
<b>May</b>	Interim Report	Parents' Evening Interim Report	External Examinations
<b>June</b>	Internal Exams Full Written Report	Internal Exams Full Written Report	External Examinations

Attainment grades are 'point-in-time' assessments and reflect the current performance of a student in that subject, measured against the descriptors and standards for that particular year group. Each grade relates to performance as measured against UK/international standards and examination specifications.

Further details of secondary reporting, including reports and Parent Teacher Student Conferences are available on Firefly at the *Key Dates* pages with *Curriculum and Learning*.

# 11. Care and Guidance

## **Careers and University Guidance**

The school offers all students the support of a Careers and University Guidance Counsellor. The role of this Counsellor is to ensure that students have the necessary skills to make the right choices regarding their future. Guidance and advice is given about iGCSE and IB subject choices and the implications for post-secondary education and future careers. Practical help is given in preparing for, choosing and applying to post-secondary education.

## **Medical**

### **School nurse and doctor**

The medical room is staffed by our school nurse, who is available for advice and first aid for students and staff. A school doctor also comes once a week. The school nurse is the first point of contact regarding the physical wellbeing of students within the school. Our nurse is responsible for coordinating between all government bodies (Ministry of Health), any visiting doctors, any health care providers and parents within the school setting. This includes supervising the yearly medical check-ups for students by the school doctor, routine immunisations and other forms of preventative medicine.

Students with special medical needs should meet with their parents and the nurse to discuss any special provision which may be required. This includes chronic illnesses, congenital conditions, special dietary requirements, allergies or transient medical conditions such as a broken leg.

### **Medication**

The nurse can administer over-the-counter medication to students, such as pain relief, with the consent of parents. Likewise, any prescribed medications which need to be administered during the school day can be done with written instructions as to dose, time and consent from parents. No students should carry medications in their school bag or have them in their lockers, prescribed or otherwise. The exception to this is those students who carry their own asthma inhalers, insulin or emergency auto injector pens.

### **Students becoming ill while in school**

Where a student is taken ill or has an injury at school, the nurse will assess them and decide on the best course of action. Where off site medical care (doctor or hospital visit) is needed, parents will be contacted to make the relevant arrangements.

### **Students ill before coming to school**

Students who are ill should not be sent to school. A child who has a fever, nausea, vomiting or an infectious illness should stay at home to help prevent the spread of illnesses through the school community. Students should be well enough to participate fully in the school day; this includes PE, swimming lessons and outside play for younger students. When a student cannot participate in a physical activity due to a pre-existing injury, arrangements can be made with the class teacher in advance.

## **Safety Procedures**

Your child's wellbeing is a priority for all of us. Before every field trip, excursion, or residential trip, a multistep safety and risk assessment is completed and reviewed by our on-site Health and Safety Officers.

## **Smoking**

BISB operates a strict 'no smoking' policy throughout the whole campus.

## **First Aid**

All residential trips are accompanied by a member of staff with up-to-date first aid certification.

## **Emergency Evacuation**

Throughout the academic year we practise emergency evacuation drills and lockdowns so that your child is familiar with what to do in the case of emergency.

## **Insurance**

Provision of students' medical and hospital cover for sickness and accidents while in Hungary is the responsibility of the families. The school takes out medical insurance and travel insurance for the benefit of students travelling abroad on school trips.

## **Houses and Rewards**

Upon entry to our school, each student is allocated a House:

- Discovery – Green
- Endeavour – Yellow
- Calypso – Blue
- Kontiki – Red

Our House system encourages students to earn House Points for their hard work and dedication but also for their wider commitment to our community. The house system also enables organisation of good spirited, intra-school challenges and competitions.

There are five areas, directly linked to our Mission for which students may be rewarded:

- Aspiring to excellence
- Acting with integrity
- Embracing diversity
- Cultivating responsibility
- Nurturing ambition

In **Primary**, house points are awarded based around the BISB Learner Attributes displayed in the classrooms and around school. The weekly house point totals are added and shared during Monday whole school assemblies. The winning house is awarded additional break time at the end of each half term.

In **Secondary**, these House Points add up to various rewards which are presented in celebratory assemblies.

## **Student Leadership**

### **Primary**

The Primary Student Council is run using an innovative approach from the UK to encourage students to become active democratic citizens and involved in the decision making of the school. Our Smart School Council is integral in children raising issues or designing projects that can influence the impact the whole Primary School community.

Year 6 students are invited to apply for the role of House Captains to support weekly merit point sharing and House events.

We have a selection of peer mentors from Year 6 who are trained and supported to run activities and events for social and emotional support to Primary students. These range from lunch time clubs to playground games with a view to being inclusive and building community spirit.

### **Secondary**

Student Leadership is an important element of our educational provision. Leadership takes many forms at BISB: it begins in the classroom through students taking lead roles in their learning and culminates in membership of the student council, appointment as a Prefect House Captain or through serving as a Head Student. Our commitment to developing leadership within our student body represents one of the ways we work to meet our school mission, specifically around acting with integrity, embracing diversity and cultivating responsibility.

Students are encouraged to apply for formal leadership roles, to represent their peers in an effort to provide our student body with an active and participatory voice within our community. Such opportunities offer our students the opportunity to contribute positively to our community whilst developing their own leadership skills. Successful candidates will have demonstrated high levels of school involvement, will be well respected by students, staff and parents and will be seen to embody our school values acting with care, respect and integrity.

As members of the Student Council, students are, amongst other things, able to propose, run and support events, raise concerns and be part of, or lead, school development projects. Students from Year 7 to Year 11 can apply to serve as a member of the Student Council. Applications are accepted at the beginning of the school year and appointments are made shortly afterwards.

Students within the Sixth Form can apply to serve as Prefects, taking on responsibility for school development areas, event management or subject representation. From the Prefect team Head Students are selected and appointed to lead the Student Council or the Prefect team and act as ambassadors for the school. Prefects and Head Students are appointed at the end of Term 2 and serve from Term 3 in Year 12 through to Term 2 in Year 13.

## 12. Activities and Trips

### **Co-Curricular Activities**

We provide all students (Year 1-13) at our school with an opportunity to explore and develop their interests, talents and skills and to explore new ones. Early Years students are not able to participate in the CCA activities as we feel the day is already long enough for these younger students and they are very tired at the end of their school day.

### **Sport teams**

TEAM BISB Wolves competes in Nord Anglia Sports Association competitions at KS2 (Upper Elementary School), KS3 (Middle School) and KS4/5 (High School) levels, and the Danube Valley Athletic Conference (DVAC) at KS3 (Middle School) and KS4/5 (High School) levels. Tournaments are organised throughout the year offering student athletes opportunities to represent BISB in both sport leagues.

In collaboration with other international schools in the city, BISB launched the Budapest Cup in September 2016, where regular home and away fixtures as well as a season closing tournament is offered to member teams in selected sports. Some of the trips to sporting fixtures will have an additional charge to the parents to help cover the costs of the travel and accommodation. Parents will be advised of this prior to the trip.

### **Music and Instrumental lessons**

In addition to scheduled music classes in the timetable, BISB students may continue their musical studies through participation in co-curricular ensembles and private music lessons. The BISB music co-curricular programme offers students from Year 2 onwards vocal and instrumental tuition from highly skilled professionals. The musicians teach private music lessons in school, including guitar, piano, violin, woodwind, drums, and voice. We offer students the opportunity to work towards certification, taking either the ABRSM or Rock School qualifications each year.

### **Field trips, Excursions and Residential trips**

At BISB we make sure that learning takes place both in and outside of the classroom. Our Global Campus extends the learning through on-line experiences and the opportunity to visit MIT, The Julliard School and our camps in Switzerland and Tanzania. Closer to home, we organise several educational trips to extend and enhance students' learning. Parents receive notification and information of each field trip, day trip and residential trip. There are several educational visits scheduled for Secondary students, many of which are a compulsory part of the syllabus. Each department will inform students of these and the expectations of work arising from them.

### **Primary Residential Trips**

Residential trips begin in Year 2 and for many children this is their first experience away from home. Each trip is specifically designed to be age and developmentally appropriate by having our younger students go for a shorter amount of time to locations closer to school and our older students going for longer periods of time a little bit further away. Each residential trip occurs in the last term of school.

Year Group	Where	When
Year 2	Kerekegyháza	Term 3
Year 3	Zánka	Term 3
Year 4	Szilvásvár	Term 3
Year 5	Börzsöny	Term 3
Year 6	Mariapfarr, Austria	Term 3

### **Secondary Residential Trips**

In addition to the opportunities offered through Global Campus, we offer residential trips for sports and cultural experiences throughout the year and enrichment week at the end of the year for Years 7, 8, 9, 10 and 12. Details are sent in the Spring term.

### **The Duke of Edinburgh's International Award**

The Duke of Edinburgh's International Award is the world's leading youth achievement award. It equips young people for life regardless of their background, culture, physical ability, skills and interests. Doing the Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements. Since its launch 60 years ago, the Award has inspired millions of young people to transform their lives. Through non-formal education, the Award can play a critical role in a young person's personal development; giving young people skills and experiences that are valued by employers and educational providers globally. This Award is available to BISB students in Years 10-13.



## 13. Our Global Campus

Our Global Campus connects 56 schools and 50,000 students around the world to collaborate, discuss and learn together every day. Wherever you live, our Global Campus will help you explore the world and develop a truly international perspective through outstanding **online, in school** and **worldwide experiences**.



For the [Global Campus online](#), students log in with their school email address and password. Students needing help can contact the school Global Campus Lead Teacher. They can also email the Global Campus

Team: [global.campus@nordanglia.com](mailto:global.campus@nordanglia.com).



For the [Global Campus in school](#), look out for a presentation on the Global Campus in an assembly, or look at our Global Campus noticeboard. Students can also ask our Global Campus Lead Teacher about the activities that our school is involved in.



For the [Global Campus Worldwide](#), students should visit the Expeditions page to learn about the expeditions programme. They can speak to teachers in the school for further information about expeditions run by our school. For this year's exciting worldwide programmes look out for more information in the Global Campus online events section.

### Expeditions

One of the many fantastic opportunities students have is meeting other Nord Anglia students on Expedition. These will operate locally, regionally and globally, and are structured to teach Citizenship, Challenge and Discovery. Students will collaborate face-to-face with other students while on an expedition, and also online in the weeks leading up to departure and upon return.

The Outdoor and Expeditionary Learning programme gives each student:

- the chance to be a truly Global Citizen;
- a deeper understanding of the world at large;
- the opportunity to apply their academic experience in the real world.

The **NAE Tanzania Expedition** combines both a highly rewarding programme of service work, working alongside Seeway Tanzania, with a two day educational Safari through the Tarangire National Park, identifying and learning about some of the region's famous and diverse flora and fauna.

The Global Campus Personal Challenge Expedition is a once-in-a-lifetime adventure for your child, enabling them to stretch their mental and physical limits in a safe and fun environment. From our dedicated expedition base in Les Martinets, your child will explore the beautiful Swiss Alps, staying in remote alpine huts, to discover a new side to the iconic Swiss countryside.

## 14. Expectations and Agreements

### **Behaviour and Standards – our Code of Conduct**

We are proud of our community and of the opportunities we all have to learn and develop. As a large and diverse group of individuals, we need to be governed by certain codes of behaviour, so that we can continue to benefit from the opportunities our school provides. These are set out in our Code of Conduct, which can be found on our website here: <https://www.nordangliaeducation.com/our-schools/budapest/our-school/code-of-conduct>

### **Internet use**

All technology, including, but not limited to laptops, tablets and mobiles are to be used for the purpose of learning in class. Consequently, these devices are to be used only during lesson time for the purpose of learning and not in common spaces such as the corridors, auditorium, stairwell or Dining Room during break or lunch times. Students are encouraged to make use of the collaborative learning spaces if they need to make use of technology for learning during these times. Use of earphones and headphones outside of classrooms is not permissible.

### **Attendance**

We expect all students for the benefit of their education to be in school at all times during the school term. Reduced attendance has a direct impact on a student's progress, attainment, personal and social wellbeing.

### **Re-enrolment or withdrawing from school**

During early spring each year, an email will be sent to all parents containing a link to an online re-enrolment form. Only by completing and submitting the form can families re-enrol their children for the next academic year.

We hope that students will be able to complete their education at BISB. We recognise however that families move on to new cities and countries. If you intend to leave, written notice of an intention to withdraw a student from the school is required at least two months before the end of term. On receipt of a letter giving notice to the Admissions Department, a 'Student Leaving Form' will be given to the family. This form should be signed and returned by parents to the Finance Department. Parents are expected to settle all outstanding dues or fees or other school expenses such as lost or damaged materials.

In cases where special letters of attendance or particular documentation is required for transfer to another school, a written request needs to be submitted to the Primary or Secondary Administrative Assistant with at least three weeks' notice.

## 15. Our Community

### **BISB Online**

BISB has an online presence through different channels.

- A weekly school newsletter is sent by email to all parents and staff on Fridays.
- The school website <http://www.nordangliaeducation.com/our-schools/budapest> is regularly updated.
- BISB has two Facebook pages: the general school page: <https://www.facebook.com/britishinternationalschoolbudapest/> and the BISB PTA page which is a **closed group** <https://www.facebook.com/groups/BISB.PTA/>. Parents are encouraged to sign up for both.
- YouTube: <https://www.youtube.com/channel/UC-wvQtwiSs6Sn2qlADZOEfO/featured>
- Our official Twitter account is @BISBudapest. The Primary School has its own Twitter account @BISBprimary

### **PTA Parent Teacher Association**

As a BISB parent, you are automatically a member of the Parent Teacher Association. This a very active and dedicated group of parents volunteering their time to integrate our school's community. Parents can get involved even if they only have a small amount of time available. It is an excellent way to:

- Meet other parents;
- Learn about Budapest;
- Become acquainted with different cultures represented in the school;
- Find out more about what is happening in school;
- Help organise social events for the school community;
- Raise funds to support service learning.

### **Calendar of social events**

During the year various social events are planned and organised. Examples are Halloween parties, book fairs, discos, an International Food Court, a Christmas Fair and a Gala Dinner. We also assist children with events such as Talent Shows. PTA events are advertised in the school newsletter. Information regarding upcoming events can be found on the PTA notice board as well as on our Facebook page.

Please join our BISB PTA Facebook group (<https://www.facebook.com/groups/BISB.PTA/>).

Parent activities include orientation tours and cultural tours of Budapest, cooking classes, a walking club, a book club and monthly meetings and lectures.

**Class Representatives**

Each Primary class has a parent representative who liaises between the class teacher and the parents. Representatives organise social events such as coffee mornings and dinners to enable parents to get to know each other and foster a class spirit out of the classroom.

**Country Representatives**

Country Representatives form an important part of the PTA with a special role to welcome newcomers to our school. They can put you in touch with your class representative, other newcomers or just answer any of your questions about settling into school life or life in Budapest generally, in your native language.

Regular coffee mornings are held for parents new to the school to help them get to know others in the school community and to help those new to Budapest settle into their new city. When you arrive at BISB, or even before, you can email the PTA as a first point of contact [PTA@bisb.hu](mailto:PTA@bisb.hu)

## 16. Useful information



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