



BRITISH  
INTERNATIONAL SCHOOL  
OF WASHINGTON

A NORD ANGLIA  
EDUCATION SCHOOL



*Primary Handbook*  
2019-2020

# Table of Contents

## 1 Introduction and Welcome

- 1.1 Welcome to BISW
- 1.2 Identity, Vision, Mission, Aims, and Values
- 1.3 Curriculum

## 2 Daily Routines and General Information

- 2.1 Attendance and the Daily Schedule
- 2.2 Break Times
- 2.3 Afterschool Care
- 2.4 Medical Information
- 2.5 Visiting Studnts
- 2.6 Educational Trips
- 2.7 Personal Belongings
- 2.8 Student Study Resources
- 2.9 Home Learning
- 2.10 Student Clothings
- 2.11 Parent Volunteers
- 2.12 House System

## 3 Communication and Academic Information

- 3.1 Personal Information
- 3.2 E-Communication
- 3.3 Social Media
- 3.4 Home and School Communication
- 3.5 School Cancellation
- 3.6 Learning Review Days
- 3.7 Written Reports
- 3.8 Academic Interventions

## 4 Student Well-being

- 4.1 Behaviour
  - Responsibilities and Expectations
  - Support Structures
  - Preventative Planning
  - Individual Plans
  - Rewards
  - Consequences
  - Behaviour Intervention Map
  - Physical Intervention
  - Anti-Bullying
- 4.2 Student Leadership
- 4.3 Assemblies
- 4.4 Extracurricular Activities
- 4.5 Private Music Lessons
- 4.6 Safety
- 4.7 Potty Training
- 4.8 Social, Emotional Support Counseling
- 4.9 English as an Additional Language
- 4.10 Learning Support
- 4.11 Social Media and Online Safety

## 5 Primary Staff List



1

# *Introduction and Welcome*

# 1.1 Welcome

Welcome to the Primary School of British International School of Washington (BISW). This handbook gives you an overview of the school from Pre-Nursery (PK2) to Year 6 (Grade 5), providing information you will need as parents and students to make the most of your time at BISW. Our Primary School offers a dynamic and rigorous international programme, developing students who are well equipped to navigate successfully the opportunities and challenges of the 21st century.

We want to inspire children and cultivate a life-long love of learning. Our primary school is a happy place where children have fun whilst they learn and with teachers committed to “making memories” that will stay with the children for a long time.

We are proud to develop young people to “be ambitious”. We nurture and equip our children for the challenges of the future, encouraging a global perspective and a digital fluency where adaptability, creativity, resilience and critical self-reflection are key. Problem-solving skills developed both inside and outside of the classroom, and an ability to engage and actively listen to others, helps to prepare our children for the ever-changing world around them. The International Primary Curriculum (IPC) that we follow provides opportunities for this in abundance.

A good school is built on strong relationships between parents, staff and students. We all have the same goals – that children are successful and happy. Children really do benefit when parents and teachers in particular, work together in a joined-up approach. You can see this in action every day at BISW and parents are an integral part of the learning process. We love inviting you in for workshops to help you support at home, and into the classrooms to see your child’s learning in action. In addition to written reports and scheduled conferences, we also use Seesaw, an online learning journal to keep you updated on all aspects of your child’s school experience.

BISW is an exceptional school of which I am proud to be the Head of Primary. We are passionate about the education of our children and truly believe their childhood is precious. We provide outstanding pastoral care and have the enviable reputation for being a family school, with the wellbeing and happiness of the children at the heart of everything we do and achieve. Our talented teachers are deeply committed to ensuring each child supported and challenged in their learning.

At BISW each child is inspired, challenged and enjoys success. It is no surprise, therefore that our children are our finest ambassadors. You are welcome at BISW, our doors are always open. Similarly, should you have any further questions about life and learning here at BISW, please do not hesitate to contact us at the school.

Katie Benson  
Head of Primary



# 1.2 Identity, Vision, Missions, Aims, & Values

## **BISW Identity**

We are a premier, private, international school within the Nord Anglia Education family. We embrace a British academic heritage while celebrating our diverse multi-cultural community in an American setting.

## **BISW Vision**

A truly exceptional international learning environment that empowers all students to lead meaningful, positive, and impactful lives.

## **BISW Mission**

To challenge and inspire young people to be ambitious for themselves, their communities, and their world.

## **BISW Aims**

- To develop creative, critical, and reflective thinkers
- To provide opportunities for young people to make a difference to others within their communities and the world at large
- To foster healthy self-esteem for themselves, respect for other people, of different cultures and their surroundings
- To offer engaging and challenging academic programs at every stage of learning.
- To personalise learning for every student through a range of educational strategies
- To develop the understanding and skills needed to engage successfully in a collaborative team
- To develop resilience and embrace self-improvement
- To celebrate the successes of all members of our community

## **BISW Values**

- *Ambition:* Our school is an extraordinary place of learning; we build upon the passions and talents of our students, parents, and staff; we challenge ourselves to make a positive difference in the world
- *Courage:* We dare to challenge accepted wisdom; we are not afraid to take risks; we tackle difficult situations ethically
- *Openness:* We are inquisitive and receptive to new ideas; we give and welcome constructive feedback; we approach change with a positive attitude
- *Integrity:* We are honest; we stand up for what is right; we strive to act in the best interests of our community
- *Respect:* We are thoughtful and considerate in our interactions; we are always supportive and cooperative with each other; we embrace and celebrate diversity

# 1.3 Curriculum

We use the International Primary Curriculum (IPC) where subjects are taught using a thematic and creative approach. It utilises a clear process of learning and specific learning targets for every subject as well as personal learning goals, which are shown below.

The IPC has been designed to ensure rigorous learning but also to help teachers make learning exciting, active and meaningful. The IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the perspective of other people in different countries.





2

# *Daily Routines & General Information*

# 2.1 Attendance & the Daily Schedule

## *The School Day*

The school day is from 8:25 a.m. until 3.20 p.m.

**Lower** and **Upper primary** children (Years 1 – 6) meet on the playground ready to walk into the school building with their teacher at 8.25 a.m. Children arriving after this time must check in with the front desk and will be marked late. Children in the **Pre-Nursery** go directly to their classroom. **Reception** and **Nursery** children meet in the Early Years playground outside of the Nursery classrooms. These are all open and supervised from 8 a.m.

## *Morning Drop Off*

Children arriving by car can be dropped off in the turning circle from 8 a.m., where there are members of staff ready to greet them.

Parents of children in the Early Years (Pre-Nursery, Nursery & Reception) are entitled to a 15-minute parking pass for our underground garage.

## *End of Day*

We kindly ask parents to pick up their children promptly as our youngest, become anxious if they do not immediately see their parents or carers when they come out of class.

- Early Years children are collected from the Pre-Nursery and Nursery playgrounds.
- Lower and Upper primary children are escorted to the turning circle by their teachers who wait with them until they are collected.
- Children using school transportation, meeting a Secondary aged sibling or attending a club will be taken to the meeting point by their teacher.

At 3.40 p.m., staff will contact parents of uncollected children. At 4 p.m., any children still not collected will be taken to our afterschool program, Acorns and Oaks, for which they will be charged.

## *Early Dismissal*

If a student wishes to be dismissed early from school, an explanatory note or email should be sent to the form teacher by the parent. All students who leave school before the end of the school day must sign-out at the reception desk.

## *Lateness*

All students are expected to be at school on time. Frequent lateness, because of its detrimental effect on learning, is a serious matter; therefore, all “lates” will be recorded in the school’s attendance record and your child’s class teacher and Phase leader will follow-up with individual students and families to promote punctuality.

## *Attendance*

We carefully monitor student attendance. Consistent, daily attendance will support your children to make the most of their time at BISW. If your child is unable to attend school due to sickness, please inform the school either through the school office or the class teacher.

As an international community, we do understand there may be times when you need to take your children out of school. If this is the case please inform us in advance by completing a request for absence form, available from class teachers or the front desk.

Absences are categorised in two ways:

- **Excused absence** – includes representing the school, examinations, family bereavement and illness (verified by a doctor’s note if longer than three days in duration).
- **Absence** – is an absence for any reason not sanctioned by the school and is included in the student’s unauthorised absence statistics.

## *Absent Parents/Guardians*

On some occasions parents are required to be out of the country and leave their children in the care of relatives or friends. Please ensure that the appropriate contact names and numbers of a guardian are given to the school office.



# 2.2 Breaktimes

## *Morning Break*

We consider playtime a very important time for the children's emotional, social and physical well-being so there is a supervised, mid-morning playtime for the children each day in the school's outdoor play area. To ensure there is plenty of space for quality play different age groupings use the play area at different times. Children may bring a snack to enjoy during their morning break. We encourage parents to be mindful about providing their children with food that is nutritious and healthy. Sweets, candy and overly sugary snacks should be avoided.

In Nursery, Reception and Year 1, children take turns to bring in a snack for the whole class to share together. Your teachers will provide you with a rota and further information.

## *Lunch Break*

All the children go to the dining area for their lunch where they are supervised by our staff. There are two options:

- A hot lunch prepared by our catering service, Flik.
- A packed lunch brought from home.

We encourage the children to eat healthily and if we notice your child is not eating well we will let you know. Please be aware that for primary children there are no refrigeration or re-heating facilities available.

Please be aware that our salad bar items change daily and while the Flik staff strive to accommodate food allergies we cannot guarantee an item in the salad bar will not either contain that allergen, or be located near the allergen. Similarly, any number of our menu items could potentially come into contact with items containing a food allergen, and there is always a risk of cross-contamination either in the kitchen or from one of the manufacturers of items used in the kitchen. If you have any questions regarding the salad bar and food allergies, please contact our on-site Flik catering staff. Lunchtime play is also supervised and takes place in the school play area.

## *Birthdays*

We enjoy helping the children celebrate their birthdays and if you wish your child to bring in a birthday cake to share with their class this can be arranged through the class teacher. Many children bring in birthday cupcakes as these make distribution much quicker and easier. All cakes and snacks should be nut free.



## 2.3 Afterschool Care

The British International School of Washington aims to complement its provision of high-quality education, with high-quality on-site afterschool care provision for children aged 2-11. This is called Acorns and Oaks. Acorns and Oaks is open each day from 3.20 p.m. – 6 p.m. Each structured session, which is staffed by qualified play leaders, will include some of the following;

- Outdoor time, board games, reading, construction toys, arts and crafts;
- Support with homework;
- A snack.

Acorns and Oaks is invoiced directly from our Finance office. To register or for more details please contact Program Director, Ms. Breanna Cox at [Breanna.Cox@biswashington.org](mailto:Breanna.Cox@biswashington.org)

## 2.3 Medical Information

DC authorities require that parents, on their child's entry to the school, complete a comprehensive medical form. It is important that we are informed of all your child's medical conditions, so we can support appropriately if difficulties arise.

If students become unwell while at school, they must go to the nurse who will evaluate the student's medical condition and decide about whether the student should go home. The school will notify the student's parents before sending him or her home. Please note that no staff member can administer medication to students without written permission.

If your child is sick we strongly advise you keep them at home as this helps with a speedy recovery and protects other children from infection. If your child suffered from vomiting or diarrhea, then they should not return to school for twenty-four hours after the last occurrence.

We try to keep our school head lice free so please help us by following our guidelines. Please check your children's hair regularly, at least weekly, and with a 'nit' comb. If you identify head lice in your children's hair, please treat them immediately and do not return them to school until the course of treatment is complete and all live head lice have been removed. If we identify head lice in your child's hair we will call you and ask you to collect them. These guidelines will help protect our community from these little creatures.

## 2.3 Visiting Students

Visiting students/alumni may make one-day visits with permission from the Head of Primary. Requests must be made in writing at least 48 hours in advance.

# 2.6 Educational Trips & Visits

## Day Trips

We believe outings and day trips enrich our curriculum and therefore enhance the children's learning. They provide vital first-hand experience and opportunities for the children to engage with the environment and the cultural wealth that Washington has to offer. We are also very fortunate to have Dumbarton Oaks, a public park, on our doorstep. It is a wonderful resource for physical activity, nature walks, art projects and science experiments.

At the start of each academic year we will ask parents to sign a form allowing us to take your child/children out of school on trips.

## Residential Trips

Each year we organise residential trips for our Year 2 - 6 students in May/June. For many of our students these trips are the first time they have slept away from home. Therefore, great care and attention is put into the planning of these adventures. We believe these trips offer our students opportunities for emotional, social, physical and intellectual growth and much attention is given to linking them with the student's current programmes of study and units of inquiry.



# 2.7 Personal Belongings

## *Lockers*

Every student in Reception - Year 6 will be given an individual locker provided by the school for the duration of the year. We do not use keys or padlocks for these lockers.

## *Valuables in School*

Students are asked not to bring valuables, including electronic devices, into school.

## *Electronic Devices - Phones, MP3*

Primary students should not have any electronic devices in school with them. In the school building, we recognize that there may be times that older children benefit from having a mobile phone with them, for example, if they walk home from school alone. In these instances, the phone must be turned off during the day and remain in the locker.

**The school cannot be held responsible for the loss of or damage to valuable electronic equipment, even if stored in students' lockers.**

## *Lost and Found*

A lost property room is situated near the school foyer. We ask that all a student's articles be clearly labelled with his/her name. At specific times during the school year, any uncollected items are sent to a charitable organisation. Parents will be informed of this via the weekly newsletter.

## *Toys*

We request that children do not bring in their own toys to school. The school is well resourced, and the school day is filled with many activities, leaving little time for the children to play with their own toys. Also, the chances of them being lost or broken are great, leading to upset and distress.

On occasions the teachers will request the children do bring something into school to share with their class, but this is tightly controlled, and all items are given to the class teacher for safe keeping. In most cases these items serve as illustration to the topics or units of inquiry the children are exploring in class.

# 2.8 Student Study Resources

## *Materials and Supplies*

In the Primary School we provide all the resources, stationery and materials your child will need during their time with us. On occasions teachers will request the children bring in junk materials for sculpture or modelling.

The school will provide a BISW physical education t-shirt and shorts directly to each student. There is no charge for these two items unless additional items are required. There is also no additional cost for the annual yearbook, and one set of individual school photos.

## *The Library*

Each week the children are taken to the Library Media Centre with their teachers to develop their library skills, to search for books to follow their lines of inquiry and to enjoy reading. They are also given the opportunity to borrow books to take home. A fulltime librarian runs the library.

## *Information Technology*

The Computer Technology Suite contains twenty-four networked workstations. Furthermore, every classroom is equipped with a PC connected to a digital projector or a “Smartboard”. There is broadband internet access throughout the school building. Each class has a set of iPads for children to use to further their learning.

Every student must sign and to adhere to an Acceptable Usage Policy before they are permitted to use the school’s hardware or network.



# 2.9 Home Learning

We believe that through the high-quality learning that takes place in every lesson, home learning is only necessary to support the curriculum and never as a substitute. Learning, both in school and as homework, is differentiated to suit the needs of the individual child, to allow them to progress at their own pace and challenge level, as well as optimize their individual academic potential. For this document, home learning is defined as learning that is set by the teacher for the child to complete out of lesson time by him/herself or with the help of parents.

Parents are informed of home learning arrangements and expectations at the start of the year. Home learning is consistently set each week, in a time frame that allows children to complete it after school or on weekends, depending on what suits you as a family. Clear instructions, guidance and expectations are communicated to the children and their parents. If any additional information is required, parents may be contacted via email by the teacher, or indeed can email the teacher themselves if they require any clarification.

## *Early Years (Nursery/Reception)*

- Phonics practice
- Reading books together

## *Lower Primary (Years 1-2)*

- Daily reading
- Weekly Mathematics, English or IPC tasks

## *Upper Primary (Years 3-6)*

- Daily independent reading
- Weekly Mathematics, English and IPC tasks
- Possibility for world language assignments

We also believe that home learning should only be a part of a child's free time and that after school children should have time to take part in extra-curricular activities, to play, socialise and to enjoy their families.

# 2.10 Student Clothing

BISW has a school uniform in order to encourage a better academic environment by placing the focus on learning. The uniform is an important part of life at British International School of Washington.

## *Pre-Nursery & Nursery*

Item Type	Season	Items	Distributor
Tops	Year-Round	House colored t-shirt with BISW logo	Flynn & O'Hara
	Cold Weather	Navy sweatshirt with BISW logo	Flynn & O'Hara
Bottoms	Year-Round	Navy Short or Skort	Flynn & O'Hara
	Cold Weather	Navy sweatpants with BISW logo	Flynn & O'Hara
Outdoor Learning Kit	Rain or Snow	Discovery Rain Kit in Dark Royal Blue (jacket, pants, and rain boots), used for outdoor learning like walk in the woods	LL Bean
Footwear	Year-Round	Solid, white or black socks	Personal Choice
		Navy or black trainers with Velco fasteners only. No flashing lights.	Personal Choice



# Reception - Year 2

Item Type	Season	Items	Distributor
Tops	Year-Round	Jade/Teal short-sleeved polo shirt with BISW logo	Flynn & O'Hara or Lands End
		Jade/Teal long-sleeved polo shirt with BISW logo	Flynn & O'Hara or Lands End
		Grey drop waist jumper	Flynn & O'Hara
		Navy knit dress with BISW logo	Flynn & O'Hara or Lands End
	Cold Weather	Sweater or Fleece pullover with BISW logo	Flynn & O'Hara or Lands End
Bottoms	Year-Round	Formal grey trousers	Personal Choice
	Warm Weather	Grey twill walking shorts or unpleated skort	Personal Choice
Outdoor Learning Kit	Rain or Snow	Discovery Rain Kit in Dark Royal Blue (jacket, pants, and rain boots), used for outdoor learning like walk in the woods	LL Bean
Footwear	Year-Round	Solid, white or black socks	Personal Choice
		Solid, black, grey, navy, or white tights	Personal Choice
		Plain solid black shoes	Personal Choice
P.E. Kit	Year-Round	House colored t-shirt with BISW logo. One shirt provided by BISW, additional available for purchase from distributor	BSN Sports
		Navy shorts with BISW logo. One pair provided by BISW, additional available for purchase from distributor.	BSN Sports
		Short trainer socks or BISW-branded full length soccer socks	BISW
		Trainers (athletic shoes) appropriate for indoor spaces	Personal Choice
	Cold Weather	Sweatshirt and sweatpants with BISW logo	BSN Sports

# Years 3-6

Item Type	Season	Items	Distributor
Tops	Year-Round	Jade/Teal short-sleeved polo shirt with BISW logo	Flynn & O'Hara or Lands End
		Jade/Teal long-sleeved polo shirt with BISW logo	Flynn & O'Hara or Lands End
		Grey drop waist jumper	Flynn & O'Hara
		Navy knit dress with BISW logo	Flynn & O'Hara or Lands End
	Cold Weather	Sweater or Fleece pullover with BISW logo	Flynn & O'Hara or Lands End
Bottoms	Year-Round	Formal grey trousers with black leather belt	Personal Choice
	Warm Weather	Grey twill walking shorts or unpleated skort	Personal Choice
Footwear	Year-Round	Solid, white or black socks	Personal Choice
		Solid, black, grey, navy, or white tights	Personal Choice
		Plain solid black shoes	Personal Choice
P.E. Kit	Year-Round	House colored t-shirt with BISW logo. One shirt provided by BISW, additional available for purchase from distributor	BSN Sports
		Navy shorts with BISW logo. One pair provided by BISW, additional available for purchase from distributor.	BSN Sports
		Short trainer socks or BISW-branded full length soccer socks	BISW
		Trainers (athletic shoes) appropriate for indoor spaces and Astroturf	Personal Choice
		Shin guards	Personal Choice
	Cold Weather	Sweatshirt and sweatpants with BISW logo	BSN Sports
	Swim Season	Navy or black swimming trunks or one-piece swimsuit	Personal Choice

## 2.11 Parent Volunteers

We like to involve our parents in the daily life of the school. Our parent population is a rich sea of experience from which every student can benefit and we welcome parents' input. These are just some of the ways in which you can participate: demonstrate your special talent in music or crafts; chaperone field trips and social events; help in the school library; share your career experience with students. This is not an exhaustive list. If you have time to spare and an idea of how you might help, please contact your child's teacher or the Head of the Primary School.

Parent Volunteers who will work alone with groups of children, for example, by running a club, will need to undertake a background check and Child Protection training that school will organise.



## 2.12 House System

The house system is in place to foster and promote a variety of personal skills for the children and also highlight school enjoyment for all our community in a friendly competitive way. Celebrating local rivers, our houses are named accordingly:

**Patuxent**

**Potomac**

**Chesapeake**

**Shenandoah**

Throughout the whole school, from Early Years to Year 13, all children and staff are divided into these four houses. In addition to the sense of fun it brings to the school, it also provides valuable learning opportunities in the following areas:

- A sense of community, camaraderie and collaboration;
- Ambition, community service and healthy competition;
- Mentorship, leadership and friendship.

We have student House Captains in both the primary and secondary school providing students the opportunity to develop their leadership skills.



3

# *Communication and Academic Information*

# 3.1 Personal Information

It is very important for the school to have complete and up-to-date information about all our students and those whom we may need to contact in case of emergency. Parents are requested to make sure that the school is informed in the case of changes or additions to any of the following details:

- Home address or telephone number
- Other contact details, especially mobile phone number and email addresses
- Medical information – including operations, allergies and anything else of relevance. For reasons of health and safety, parents should inform the school of any medication that their child is taking.



# 3.2 E-Communication

Good communication between home and school is essential. Through our weekly e-newsletter the school will keep parents informed about school activities and news. We will also send information home via email and sometimes collect information using surveys.

Each child has a Seesaw account where their learning journey is chronicled on a regular basis. This will enable you to see some of their learning both in and out of the classroom.

## 3.3 Social Media

We utilise social media to keep you updated with events in and around school.

- Facebook | <https://www.facebook.com/BISWSchool/>
- Instagram | [https://instagram.com/BIS\\_Washington](https://instagram.com/BIS_Washington)
- Twitter | [https://twitter.com/BISW\\_School](https://twitter.com/BISW_School)
- YouTube | <https://www.youtube.com/user/BritSchoolWashington>

## 3.4 Home and School Communication

We believe good communication between home and school is essential and to support this belief we have developed the following channels of communication.

- Class teachers meet their students in the playground each morning. This is an opportunity for parents to communicate a short message or to ask a question.
- All class teachers have a school email address, which is shared with parents.
- Parents may request an appointment with a teacher at any time during the course of the year and this can be arranged directly with the teacher concerned.
- Each week parents receive the school newsletter, via email, which contains reports from the Principal, the Head of Primary in addition to calendar dates and information regarding forthcoming events.
- The school website is also a source of information.
- The school runs induction and curriculum information parent sessions and Parents in Partnership workshops on a range of topics.
- The Head of Primary's door is open and visits are welcome.
- We appreciate receiving parental, student and community feedback and from time to time we collect your views using surveys.

We encourage parents to use all our channels of communication. It is our belief that parents should feel free to communicate with us however small their questions or concerns may be. The first contact should always be with the class teacher.

## 3.5 School Cancellation

Should it be necessary to close school at short notice, for example, due to severe weather or national emergency, the school will notify every parent via e-mail. For closure relating to inclement weather, we follow DC PS's lead (twitter - @dcpublicschools). Should you have any concern please check your e-mail before calling the school. The school social media accounts will also be used to convey messages of this nature.

## 3.6 Learning Review Days

In addition to the initial conference on the first day of school in August, during the academic year there are two Learning Review Days. These occasions are opportunities for parents to explore with their children the learning that has taken place during the term or year.

School is closed for usual lessons on these days and appointments are booked via an online booking system.



## 3.7 Written Reports

Each academic year, parents receive two written reports outlining their children's achievements, their areas for development and their targets for future learning. These are issued in January and June.

For children in Years 1 – 6, these will include information about academic achievement and inform you if your child is aspiring to, achieving or exceeding year group expectations.

# 3.8 Academic Interventions

The school aims to work together with students and parents to ensure that each student achieves his/her academic potential. We believe that students should be encouraged to develop a growth mindset by embracing challenging work and making maximum effort.

Issues such as lack of effort with class or home learning, may lead to academic interventions. The table below aims to ensure consistency by suggesting appropriate interventions for each level of concern.

Please note that this refers to student attitude and effort towards their learning rather than academic aptitude or results. Should children require interventions from us to enable them to be successful, this will happen proactively by class teachers and the Learning support department.

Academic Concern	Level	Intervention
These may include: <ul style="list-style-type: none"><li>• Missing homework</li><li>• Lack of effort in class</li><li>• Lack of effort in homework</li></ul> It is recognized that in the primary school academic concerns are likely to be because of frequency and persistence rather than increasing severity.  Therefore, the level of intervention may intensify with repeated offences.	0	Dealt with by the class teacher. Interventions may include:  Discuss incident, Opportunity to make it up, Break time to complete a task
	1	Email / telephone call to the parents
	2	Involvement of Assistant Head of Primary Meeting with parents & Target sheet
	3	Involvement of Head of Primary and Director of Student Support
	4	Involvement of the Principal



4

# Student Well-being

# 4.1 Behaviour

Every child has the right to be safe and happy at school. Our behaviour policy provides a framework for this.

## *Responsibilities and Expectations*

British International School Washington believes that by creating and sustaining a safe and enjoyable family atmosphere all students will feel comfortable to strive for excellence, engage their minds and be excited to learn. The school believes that this is best achieved through positive reinforcement; however, the school recognises that on occasions further interventions will be necessary.

STUDENTS HAVE THE...	
RESPONSIBILITY to:	EXPECTATION to:
actively promote safe and healthy practices whilst at school	learn within and enjoy a safe and clean environment
participate in school activities to the best of their ability	learn within and enjoy a supportive environment
respect the rights of others	be respected
scare for school facilities in a respectful manner	access adequate and appropriate facilities
listen to and respect the ideas and opinions of others	express their ideas and opinions in an appropriate manner
respect the privacy of others	privacy
respect the approaches to learning of their peers	learning experiences which cater to their individual needs
move around and study in the school in a well-behaved manner	co-exist in a respectful environment

PARENTS HAVE THE...	
RESPONSIBILITY to:	EXPECTATION to:
show respect towards staff, students, and the wider community	be respected by staff, students, and the wider community
model appropriate behaviour, including the use of language	be welcomed at our school and treated courteously
actively involve themselves in their child's learning and progress	be informed regularly about the progress of their child
ensure their child maintains excellent attendance and punctuality	be informed about concerns regarding their child's attendance and punctuality
support the implementation of school policy	meet with staff and discuss issues relating to school policy and procedure

## *Support Structures*

The class teacher will act as the first point of call for academic and social concerns. The Phase leader, the Head of Primary School and the Director of Support Services also are proactive in supporting the needs of the children. Students can also ask their representative on the Student Council to act on their behalf.

## *Preventative Planning*

We aim to prevent or minimise negative behaviour related incidents by providing the children with a positive, engaging, and memorable learning experience. We understand that all behaviour is a form of communication and about making choices. Children need to learn responsibility for their behaviour like they learn any other area of the curriculum. To help the children develop successfully we create a school climate that encourages responsibility and promotes positive behaviour choices.

Here are some examples of how we do this:

- Acknowledge children for behaving responsibly and positively
- Always greet the children pleasantly
- Build positive learning environments
- Provide quality learning opportunities via an engaging curriculum and thought-provoking lessons
- Provide regular encouragement and descriptive feedback
- Build positive and trusting relationships with students and parents built on mutual respect
- Take a genuine interest in the children and get to know them and their families
- Model respectful, reflective and thoughtful behaviour
- Listen carefully to the children and encourage them to share their thoughts, feelings and opinions
- Provide a safe and enjoyable physical environment
- Develop pupil leadership
- Circle time, assemblies and enrichment lessons



## *Individual Plans*

Pupils identified as having difficulty making responsible choices or as having special educational needs will receive the support and provision that is required to help them achieve the best possible educational and social and emotional outcomes. Teachers should make their Milepost Leader, Head of Primary and Head of Student Support aware of any children who need additional and specific support. It may be necessary for the child to have a specific plan (Behavioural ILP) or the support of outside agencies.

## *Rewards*

At the British International School of Washington, we believe that by providing encouragement and specific feedback to the students about their effort is the most effective way to develop positive behaviour. In addition, there are a range of incentives which we use to encourage and celebrate pupil's good behaviour.

Although there is no definitive list, below are the most commonly used rewards.

- Verbal acknowledgement e.g. feedback and praise
- Visual acknowledgement e.g. thumbs up, move forward on behaviour chart
- Public recognition e.g. House points, share success with other class/teacher; half-term medal or certificates
- Class agreed reward (optional) e.g. marble in the jar, raffle ticket, monster points, personalised reward
- Inform parents e.g. conversation on the turning circle, praise postcards, email home

## *Consequences*

We believe it is best to do things in collaboration with our peers. We always aim to use a fair process and our responses to challenging behaviour should involve building relationships and repairing them.

Although we teach the children that there are natural consequences to behaviour, we also make it clear that enforced sanctions are a necessary part of discipline and behaviour management. When pupils do not respond to our positive correction, teaching staff will apply consequences or sanctions. Less severe sanctions might be deferred whilst more serious sanctions are non-negotiable and immediate. Teaching staff, including Learning Assistants and the Leadership team, will use their professional judgement when deciding on the most appropriate sanction.

When establishing behaviour sanctions, we try to ensure relatedness between the disruptive behaviour and the consequential outcome. Where appropriate we should ask each of the children involved to reflect and give their view of the incident. Then we can consider what they should do to address the behaviour in question. It is important that those harmed, and the perpetrators have an opportunity to individually put their views forward before agreeing a way forward together.

Please refer to the Behavior Intervention Map on the following page.

	Examples of behaviour	Possible Sanctions
0	<b>Minor and/or Isolated Incident</b> Low level of disruption Calling out Cheeky remarks Talking in assembly	May include - Verbal warning Move position on behaviour chart 1:1 chat with teacher Move learning spaces
1	<b>Minor Concern</b> Persistent low level Constant calling out Not heeding to warnings Preventing others from engaging fully in tasks Refusal to engage in learning Moving unsafely around school Minor pushing/jostling Name calling/teasing Regularly incomplete learning tasks Regular minor playground incidents	May include: Move position on behaviour chart Time out Miss break time Complete reflection form (appendix 3) Class-based behaviour plan Complete reflection form Small restorative project Contact parents
2	<b>Moderate Concern or Repeated Level 1</b> Repeated level 1 behaviour Defiance of authority Disrespect of resources Persistent low level disruption or negative behaviour for an extended period of time Damage to property Isolated Intentionally offensive comments about gender, sexuality, ethnicity, nationality, ability or such like. Swearing Verbal abuse towards others Leaving school premises Continued name calling/teasing Fighting Threatens safety of others	May include - Move position on behaviour chart Complete reflection form Loss of privileges Restorative project 1:1 conference (Head) Meeting with parents Miss several break times Isolated learning Behaviour report Fixed period exclusion Permanent exclusion Meeting with Assistant Head of Milepost
3	<b>Serious concern or repeated level 0, 1, or 2</b> Unsafe use of equipment Graffiti Violation of IT usage policy Intimidation, harassment, threatening behaviour etc Bullying Physical assault, including biting and intentional unwarranted transmission of bodily fluids	<b>Dealt with by Assistant Head of Primary for the appropriate age phase</b> May include - Conferences with Assistant Head Teacher, student and parents Report/monitoring by Assistant Head Teacher Parents may be required to attend frequent meetings In-school suspension Removal from classroom for a fixed duration Referral to Learning Support
4	<b>Serious concern or repeated level 0, 1, 2, or 3</b> Minor theft Violence/fighting Sexual harassment Racial harassment Wilful school-wide disruption Drugs Wilful minor destruction of property	<b>Dealt with by Head of Primary</b> Sanctions may include - Conferences with Head of Primary, student and parents Report/monitoring by Head of Primary Student may be placed on probation Student may be suspended Referral to outside agency Report to child protective services
5	<b>Most serious concern or repeated level 0, 1, 2, 3 or 4</b> Serious theft Extreme violence / fighting Sexual assault Wilful serious destruction of property	<b>Dealt with by BISW Principal</b> Sanctions may include - Parent, student, Principal conference Report/monitoring by Principal Permanently excluded Referral to outside agency

## *Physical Intervention*

In rare circumstances teachers may have to physically restrain a child from hurting themselves or others.

## *Anti-Bullying*

The school is committed to providing a caring, friendly and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. BISW is an anti-bullying school; bullying is not accepted in our community. We wish to create a learning environment for every student in which all partnerships are based on mutual respect. All students have the right to enjoy their learning and leisure time free from any form of bullying or harassment.

At BISW, we deter students from all aggressive behaviour, and we will not tolerate fighting, kicking, biting, spitting, pinching, pushing, slapping or punching. Neither will we accept threats, swearing, name calling or racist, sexist and derogatory comments designed to hurt and cause offence. We will actively address behaviours that may cause pain and distress to others.

# *4.2 Student Leadership*

Everyone has the potential to lead. We believe that schools should foster leadership qualities. Therefore, at BISW we have an active Student Council. Moreover, we endeavour to create leadership opportunities within the classroom and outside it in order to prepare young people for tomorrow, today.



## 4.3 Assemblies

We believe assemblies are crucial in promoting the ethos of the school, raising the profile of international and cultural topics, as well as exploring our values through the Personal Learning Goals. Children attend assemblies each week, one in their age phases and one whole primary school.

Assemblies are also occasions to celebrate the achievements of our students and our half termly celebration assembly is an opportunity to share achievement and reward and acknowledge success.

Throughout the year, all children from Nursery upwards take part in one class assembly where they share some of their learning with the school community. Parents are warmly invited to watch these.

## 4.4 Extracurricular Activities

As our school philosophy is to educate the whole student we place great emphasis on the role of our Extra Curricular Activities programme.

Commitment and active participation are the objectives of the programme and it offers a wide variety of activities, which vary from year to year and are run by both our teaching staff and outside providers.

Details of the clubs on offer and how to sign up are released termly.

## 4.5 Private Music Lessons

At the British International School, we have a team of professional musicians who teach students on a specific instrument on a one-to-one basis.

Any student can sign up to the programme, though parents should seek advice from the Music Department for those children in Year 1 or below. Places on the Instrumental/Vocal Tuition Programme will be allocated on a first-come-first-served basis, according to the submission of the enrolment form. It may be necessary to place later applicants on a waiting list.

If you have any questions or would still like to discuss the instrument choice for your son or daughter, please contact our Director of Music Rachel White-Hunt at [Rachel.Whitehunt@biswashington.org](mailto:Rachel.Whitehunt@biswashington.org)

# 4.6 Safety

## *Health and Safety*

If a student's well-being is at immediate risk, the school will notify parents and call the DC emergency medical services. Should the school consider a student to be unfit to attend school or a school event, such as a field trip, then parents may be asked to take that student home. **Please note that the school reserves the right to conduct a search of student belongings and request a student self-search at any time during the school day to safeguard the well-being of the community.**

## *Road Safety*

All students should use the marked road crossings provided when crossing the roads during school activities.

## *Internal and External Safety Procedures*

Fire drills, various internal evacuation exercises, tornado and earthquake drills are carried out regularly throughout the year. Parents visiting the school should be familiar with the fire procedures that are clearly posted around the school.



# 4.7 Potty Training

## *Pre-Nursery:*

Children are not expected/required to be potty trained when entering our Pre-Nursery class, however, the goal will be to assist and support the children in this process over the course of their time in the class.

## *Nursery - Year 6:*

All children entering Nursery – Year 6 are required to be potty trained. We understand that accidents do happen and recommend that Nursery children keep a change of clothes in their cubby just in case. Though please note that staff cannot clean a child.

# 4.8 Social, Emotional Support and Counseling

The school has a social and emotional support professional, who is involved with interventions, classroom presentations and can support students for a limited number of sessions.

Where ongoing psychological support is required, the school will recommend external counselling. When necessary, because of behaviour outside BISW's expectations, the school may insist that a student undertakes external counselling.

# 4.9 English as an Additional Language (EAL)

Being an international school, children bring with them their own mother tongues, a quality of our diverse community that we highly value. However, for many of our children English is an additional language so emphasis is placed on them acquiring strong English skills. All children who speak English as a second language undertake a short assessment when they join to determine their eligibility for this programme.

# 4.10 Learning Support

All children are unique and at different stages in their learning journey, so we differentiate the curriculum to meet our students varying needs. However, the school also offers additional support for those children with identified needs. This support is provided by our Learning Support staff, who work with children either one to one, in the classroom or within small groups. Please refer to our Learning Support policy for full details.

# 4.10 Social Media and Online Safety

Social media sites such as facebook, Instagram, snap chat and twitter have age restrictions on opening accounts. These preclude primary school aged children from legally obtaining an account. We strongly discourage you from allowing your child access to these platforms as there can be significant social and safety issues that arise as a consequence.

Similarly, we highly recommend that you do not allow your child access to games with age restrictions such as Fort Nite and Grand Theft Auto. These contain inappropriate content for primary aged children. We do not allow discussion of these games at school.





5

# Staff Contacts

# Primary Contacts 2019-2020

## *Heads of School*

Ian Piper.....Principal  
Katie Benson.....Head of Primary

## *Primary Teachers*

Daniel Dickenson.....Primary Teacher - Year 1  
Helen Evans.....Primary Teacher - Year 2  
Chris Goymer.....Primary Teacher - Year 6  
Alexis Hereneen.....Primary Teacher - Nursery  
Daniel Holland.....Primary Teacher - Year 4  
Lucy Holland.....Primary Teacher - Year 1  
Julie Lee.....Primary Teacher - Year 2  
Joanna McBride.....Primary Teacher - Year 5  
Kevwe Orere.....Primary Teacher - Reception  
Karen Pena.....Primary Teacher - Nursery  
Ian Priestley.....Primary Teacher - Year 3  
Christopher Rogers.....Primary Teacher - Reception  
John Stamatiou.....Primary Teacher - Year 6  
Rob Taylor.....Primary Teacher - Supply & Support  
Haley Thomas.....Primary Teacher - Pre-Nursery  
Rhianna Wakely.....Primary Teacher - Year 3  
Lucie Wooldford.....Primary Teacher - Pre-Nursery

## *Learning Assistants*

Seema Aurora.....Learning Assistant  
Anne Bakiny.....Learning Assistant  
Karnyjia Bradford.....Learning Assistant  
Mary Beth Cogley.....Learning Assistant  
Breanna Cox.....Learning Assistant  
Linsey Henderson.....Learning Assistant  
Alyssia Jones.....Learning Assistant  
Amy Kennedy.....Learning Assistant  
Yasmin Panton.....Learning Assistant  
Alan Polding.....Learning Assistant  
Maral Streathern.....Learning Assistant  
Sherisunma Ware.....Learning Assistant

## *Specialist Teachers*

Simone Amselli.....	World Languages Teacher
Alison Bates.....	Performing Arts Teacher
Rose Beale.....	English Acquisition Teacher
Ruth Benmaamar.....	Learning Support Teacher
Montse Learner.....	World Languages Teacher
Liam Mulligan.....	World Languages Teacher
Monica Nelson.....	P.E. Teacher
Irene Subero.....	World Languages Teacher
Adrienne Taylor.....	P.E. Teacher
Rob Taylor.....	P.E. Teacher
Kat Wagner.....	Director of World Languages
David Williams.....	ICT & Computing Teacher

## *Support Staff*

Ana Arias.....	School Front of House
Melvin Blount.....	Director of Finance and Operations
Noreen Crawford.....	School Front of House
Shola Ijoyah.....	Admissions Manager
Taylor Johnson.....	MAC Assistant
Andre Latimore.....	Assistant Site Manager
Anthony Lee.....	Security
Amanda Lewis.....	Director Marketing, Admissions, & Communication
Lesley McErlane.....	Librarian
Tim Myers.....	Data Manager
Marcus Saunders.....	IT Manager
Ron Stevens.....	Finance
Dan Stewart.....	Site Manager

**Note:** All staff emails are their name above i.e ian.piper then suffixed by [@biswashington.org](mailto:@biswashington.org)

British International School of Washington

2001 Wishconsin Ave, NW, 20007, Washington, DC

Tel: +1 202 829 3700

[admissions@biswashington.org](mailto:admissions@biswashington.org)

[www.biswashington.org](http://www.biswashington.org)

*"Be Ambitious"*