



# The British School of Lomé

# Parent Handbook

# 2023 – 2024



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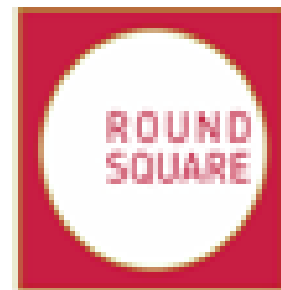
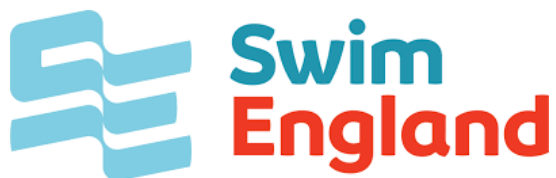
## BSL accreditations and affiliations bodies



A Cambridge International School



International Baccalaureate World School



Boarding Schools' Association



# I. ABOUT BSL

## WELCOME FROM THE HEAD OF SCHOOL!

Dear Students, Parents, Staff and Community,

I am thrilled to welcome you to The British School Lomé, where we are committed to providing an exceptional international education in a safe, nurturing, and inclusive environment, catering for the local and expatriate community. It is with great excitement and pride that I share my vision for our esteemed institution.

One of the great strengths of BSL is its happy, friendly and inclusive community, which is a wonderful reflection of the people and culture of Togo. At the British School Lomé, our vision is to inspire and enable every student to reach their true potential and become responsible participants in a global world. Through the combined efforts of our dedicated staff, supportive parents, and engaged community, we aim to achieve excellence in education and empower our students with the skills and knowledge necessary to succeed in an ever-evolving world.

Our success is built upon several important pillars, each of which contributes to the rich educational experience we provide:

**1. 40 years of Academic Excellence (Early Years, Primary, Secondary and IB Diploma Programme):** We strive for excellence in academic achievements, nurturing a love for learning and equipping our students with a solid foundation that prepares them for future success. At BSL we combine all that is excellent in a British academic and pastoral education embedded with STEAM and the Inquiry/Project-based concept.

**2. Student Engagement:** We value active student engagement, encouraging curiosity, critical thinking, creativity, and effective communication skills, empowering our students to be lifelong learners and problem solvers. Through our global Alumni, we continue to support and open doors for our students long after they have last set foot in school.

**3. Well-Qualified and Caring Teachers:** The role of the teacher is to focus on the individual student's senses, both sides of the brain and facilitate learning by using a range of approaches including technology. This is to ensure that our children feel valued and that it is understood how they learn, and what they need in order to learn effectively. We are proud of our passionate and dedicated teachers who are committed to creating a positive and stimulating learning environment, fostering the holistic development of each student.

**4. Inclusive and Supportive Environment:** We embrace diversity and create an inclusive and supportive environment, where every individual is respected, valued, and provided with equal opportunities to thrive.

**5. Well-Rounded Education:** We recognize the importance of a well-rounded education, promoting the development of physical, social, emotional, and cultural aspects alongside academic achievement.

**6. Parental and Community Involvement:** We strongly believe in the collaboration between school, parents, and the wider community, fostering strong partnerships to support our students' growth and success.

**7. Continuous Improvement and Innovation:** We are committed to continuous improvement and innovation, striving to provide the best educational practices, methods, and resources to meet the evolving needs of our students and prepare them for the future.

**8. Discover Opportunities at BSL - SAT, IELTS Examination Centre and University Admissions** – At BSL, we go beyond traditional education, preparing for life beyond school involves crucial decisions and planning. Our dedicated team of career counsellors provides individualized guidance, helping students navigate career pathways, explore fields of interest, and make informed choices. We also offer extensive support for local and international university admissions, ensuring our students are well-equipped to pursue their higher education dreams.

Together, we will embark on an incredible educational journey, driven by our shared vision of excellence, collaboration, and global citizenship. I encourage all students, parents, staff, and community members to actively engage in realizing this vision, creating a positive and supportive environment that nurtures the potential of each individual.

I invite you to explore our website, subscribe to our social media platform, attend our school events, and become an active part of our dynamic school community. Together, let us inspire and empower the leaders of tomorrow, equipped with knowledge, skills, and values that will guide them towards successful and meaningful lives.

Please do contact the school if you would like to visit us, it would be a pleasure to meet you.

Thank you for your unwavering support, trust, and dedication to the British School Lomé. I look forward to working together towards an extraordinary educational journey.

Warmest regards,

**AKIF NAQVI**

B.A, TEFL, IT Dip, PGCE, MA Eco

UK DfE BSO (British Schools Overseas) Inspector

Advisory Board Member - ICEOTAS UK

**Head of School**



## BSL MOTTO AND VISION

### **‘Endeavour is all’**

The school motto reflects our concern that all pupils work to the best of their abilities regardless of their academic prowess. We want our students to enjoy learning, to be ready to face challenges with a positive mindset and to become learners for life.

#### **Empowering Learners**

We believe learning is maximised in an environment enriched with encouragement, support and assistance from our entire community. We endeavour to empower our students to achieve knowledge, skills and potential both within and beyond the classroom. Our students, inspired and nurtured by excellence in teaching, become mature scholars encouraged to believe in their own abilities, strengths and aspirations.

#### **Excelling Through Life**

Our school through its curriculum provides a holistic student centered education that prepares our students to take an active and responsible role as the global citizens and parents of tomorrow. Our school community endeavours to prepare students with desire to learn and the ability to excel in higher education and to live happy, healthy, successful and fulfilling lives. The school is committed to encourage an attitude of inquiry and an enthusiasm for learning to continue through higher education enabling our students to become caring and knowledgeable leaders in a global society.

#### **Every CHILD Matters**

We treat every child with respect for their individuality through differentiated teaching and learning styles that meet individual needs. We provide our students with equal opportunities to participate in all aspects of school life regardless of gender, religious belief or ability. We celebrate lifelong learning and are committed to nurturing self-esteem and respect. We encourage our students with opportunities for shared decision making through the student council in both the Primary and Secondary school.



## **Empathy for Others**

Our students empathise, appreciate and interact within the local community through our dynamic service learning programme. From our early years onwards, we educate our students to become dedicated to community service and to caring for one another. Through our pastoral education and PSHE programmes, students learn to become thoughtful, compassionate and socially responsible individuals in our multi-cultural community. This is a vital preparation for their future lives beyond school.

## **Enriching Lives**

Our school's traditions are based on creating an inclusive yet diverse community of international cooperation and social reflection. We extend to our students an exceptional range of enrichment activities within and beyond our classrooms. We do this through our Round Square activities, our International Award activities and by offering a broad range of other artistic, musical, sporting and environmental afterschool activities

## **Excellence: Our Vision for the future**

Excellence for us means that we are continually looking for ways to improve what we do. Our school community will continue to innovate, inspire and enrich our students, whilst maintaining the roots of our core values expressed in our motto, 'Endeavour is all'. We endeavour to create a sense of community with parents, staff, students and alumni working collaboratively towards exceptional educational and pastoral standards. Our vision is to exceed our expectations of providing an exceptional education within our vibrant and diverse international community. That all the members of our community might discover that 'There is more in them than they think' (Adapted from Kurt Hahn)

## SCHOOL DIRECTORY

For any information or query please contact the school front desk. The staff will be able to advise and/or refer you to the right person.

The following numbers are at your disposal for any information: **+228 22264606/ 22264109**.

School WhatsApp number **+228 91960000** to only be used for emergencies and announcements

The following email addresses could also be used as appropriate to situation:

Head of School, Mr. Akif NAQVI: [Headofschool@bsl.tg](mailto:Headofschool@bsl.tg)

Head of Secondary, Scott FAIRLIE: [Secondary@bsl.tg](mailto:Secondary@bsl.tg)

Head of Primary: [Primary@bsl.tg](mailto:Primary@bsl.tg)

Bursar/Head of Finance, Ezikaya OGOUNBODE: [Bursar@bsl.tg](mailto:Bursar@bsl.tg)

Estate Manager, Chantal CREPPY: [Estate@bsl.tg](mailto:Estate@bsl.tg)

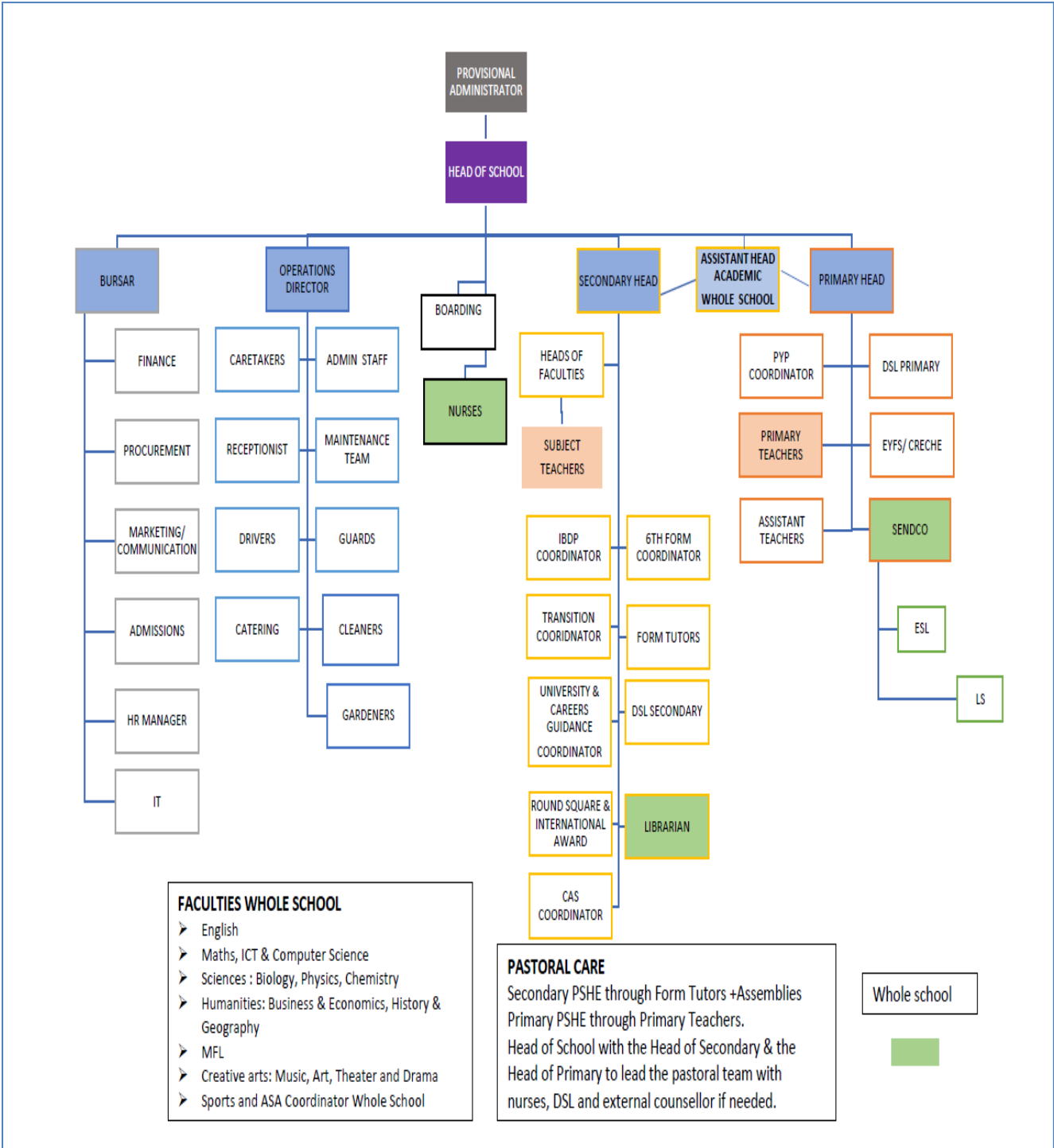
Administration, Sylvie E. MENSAH : [Admin@bsl.tg](mailto:Admin@bsl.tg)

Admissions Officer, Sylvie E. MENSAH: [admissions@bsl.tg](mailto:admissions@bsl.tg)

Attendance Officer, Akosua ADIGBO: [attendance@bsl.tg](mailto:attendance@bsl.tg)

IBDPC + University & Careers Guidance Coordinator, Mr Philip Smith: [dp@bsl.tg](mailto:dp@bsl.tg)

Librarian, Emmanuel PASSIGUE: [Library@bsl.tg](mailto:Library@bsl.tg)



# SCHOOL STRUCTURE

## II. SCHOOL CAMPUS INFORMATION

### SCHOOL / OFFICE HOURS

- **School day**

The school day begins at **8:00am**. In Secondary there are 6 one-hour periods in a regular school day. A seventh period may be included for IB students. Primary is not restricted by the one-hour periods.

#### **Primary Timetable**

##### **Crèche and Nursery 1**

Welcome Time	7:45am – 8:30am
Snack time	09:30am
Lunch	11:30am
Pickup time	12:30pm

##### **Nursery 2**

Welcome Time	7:45am – 8:30
Snack time	9:30am
Special Lessons	10:30am
Lunch	11:30am
Afternoon lessons	12:45pm
Pickup time	2:00pm

##### **Reception to Year 2**

Arrival	7:45am onwards
Line up	8:00am
Period 1	8:10am to 9:10am
Break	9:10am to 9:30am
Period 2	9:30am to 10:30am
Period 3	10:30am to 11:30am
Lunch	11:30am to 12:30pm
Period 4	12:30pm to 1:15pm
Period 5	1:15pm to 2:15pm
Period 6	2:15pm to 3:15pm
Pickup time	3:15pm
Activities (Year 1 and 2 only)	begin 3:30pm

##### **Years 3 – 6 (Primary School)**

Arrival	7:45am onwards
Line up	8:00am
Period 1	8:10am to 9:10am
Period 2	9:10am to 10:10am
Break	10:10am to 10:30am
Period 3	10:30am to 11:30am
Period 4	11:30am to 12:00pm
Lunch	12:00pm to 1:00pm
Period 5	1:00pm to 2:15pm
Period 6	2:15pm to 3:15pm
Activities	Begin at 3.30pm

### Secondary Timetable

Arrival	7:45am onwards
Registration	8:00am to 8:10am
Period 1	8:10am to 9:10am
Period 2	9:10am to 10:10am
Break	10:10am to 10:30am
Period 3	10:30am to 11:30am
Period 4	11:30am to 12:30pm
Lunch	12:30pm to 1:15pm
Period 5	1:15pm to 2:15pm
Period 6	2:15pm to 3:15pm
Activities	from 3.30pm

- **Office Hours**

The School front desk is open from 7:30 a.m. to 5:30 p.m. from Monday to Friday and from 8:00 a.m. to 1:00 p.m. on Saturdays.

Operations/Estate staff, The Bursar and staff of the Bursar’s Office are available Monday through Friday from 8:00 am to 5:00 pm for parents and visitors on campus.

# SCHOOL CALENDAR

***Happy 40th Anniversary BSL 1983-2023!***

## **Term 1**

Monday 21<sup>st</sup> August Boarders Return

**Tuesday 22<sup>nd</sup> August School opens for all learners**

Friday 6<sup>th</sup> October Whole school staff inset (School closed for learners)

Friday 13<sup>th</sup> October School closes at the normal time for Autumn ½ Term

Monday 23<sup>rd</sup> October School Reopens

Friday 15<sup>th</sup> December School closes at 13:00 for the Christmas Break

## **Term 2**

**Monday 8<sup>th</sup> January School reopens for Spring Term**

Thursday 15<sup>th</sup> February School closes at the normal time for Spring ½ Term

Friday 16<sup>th</sup> February Whole School STAFF INSET

Wednesday 21<sup>st</sup> February School reopens

Friday 22<sup>nd</sup> March School closes at 13:00 for the Easter Break 2024

## **Term 3**

Monday 8<sup>th</sup> April School reopens for Summer Term

Tuesday 9<sup>th</sup> April Eid al Fitr (*Subject to change*)\*

Wednesday 1<sup>st</sup> May School Closed Labour Day

Wednesday 8<sup>th</sup> May School closes at the normal time

Thursday 9<sup>th</sup> May to 12<sup>th</sup> May **Half Term**

Monday 13<sup>th</sup> May School reopens for learners

Monday 20<sup>th</sup> May School closed Whit Monday

Friday 14<sup>th</sup> June School closes for Learners at 13:00 for the Summer Break

**Tuesday 27<sup>th</sup> August First day of term for the 2024-2025 academic year**

Please ensure that your children are back on time for the first day of school. A late return is detrimental to their learning and the learning of all their classmates. Absence from school will have a negative impact on their final examination results.

\*Please be aware that the dates for some of the Public Holidays are subject to change. The School will endeavour to inform parents of any changes in a timely manner. School will be open over the May Half Term for any external examinations which are running during those dates

For a more detailed calendar of school events please see our website: [www.bsl.tg](http://www.bsl.tg)

## SECURITY ON CAMPUS

To assure a safe and secure environment at BSL, everyone is requested to collaborate with the school. Our security guards have an important role to play in keeping our community safe:

- Welcoming the parents of students and visitors and presenting a first impression of the school by maintaining a smart and professional appearance in accordance with the standards of the school.
- Checking ID cards and badges, and electronic security systems methodically and effectively
- Controlling the arrivals and departures of people and vehicles.
- Carrying out surveillance of the perimeter around the establishment
- Requesting proof of identity politely without being aggressive
- Reporting in writing to the Estate Manager all major incidents handled, and any “unusual” situations observed.
- Guaranteeing a permanent physical presence at entry / exit points.
- Monitoring the movements and games of the students during the hours when the Campus is open and intervene immediately in case of an altercation.
- Contact the Estate Manager by Walkie Talkie if the need for backup arises.

## PARKING

### **Cars & Buses**

All cars & buses can be parked in the main school car park. Parents and drivers need to walk through the main campus and collect children from the primary school before walking back to their cars.

### **Bicycles or Scooters**

Bicycles or Scooters can NOT be ridden inside the school compound at any time.

You are allowed to ride your bicycles or scooters to school.

Bicycles or Scooters must be parked in the parking area on the main school compound. Please ensure that you have secured your bicycle or scooter as the school will not be responsible for any damage or loss.

Skateboards, rollerblades and hover boards are not allowed in school.

## DROPPING OFF AND PICKING UP YOUR CHILDREN

- **Crèche & Nursery**

Crèche parents should drop/pick up their children off at the Brunel entrance in Rue du Flamboyants. Children can be dropped off after 7:45 and should be picked up promptly in the afternoon. Any parent who is not able to drop their child off must inform the teachers of the person who will be dropping off/picking up their child.

(Please see the Early Years & Primary Hand Book for further details)

- **Reception, Year 1 and Year 2**

If your child is in Reception, Year 1 or Year 2 please drop your child off in the service road, Rue des Jonquilles. Please note that this road operates a one way system. In the afternoon please park in the main school car park and collect your children from the primary school before walking back to your cars. Children can be dropped off after 7:45 and should be picked up promptly in the afternoon. Any parent who is not able to drop their child off must inform the teachers of the person who will be dropping off/picking up their child. The BSL Campus is not to be used as a playground for children out of school hours.

- **All other students: Upper primary and secondary students**

Parents of Year 3 to Year 13 students should drop their children off and pick them up from the front gate of the school. Children can be dropped off after 7:45 and should be picked up **promptly** in the afternoon. Primary children in years 3 – 6 should not go to Wigan before school and so should not be dropped off in Rue des Jonquilles.

## EXITING CAMPUS DURING THE SCHOOL DAY

**Primary children** who have no supervision will be asked to remain in the reception area and parents will be called to collect them. Year 3-6 students can be issued a Home Pass by the Head of Primary if requested in writing by a parent.

- Year 3 – 4: Pass allows them to go home with an older sibling – **NOT ALONE**
- Year 5 – 6: Pass allows them to go home alone

**Secondary students** exiting the campus need to sign out at the school front Office with either:

- A note from a parent
- A note from the Infirmary



- Or a Permission slip from a member of the teaching staff or the Senior Management team.

## **VISITORS**

All visitors to the BSL campus are required to register at our security posts with the security guards in accordance with applicable security rules and protocols. The visitor is then led to the reception for any information/enquiry or direction.

## **LUNCH**

Children eat lunch in the school canteen. Children can have a school lunch, which is prepared freshly on site each day. Cost per meal is FCFA 1,000 for Creche and Nursery, 1,500 FCFA for Reception and 2,000 FCFA for year 1 to 13. Lunch tickets can be purchased for the day, week, month, or even entire term at the account office with the Cashier. Parents can always check the daily school canteen menu at the Front office or with the class teacher. Students can bring in lunch from home. Some children may choose to go home for their lunch break. If your child will be going home for lunch please inform their class teacher of this arrangement.

### **Drinks**

Cold filtered water dispensers are provided at each building. Children should bring water bottles to school which they can refill and keep with them during the day

Children are not permitted to bring chocolates, sweets, lollipops or fizzy drink to school. Due to nut allergies, we also request that no snacks with nuts be brought to school.

### **Morning Break**

A small healthy snack is provided for children during morning break. This is usually fresh fruit. Children are also allowed to bring in a small snack of their own.

## **LOST AND FOUND**

All lost property will be stored near to the school main entrance. Items will be displayed regularly and students will have a chance to reclaim items. If a student loses something they should ask at the school reception. All unnamed and uncollected items will be donated to good causes through our TRACKS programme at the end of the school year.

## BUS TRANSPORTATION

The pack of buses and cars of the school is intended for the excursions/trips of the students as it is convenient. Boarding student parents and their child can also request for this service for their trips to/from the airport, to their hotel during their stay in Togo or in the town. The British School of Lomé does not operate a student transport service from home to campus. For more information regarding our bus transportation please contact [estate@bsl.tg](mailto:estate@bsl.tg)

# III. TEACHING AND LEARNING

## ACADEMICS: THE BSL CURRICULUM

The British School of Lomé uses the following curriculum models as a basic structure on which to build our personalised BSL curriculum.

### **EYFS (Crèche, Nursery & Reception)**

**Key stage 1** (Lower Primary: Years 1-2)

**Key stage 2** (Upper Primary: Years 3-6)

**Key stage 3** (Lower Secondary: Years 7-9)

1. The UK National Curriculum for Primary and Lower Secondary for English, Science and Mathematics and for all other subjects.

### **University preparatory courses:**

**Key Stage 4** (Upper Secondary or High School: Years 10 and 11)

**Sixth Form** (Upper Secondary or High School: Years 12 and 13)

Curriculum in the High School consists of two different academic programmes:

1. In Years 10/11, the Cambridge International General Certificate of Secondary Education (IGCSE) progression prepares students well for the IB.
2. In Years 12/13, the International Baccalaureate Diploma Programme (IBDP) offers a challenging, internationally-recognised curriculum accepted by top-ranked universities.

### **The personalised BSL curriculum**

1. Develops the whole person - knowledge, skills, understanding and attitudes
2. Is broad and balanced with a clear progression in subject knowledge and skills
3. Is filled with rich first-hand purposeful experiences
4. Is responsive to the individual needs of all students including specific educational needs and ESL needs
5. Embeds the principles of global citizenship, service and sustainability
6. Encourages the use of environments and expertise beyond the classroom
7. Makes meaningful links between areas of knowledge across the curriculum
8. Has a local, national and international dimension

**Curriculum outlines will be shared with parents at the beginning of each new Term**

# SCHOOL FACULTIES

## BSL PRIMARY SCHOOL

### **An Introduction to Teaching & Learning in the BSL Primary School.**

Welcome to the Primary School at the British School of Lomé. Students who join BSL in the Primary School can look forward to a creative and engaging teaching and learning experience. At BSL all our students and staff are part of a collaborative Teaching & Learning Community. This contributes to our continual school improvement programme. We focus on providing academic excellence and a truly holistic educational experience for all our young people.

We are proud to promote high expectations for all our students, challenging them to work to the best of their abilities, regardless of their academic prowess. This reflects our motto 'Endeavour is all'.

At BSL we currently follow the British National Curriculum (Early Years Foundation Stage, Key Stage One and Key Stage Two) with the International Baccalaureate Primary Years Programme as a framework and vehicle for learning. BSL is currently a candidate school and is on its way to seeking authorisation to be a PYP IB World School in the next year. The National Curriculum outlines the skills and knowledge which will be acquired by the time our children leave primary school; the PYP is a way of framing learning in order to help children develop holistically as well as academically.

Learning is organised into six 'Transdisciplinary Themes' which, alongside the learner profile, provide children opportunities to acquire the knowledge and develop the skills outlined in the National Curriculum with an overall view of creating conscientious global citizens.

Pupils embark on lines of inquiry stemming from a central idea. Within the context of the Central Ideas, learners acquire the ability to demonstrate and recognise the IB Learner Attributes. The attributes promote learners to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The ethos behind the programme is to create lifelong learners who *'develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'*. The very vast majority of the National Curriculum is covered through the framework of the IB PYP, however, where explicit skills teaching is necessary, for example, reading and phonics, this is done within discrete sessions to be then embedded through the lines of inquiry.

We recognise that mathematics requires specific and prescriptive implementation which is further enhanced through the PYP Framework. There are many resources that are utilised by teachers to support them in the delivery of the mathematics National Curriculum, such as the White Rose Mathematics Scheme and Hamilton Trust which both focus on the mastery of key mathematical skills. However, these are resources to be accessed as opposed to rigid schemes of work. Learners at BSL study mathematics to become functioning, successful adults who are able to think for themselves and thrive in the real world. Our aim is that all children will leave BSL Primary with a positive opinion of mathematics and a positive outlook on their future

studies of the subject. The subject transcends cultural boundaries; its importance is universally recognised.

## **BSL SECONDARY SCHOOL**

### **An Introduction to Teaching & Learning in the BSL Secondary School.**

Welcome to the Secondary School at The British School of Lomé. Students who join BSL in the Secondary School can look forward to a rigorous, creative, and engaging teaching and learning experience. At BSL all our students and staff are part of a collaborative Teaching & Learning Community. This contributes to our continual school improvement programme. We focus on providing academic excellence and a truly holistic educational experience for all our young people.

We are proud to promote high expectations for all our students, challenging them to work to the best of their abilities, regardless of their academic prowess. This reflects our motto 'Endeavour is all'.

Our personalised and holistic learning programme continues from Primary into Secondary. The teaching staff focus on providing appropriate and timely support to meet the learning needs of each individual student so that they discover for themselves that 'There is more in them than they think', (Kurt Hahn)

Learners can expect to achieve more than they perhaps thought possible for themselves. They are encouraged to maximise the effort they put into their studies inside the classroom and to develop their study and self-management skills to optimise their progress outside the classroom.

In the Secondary School opportunities are provided for students to enhance their leadership skills, by taking on responsibility for themselves and by learning to collaborate with others. Our aim is to encourage our young people to think for themselves and to develop into the internationally minded, thoughtful, compassionate leaders of the future. They develop their understanding of global citizenship and understand the importance of their role in affecting positive change in the world.

At BSL we build resilience, confidence, creativity, and communication skills through all aspects of our curriculum. The academic qualifications that students gain, IBDP & Cambridge International IGCSE, are internationally recognised, however, we expect our students to leave us with much more than academic certificates. Our aim is for them to leave us with a sense of purpose and confidence. BSL students learn to not only face the challenges which may lie ahead for them, but to embrace them with the mindset and the skillset to find solutions to the problems they encounter.

Part of becoming an effective global citizen is the ability to communicate effectively with people from different cultures and backgrounds. BSL is a school that places great importance on language learning in both the Primary and Secondary school. All students study English & French. Spanish is an option which can be chosen at IGCSE or IBDP. Instruction is differentiated to enable all students to reach their full potential, regardless of their starting point. We also acknowledge, encourage, and celebrate other cultures whenever possible, instilling in students a sense of pride in their own mother tongue, as well as respect for those who belong to different cultures and who follow different traditions.

Throughout the school we place a high value on Creative Arts and students can participate in; school productions, talent shows, music concerts and art exhibitions. They are encouraged to learn an instrument and provision is made for students to sit the London College of Music, (LCM) examinations which are offered at BSL. There are plans to offer students the opportunity of developing their communication and Drama Skills through working towards the LCM Certificates in Speech & Drama.

All students in Secondary follow a combination of current best practice from the British National Curriculum and the IB. This provides the solid foundations required for the academic success and the holistic development of each individual child and young person. Our educational programme has a long history of success. Our BSL alumni are making positive contributions to a wide range of different professions and businesses all over the world. At BSL every child and young person matters. We firmly believe that every child and young person has something inspirational to contribute to the world. It is our job as educators to help BSL students discover and develop their skills and talents as they strive towards achieving their dreams and goals.

In Years 10 and 11, the students join the Cambridge, two-year IGCSE programme. Students are also given the opportunity to join the prestigious International Duke of Edinburgh's Award. The Award promotes opportunities for students to develop leadership skills, contribute to service projects, learn new skills and to participate in physical challenges. The International Duke of Edinburgh Award continues into the Sixth Form and supports the IBDP CAS programme and Round Square IDEALS and Discoveries.

In Year 12 students begin the International Baccalaureate Diploma Programme, which is held in high regard at universities all over the world. At BSL we also offer the option of following the Bi-lingual pathway for students. There are further details about the IBDP programme on the dedicated page on the BSL website.

At BSL we value 21st Century skills. These complement the attributes set out in the IB Learner profile. We encourage our students: to take risks, to try new ways of doing and thinking about issues, to make the most of the leadership opportunities provided for them at BSL, to develop their thinking skills, to develop their creativity, to work as a team, to be open-minded, to 'go the extra mile' and to care about the school community, the local community, and the wider global community.

## MINIMUM GRADUATION REQUIREMENTS AND THE BSL HIGH SCHOOL DIPLOMA

The majority of students at BSL study towards the IGCSEs and the IB Diploma however students are also eligible for the BSL Diploma. To earn this diploma the students have to earn credits for a list of core and elective subjects. Properly verified student credits from other schools may be accepted towards this Diploma at the discretion of the Head of School.

Each student shall be required to complete 27 credits in order to graduate from BSL and be awarded a BSL High School Diploma. One credit is broadly defined as a course that meets the equivalent of four or more periods per week for one year of study. Credit is awarded for each subject successfully completed during Year 10; Year 11; Year 12; and Year 13.

Required credit distribution shall be as follows for graduation with a total of 27 credits

1. English: 4 credits
2. Mathematics: 4 credits
3. Humanities: 2 credits
4. Sciences: 3 credits
5. World language: 4 credits
6. Physical education: 1 credit
7. Creativity, action, service: 1 credit
8. Elective courses (Electives include any other courses offered at high school level): 8 credits

Please note that students must be able to demonstrate 85% or more attendance to classes in order to graduate.

Further information is available in our separate booklet 'What will IB' please contact our IBDP coordinator, Mr Philip Smith, who will be happy to send you a copy [dp@bsl.tg](mailto:dp@bsl.tg)

# ASSESSMENT, ACADEMIC HONESTY

## ASSESSMENT

The British School of Lomé recognises that teaching, learning and assessment are fundamentally interdependent. The quality of assessment and feedback from teachers has a significant impact on students' attitudes to learning and on attainment by motivating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students. We recognise that students have diverse skills that require a range of assessment methods. Assessment grades included on reports and the BSL transcript will be based on multiple assessments and performance samples over time. Summative assessment will appraise a broad range of concepts, attitudes, knowledge and skills appropriate to the subject.

### The Purpose of Assessment:

1. To help students learn and improve.
2. To help teachers teach more effectively and to adopt a more personalised approach to the needs of their students.
3. To provide relevant and accurate information about attainment for students, parents, teachers and institutions of further education.

### The Nature of Assessment:

1. Assessment **for** learning which involves the continuous use of classroom assessments to improve learning. (Formative)
2. Assessment **of** learning which measures what learners know or can do at a particular point in time. (Summative)

- **Academic Honesty**

All BSL students are expected to be principled and act with integrity and honesty regarding their academic assignments. The internet is a hugely valuable educational research tool however it has become considerably easier for students to gain an unfair advantage in their assignments by using the work of others as their own. This is not only damaging to the progress of the student but is also considered academic malpractice. Information about this is also in the Learner Logs and Student Planners.



### **Examples of academic malpractice**

1. Plagiarism - the representation of the ideas or work of another person as their own. This is usually done by copying and pasting the work of others from the internet.
2. Collusion - supporting malpractice by another student by allowing their work to be copied or used by another student.
3. Misconduct during an examination or test such as cheating or being in possession of unauthorised material or items such as mobile phones, digital watches.
4. Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

### **How should students avoid plagiarism?**

1. All students must submit work that is their own.
2. Students should not cut and paste from the internet and attempt to pass it off as their own work.
3. Students should credit all the sources they use by using “quotation marks,” citations and references. These skills will be taught in school at the appropriate levels.
4. Our well qualified and experienced Librarian is always at hand to assist and advise students in this area.

## GRADE LEVELS AND REPORTING ATTAINMENT

At BSL all attainment for secondary students is assessed and reported using the levels 7 (high) to 1 (low). This is shown on the grid below with the appropriate descriptions.

Level	Attainment	Description	IGCSE equivalent
7	<b>Outstanding attainment</b>	demonstrates exceptional knowledge of the subject with a degree of understanding well above what is expected of a student at this stage; consistently performing at this superior standard.	<b>A*</b>
6	<b>Excellent attainment</b>	demonstrates excellent knowledge of the subject with a degree of understanding consistently above what is expected of a student at this stage.	<b>A</b>
5	<b>Very good attainment</b>	demonstrates a thorough knowledge of the subject with a degree of understanding above what is expected of a student at this stage.	<b>B</b>
4	<b>Satisfactory attainment</b>	demonstrates a secure knowledge of the subject with a degree of understanding in line with what is expected of a student at this stage.	<b>C</b>
3	<b>Low attainment</b>	demonstrates some knowledge of the subject with a degree of understanding below what is expected of a student at this stage.	<b>D</b>
2	<b>Very low attainment</b>	demonstrates a limited knowledge of the subject with a degree of understanding consistently below what is expected of a student at this stage.	<b>E</b>
1	<b>Negligible attainment</b>	demonstrates very limited knowledge of the subject with a degree of understanding significantly below what is expected of a student at this stage.	<b>F/G</b>

## ATTITUDES TOWARDS LEARNING

As well as attainment levels we will also report on the students' attitude towards learning. Grades from A to D are awarded for attitudes towards learning:

### **Outstanding attitude: A** The student:

1. demonstrates initiative and actively participates in all learning activities
2. regularly makes voluntary contributions to discussions
3. consistently pays attention and responds to instruction and advice
4. consistently meets deadlines
5. presents work with pride
6. always arrives prepared for the lesson
7. sometimes does additional work – “goes the extra mile”!

### **Good attitude: B** The student:

8. actively participates in all learning activities
9. regularly makes contributions to discussions
10. pays attention and responds to instruction and advice
11. consistently meets deadlines
12. takes care in the presentation of work
13. always arrives prepared for the lesson

### **Satisfactory attitude: C** The student:

14. participates in learning activities with minimum effort
15. makes contributions when prompted
16. shows willingness to act on advice
17. consistently meets deadlines
18. presentation of work just acceptable
19. usually arrives prepared for the lesson

### **Unacceptable attitude: D** The student:

20. can be negative about participation in learning activities rarely contributes to discussions needs regular prompts to complete work
21. regularly fails to meet deadlines
22. demonstrates little or no effort in presentation of work
23. often arrives unprepared for lessons

## **Approaches to Teaching & Learning at BSL**

Approaches to Teaching and learning at BSL ensures that our students are provided with high quality learning experiences that lead to consistently high levels of achievement. We believe that students absorb only a fraction of verbal instruction in class. Students learn most effectively through engaging, active, challenging, learning experiences both in and outside the classroom using a variety of teaching methodologies. We believe that our students learn most effectively when they:

1. Are challenged with learning which matches and extends their ability
2. Are actively involved in their own learning and enquire for themselves
3. Are engaged, motivated and stimulated
4. Are encouraged, praised and rewarded
5. Achieve success and do not fear failure
6. Feel secure and cared for
7. Have a strong and clear value system and are aware of boundaries
8. Reflect upon their own processes of learning

## **HOME LEARNING**

We believe that homework is an important part of becoming a lifelong learner and is encouraged to enable students to realise that learning is not confined to the classroom. With encouragement and monitoring by parents they can:

1. Establish self discipline and develop good study habits
2. Form a link between home and school
3. Have the opportunity to extend learning and reinforce skills

Homework is encouraged at all levels to give students the opportunity to reinforce or review skills and concepts; to encourage or require independent creativity such as writing, projects, research, etc.; and to promote independent reading and learning. Reading should be encouraged on a nightly basis.

1. At the lower Primary level, homework should not take more than 30 minutes, excluding reading, per night.
2. At the upper Primary level students should complete up to 60 Minutes of homework plus extra reading.
3. Students in Years 7 to 9 are expected to have around 90 minutes of homework 5 days a week.
4. IGCSE students should have 90 minutes to 2 hours of homework 5 days a week.
5. IB students will be given homework as required by subject teachers.

## Helping with Homework: A Parents' Guide

You don't have to be an expert to help your child complete homework but by encouraging daily routines you can give the help and support they need to develop the ability to work independently.

**Here are a few questions to help you identify ways in which you can help your child:**

1. Does your child have a quiet place to study at home? Try to provide your child with a suitable place and the right equipment to do his/her homework.
2. Does your child begin his/her homework at a regular time every day?
3. Do you talk through the homework tasks set each day? Take an interest in what your child is learning about. If your child can explain the task to you they are more likely to do well. Discussing often helps focus the mind.
4. Do you ask your child questions regarding their homework? This is a good way for you to find out what they are doing and check their understanding. Be careful not to do their homework for them!
5. Do you check through homework once it is complete? This is a good way to help your child improve their presentation and accuracy. Help with punctuation, spelling and grammar. Give lots of praise for their accomplishments!
6. Do you check and sign their student planners/homework diaries every week?
7. Does your child read regularly at home? Do they use the school library? Encourage your child to read to you as reading is essential for learning in all areas.

## SUPPORT FOR STUDENTS

BSL offers a wide range of all round care for students which provides each individual young person with a very high level of pastoral and academic support. Numerous professionals at BSL work together in contributing to the personal and academic success of our students. Our staff members undertake regular training provided by internationally recognised training providers every year. Our PSHE (Personal, Social Health & Economic) education programme is fully integrated throughout the school. It is based on an accredited UK PHSE Curriculum Model and adapted to our BSL context. Different aspects of the PHSE programme are delivered by Senior Leaders, the Designated Safeguarding Leads, Class Teachers, Form Tutors, the 2 qualified school nurses and sometimes outside professionals, depending on the topic area. It is delivered through dedicated PHSE time, Assemblies, and other activities.

## **The Library**

The Library at BSL has now been relocated upstairs in the main building. It is a bright and attractive area for everyone to use. It is open throughout the school day for parents, staff and students to use for research purposes, quiet study, and the borrowing of materials. A computerised issue system is now in operation which allows users to have their own unique library card. Professional Library staff are available to support users in their research and their quest for information. A number of activities will be held throughout the year in order to support literacy, encourage reading and foster independent learning. Please see the Librarian Mr Emmanuel Passigue for further information about the library.

## **Learning Support**

A student with special educational needs is a student with specific learning difficulties or a student who demonstrates above average ability or enthusiasm for specific subject areas and who needs extra enrichment activities to develop those areas further! Our very experienced learning support team, led by a qualified SENDCO, provides intensive support and/or monitoring as appropriate to help these students access our curriculum and experience maximum success in their studies. Teachers are also able to support students with learning difficulties in main stream classrooms through the use of individual education plans (IEPs) and classroom accommodations which are provided by the special needs department. These contain clear instructions and advice to ensure that the needs of individual students are provided for including specific differentiation for individual students with special needs, ESL needs, needs for extra challenge and specific medical needs.

## **ESL Support**

BSL has very strong English as a Second Language support both in main stream classrooms and as discrete support by experienced ESL tutors.

**University and Careers Guidance:** BSL has an experienced University and Careers Guidance Coordinator who leads the University and Career Guidance Team. [dp@bsl.tg](mailto:dp@bsl.tg)

Within a university and college preparatory environment, the University and Careers guidance service provides an integrated support system that seeks to advance and enhance a BSL student's personal and social development, emotional well-being, academic potential, and the certainty that a student can contribute positively to the local community and the world at large through their future studies and careers.

## **Some key focus areas covered by the BSL University and Career Guidance Team**

1. The Careers/Post-Secondary Transition: University and College applications procedures beginning in Year 10.
2. The Academic domain: Students explore questions such as: What courses should I be taking? How do the subjects I take relate to higher education and the world of

work? The well-qualified and experienced IGCSE and IBDP Teachers support students and parents in gaining understanding about the different options available and the individual strengths and aspirations of students.

3. The Personal/Social domain: Students explore how they are developing as people, leaders, team-players and learners?
4. The Global Citizenship domain: Students explore how they are making a positive difference to their own community and the world at large?
5. Work Experience: Students explore opportunities to gain valuable, practical experience through work placements during their vacations.

### **The role of the University and Careers Guidance Coordinator**

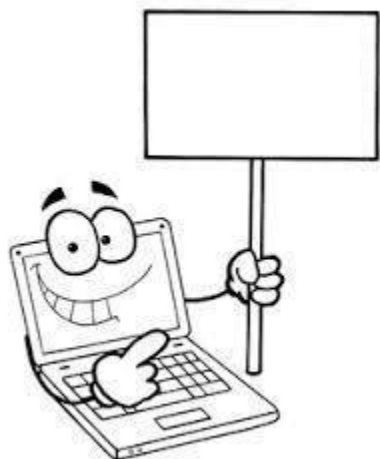
The **University and Careers Guidance Coordinator** helps to support students by providing information for them about different career pathways. The Coordinator meets with the school administration, tutors, teachers, house parents and parents to present information and to answer any career-related questions which may arise. The Coordinator or a member of the University and career Guidance Team organises presentations to groups of parents and students to explain the different application processes.

At Upper Secondary level, university and careers counseling are essential services that serve the needs and interests of our prospective graduates. The approach is individualised to meet each student's unique needs, aspirations, and strengths, and aims to match the student's interests and academic accomplishments with appropriately supportive and selected institutions of post secondary education. The team provides guidance on university selection and the application process for tertiary institutions in the UK, US, Canada, Europe, Africa, Asia and elsewhere.

The BSL University and Career Guidance Team provides proactive support which engages all stakeholders in the delivery of activities and services to empower students to develop their personal potential to the extent possible in school and beyond.

## **LEARNING RESOURCES: TECHNOLOGY, TEXTS AND MATERIALS**

## ICT Facilities at BSL



The British School of Lomé supports student learning through the appropriate and ethical use of information and communication technology to enrich the learning experience. In order to achieve this aim, the following rules apply:

- All ICT/computer facilities at BSL are to be used for legitimate educational purposes only unless otherwise stated. BSL has separate Primary & Secondary IT Rooms and a class set of netbooks which can be booked out by teachers.
- The secondary computer room will be available during the lunch hour, after school and during prep for students to use for academic purposes.
- No food or drink should be consumed in the ICT labs.
- The computers in the computer rooms must not be left logged in or unattended. It is not permitted to lock the computers.
- Students should not share personal user accounts or passwords with anyone else.
- Students should not access other people's files.
- The use of social networking sites such as Facebook is forbidden during the school day unless it is for academic purposes. Social media maybe accessed between 4pm and 5.30 pm. Computer Games are not allowed at any time.
- Students should never view or download any inappropriate, violent, racist or sexual content.



- Students should never send or post any malicious or hateful material using ICT facilities. This is known as cyber bullying.
- Downloading of films or music is prohibited unless it is for academic purposes.
- Plagiarism is forbidden: Students are expected to respect intellectual property rules and copyright laws by using appropriate referencing.
- IB Students wishing to use the school Wifi should request that the access code is entered into their laptops by the IT staff or a designated staff member.
- **Primary Students** are not allowed to bring any electronic devices to school unless the class teacher sends written permission to the parents. Primary students should not use the secondary computer labs at break and lunchtimes.
- **Laptops:** Y10, 11, 12 and 13 are allowed to use their laptops during the school day for educational purposes. Y7, 8 and 9 may bring laptops to school when requested to do so by a teacher. The teacher should provide a written note. All boarders may use laptops during prep for educational purposes.
- **MP3 players and Ipods** are allowed to be used during study periods and prep only. MP3 players are not to be used at any other time during the school day. Wired and wireless headphones are not to be worn around the school campus and should only be used at the times mentioned above.
- **Mobile Phones and Game Consoles:** All other electronic devices including mobile phones and game consoles are not allowed to be used during school day. The devices will be confiscated if they are used for up to one week. Smartphones may be used with the permission of the teacher for educational purposes only.

## Textbooks & other Materials

Textbooks, exercise books, student planners and learner logs for students are provided by the school and they are issued to students at the beginning of the academic year. The textbooks must be returned to the school at the end of the academic year (except for year 10 students going into Year 11 and Year 12 moving into Year 13 who are remaining at the school). Parents will be sent a bill to cover the cost of replacing damaged or missing textbooks by the Bursar's office.

# IV. ADMINISTRATION AND FINANCE

## ADMISSIONS AND GENERAL INQUIRY

A very warm welcome to The British School of Lomé community. As you see your child excel during their time here we know you may wish to tell your friends and family of the excellence of our school, BSL. Now you have come through the Admissions process and joined our school, here is a short general admissions policy for you to pass on. Because we, here at BSL, understand what a big decision choosing the right school is, we endeavour to support new parents throughout the process and are eager to share what a British School of Lomé education can do for your child.

We offer continual enrolment and accept students throughout the year. We realise our international students arrive at any time with parents' work contracts beginning throughout the year.

Our current fees are available on application. We also offer courses for students who require special services such as Special educational needs (SEN), English as a second language (ESL) or academic Support. For more information please email [admissions@bsl.tg](mailto:admissions@bsl.tg)

We encourage you to visit our school so that you can tour our campus, see our classrooms, speak with the Admissions Director and meet our incredible staff. If a campus visit is not possible they can visit our website [www.bsl.tg](http://www.bsl.tg) or email [admissions@bsl.tg](mailto:admissions@bsl.tg) for more information. An enrolment form can be filled out from the website and copy of vaccination records, copy of a Passport/birth certificate and at least two years previous school reports must be attached. Please contact [admissions@bsl.tg](mailto:admissions@bsl.tg) if you face any issue accessing the Enrolment Form from the website.

## PLACEMENT AND STUDENT ORIENTATION

The British School of Lomé will determine the proper placement for new students. Testing and other appropriate means may be used to ensure that students are placed in classes suitable for their age and ability levels in both primary and secondary. Ordinarily, students are placed in the year group which follows next in sequence from their previous schooling. However, all students applying to secondary will complete entrance examinations as part of the admissions assessment process. Entrance examinations usually encompass a test of English (proficiency, reading comprehension/writing skills), Maths and Science and/or a CAT4 test. Further information about these can be obtained by contacting [admissions@bsl.tg](mailto:admissions@bsl.tg) or the BSL Assistant Head Academics, Mr Francis Anquandah [francis.anquandah@bsl.tg](mailto:francis.anquandah@bsl.tg)

Students applying to Primary may be asked to sit exams or be otherwise assessed as needed. Past school records must be obtained by the Admissions office from the parents or from students' previous schools.

The following criteria will be considered when making a placement:

1. Matriculation from an English-medium school system into the year that follows next in sequence

2. When a student is transferring from another school or school system we evaluate: Results on entrance or standardised tests, past school records, chronological age and evidence of maturity.
3. The student's skills, abilities, interests, and preferences, and whether the student needs learning support that BSL can provide.
4. Age is considered to be an important factor in Year group placement and a student will normally be placed in the Year Group corresponding to his/her age. This may vary if applying for Years 10-13 due to IGCSE and IB requirements.

**Names and Ages of the British Education System Year Groups Compared to others.**

The British System		<sup>1</sup> Ages	American	<sup>2</sup> Togolese	<sup>2</sup> French	Nigeria & Ghana	<sup>3</sup> Indian CBSE/ICSE
Early Years	Crèche	18 months – 2 Years			Crèche		
	Nursery 1	2 – 3 Years			Toute petite section		
	Nursery 2	3 – 4 Years			Petite Section		KG1
	Reception	4 – 5 Years		Maternelle	Maternelle Moyenne Section		KG2
Primary Years	Year 1	5 – 6 Years	Kindergarten	CP1	Maternelle Grande Section	P1	Class 1
	Year 2	6 – 7 Years	Grade 1	CP2	CP	P2	Class 2
	Year 3	7 – 8 Years	Grade 2	CE1	CE1	P3	Class 3
	Year 4	8 – 9 Years	Grade 3	CE2	CE2	P4	Class 4
	Year 5	9 – 10 Years	Grade 4	CM1	CM1	P5	Class 5
	Year 6	10 – 11 Years	Grade 5	CM2	CM2	P6	Class 6
Secondary Years	Year 7	11 – 12 Years	Grade 6	Sixième	Sixième	JSS1	Class 7
	Year 8	12 – 13 Years	Grade 7	Cinquième	Cinquième	JSS2	Class 8
	Year 9	13 – 14 Years	Grade 8	Quatrième	Quatrième	JSS3	Class 9
	Year 10	14 – 15 Years	Grade 9	Troisième	Troisième	SSS1	Class 10
Sixth Form (IB)	Year 11	15 – 16 Years	Grade 10	Seconde	Seconde	SSS2	Class 11
	Year 12	16 – 17 Years	Grade 11	Première	Première	SSS3	Class 12
	Year 13	17 – 18 Years	Grade 12	Terminale	Terminale		

<sup>1</sup> Children must have reached the first age for each class by 31 August

<sup>2</sup> CP = Cours Préparatoire, CE = Course Élémentaire and CM = Cours Moyen

<sup>3</sup> CBSE school calendar goes from April to March and the cut-off date is the 31<sup>st</sup> March

## ATTENDANCE POLICIES

- **Registration**

A register is taken of all students at 8.00am each morning. In the secondary school registers are taken by each class teacher at the beginning of each lesson. Students who are late and those who are absent will be recorded appropriately. Sanctions will be carried out if students arrive at school late. **Parents are strongly requested to ensure that their children arrive at school on time.**

Students who arrive later than 8.10am **MUST** sign in at the school reception. This is a campus safety requirement.

- **Absence from School**

If you know in advance that your child will not be able to attend school (e.g. for a medical appointment), please inform the attendance officer [attendance@bsl.tg](mailto:attendance@bsl.tg), the class teacher or form tutor, in advance by using the student planner. On returning to school after any absence, a written note of explanation from the student's parent or guardian **must** be given to the class teacher in primary and the Form tutor in secondary. This will be placed on the students file.

When a student is absent from school/lessons, it is the **student's responsibility** to catch up with all the work and assignments missed during the student's absence.

## SCHOOL FEES

The School Fees for the Year **2023 – 2024** are as follows:

For any concerns please contact the Bursar's office [bursar@bsl.tg](mailto:bursar@bsl.tg)

### New Student One Time Fees

Registration Fee		460 Euro	302,000 Fcfa
Reservation Fee (*)		460 Euro	302,000 Fcfa
CAT4 Test Fee		38 Euro	25,000 Fcfa

### Annual Student Fees

Parent's Association Fee	p.a.	40 Euro	26,000 Fcfa
Development Fee	p.a.	382 Euro	250,000 Fcfa

### Day Students

Early Years (Crèche: Age 18m- 2yr)	p.a	4,162 Euro	2,730,000 Fcfa
Early Years (Nursery 1: Age 2-3; 2: 3-4)	p.a	4,329 Euro	2,839,200 Fcfa
Reception: Age 4-5	p.a	6,262 Euro	4,172,700 Fcfa
Year 1 - Year 3	p.a	8,180 Euro	5,365,500 Fcfa
Year 4 - Year 6	p.a	8,980 Euro	5,890,500 Fcfa
Year 7 - Year 9	p.a	9,995 Euro	6,556,200 Fcfa
Year 10 - Year 11	p.a	10,275 Euro	6,739,950 Fcfa
IB Year 12 - Year 13	p.a	14,677 Euro	9,627,450 Fcfa

### Boarding Students

Boarding Year 4 - Year 6	p.a	20,364 Euro	13,344,500 Fcfa
Boarding Year 7 - Year 9	p.a	21,359 Euro	14,010,200 Fcfa
Boarding Year 10 - Year 11	p.a	21,639 Euro	14,193,950 Fcfa
IB Boarding	p.a	26,041 Euro	17,081,450 Fcfa
Boarding Deposit 50% Refundable	Once	4,574 Euro	3,000,000 Fcfa

### Additional Fixed Fees

IGCSE Association Fee (Yr 10 - Yr 11)	p.a	382 Euro	250,000 Fcfa
IB Association Fee (Yr 12 - Yr 13)	p.a	763 Euro	500,000 Fcfa
Prom Fee ( Yr 12 – Yr 13)	p.a	38 Euro	25,000 Fcfa

**(\*) Recoverable from Tuition Fee**

### General reminders relative to school fees and other charges incurred by students at BSL.

- The 5% sibling discount will continue to be applied to multiple family enrolments.
- Fees are considered paid when cash is given directly to the school bursar's office cashier or cleared amounts deposited into the school bank accounts. Please send confirmation advice to [bursar@bsl.tg](mailto:bursar@bsl.tg) for all wire transfers.
- All fees are stated in FCFA and EUROS: Payments in any other currency are calculated at the exchange rate for the Euro at the time of payment.
- For any bank transfers or cheques deposited directly into one of the BSL bank accounts, we must be sent a copy of the teller advice in order to correctly allocate the payment.
- Exam fees are chargeable in years 11 & 13.
- Sterling, Naira, and Dollar rates fluctuate greatly and should be checked at the time of transfer.
- There is an additional charge for day students wishing to purchase lunch in the school canteen.
- Any extra costs approved by parents (example: a special school trip) will be charged to their account and considered due immediately.
- SEN/ESL/Academic Support services are needs based. Parents will receive separate information.
- One full term's notice must be given when withdrawing students.

## FINANCE OFFICE

The Bursar is the head of finance of the school, the senior administrator responsible for fiscal oversight of the school, and the day-to-day management of the Business Office and school facilities. The Bursar is charged with ensuring that the financial affairs of the school are conducted in a manner consistent with the school's mission, principles and policies, and long-range goals as prescribed by the governing bodies. The Bursar is a member of the Senior Management Team, working closely with the Head of School, Head of Secondary and Head of Primary as well as the Estate Manager, the Finance Committee, and governing bodies. The Bursar reports directly to the Head of School.

**The Cashier: Mr. Sammy Agnantodji** [sammy.agnatodji@bsl.tg](mailto:sammy.agnatodji@bsl.tg)

- Payment of school fees invoiced (50% of all school fees should be paid and are due before the opening of school at the end of the summer holidays and the remaining 50% paid no later than January 1st upon return after the winter holiday break). Parents who prepay the entire year school fees invoiced prior to May 31<sup>st</sup> annually will receive a 5% discount for this early pre- payment.
- Pay in person for lunches at the Canteen for the day, week, month, or even entire term. Cost per meal is FCFA 1,000 for Creche and Nursery, 1,500 FCFA for Reception and FCFA 2,000 for year 1 to 13.
- Pay in person for all extra-curricular activities and trips agreed to for your child(ren).
- Written receipts will always be issued for any and all transactions completed by the Cashier.
- Direct all queries in person or via email or phone for any request regarding spending money or cost of various music lessons and other special events organised by the school for students

**Account Assistant: Miss Elom Kouzawo** [elom.kouzawo@bsl.tg](mailto:elom.kouzawo@bsl.tg)

- Direct all queries in person or via email or phone for any and all additional copies of your school fee invoice, balances on parent account statements and payments made on your accounts especially via Ecobank transfer.

**The Chief Accountant: Mr. Huber Vonor** [h.vonor@bsl.tg](mailto:h.vonor@bsl.tg)

- Direct all queries in person and/or via email and/or via telephone relating to payments made on your accounts especially via UTB bank transfers, and collection of cheques issued for refund of fees.

## SCHOOL SHOP

Our school shop currently located near the basketball court has stationery and school uniforms on sale. Please note that our BSL School shop is now open on Wednesdays and Fridays from 3.00pm till 4.00pm.

The uniform prices are as follows:

<b>Primary Girls</b>	<b>Costs from school uniform shop</b>
Pale blue polo shirt with school logo embroidered on it	7000cfa
Pale blue button up shirt with school logo embroidered on it	6000cfa
Blue skirts /Plaited Skirt	10,000cfa
White, navy blue or black socks/tights	-
Navy blue sweater or cardigan	-
Shoes –black or navy-blue closed-toed shoes or black or white sports shoes.	-
<b>Primary Boys</b>	-
Pale blue polo shirt with school logo embroidered on it	7000cfa
Pale blue button up shirt	6000cfa
Blue shorts	6000cfa
White, navy blue or black socks	-
Navy blue sweater	-
Shoes – black or navy-blue closed-toed shoes or black or white sports shoes.	-
<b>Primary Sports Kit</b>	
PE T-Shirt in house colours (Please check if your child is a Caracal or a Cheetah before purchasing)	5000cfa
Navy blue shorts (elastic waist)	3500cfa
Standard swimming costume	-
Sports shoes (black or white) and a change of socks	-
P.E. Cap	2500cfa
<b>Secondary Girls</b>	<b>Costs</b>
White Polo Shirt with embroidered school crest	7500cfa
Navy A-Line skirt or navy blue tailored trousers	7500cfa
Black, brown or navy leather shoes with white, navy blue or black socks	-
Plain, knitted navy cardigan or jumper	-
Navy blue or black hair band	-
<b>Secondary Boys</b>	-
White Polo Shirt with embroidered school crest	7500cfa
Navy blue tailored trousers	7500cfa
Black, brown or navy leather shoes with navy blue or black socks	-
Plain, knitted navy blue jumper	-
<b>Secondary Sports Kit</b>	-
PE T-Shirt in house colours (Please check if your child is a Caracal or a Cheetah before purchasing)	6000cfa
Navy blue PE shorts	3500cfa
Sport trainers	-
Standard swimming costume	-
P.E. Cap	2500cfa



# V. BSL CODE OF CONDUCT

## THE BSL LEARNER PROFILE: A CODE OF CONDUCT FOR STUDENTS

The British School of Lomé is committed to providing a safe and caring learning environment in which our students and all members of the school community feel accepted, protected and contented. We believe that each student is unique and has the potential for making positive contributions to society. The BSL Learner Profile is a Code of Conduct that expresses the expected standards of behaviour of a student at the British School of Lomé. The school community strives to maintain a positive and engaging school climate essential for our students to flourish academically and socially. To ensure each student is provided with a quality education, the following ten guiding principles have been established.

### **A BSL Student should be...**

**Curious:** Students should actively participate in their own learning showing academic inquisitiveness, independence and initiative in order to develop the skills to become lifelong learners. Students should demonstrate a positive attitude towards their own learning at all times and ensure that work is always completed to the best of their ability.

**Thoughtful:** Students should give thoughtful consideration to their own learning and experience. They should reflect on and understand their strengths and limitations in order to support their learning and personal development.

**Balanced:** Students should actively pursue a balanced life by engaging fully in the British School of Lomé's academic and extracurricular programmes. They should recognise the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Respectful:** Students should show respect to everyone regardless of ability, gender, race, nationality, cultural and ethnic differences, religious beliefs or economic status. Students should be polite and considerate to all members of the school community and be open and accepting of the perspectives, values and traditions of others. Students should show proper care and regard for the property of others, school property and the school environment.

**Organised:** Students should be prepared and properly equipped for the school day. All work should be completed within the time set by the teacher. Students should be punctual to lessons and meetings.

**Presentable:** Students should appreciate that they represent the British School of Lomé at all times and should adhere to the uniform policy of the school.

**Communicators:** Students should attempt to express themselves confidently and creatively in more than one language. They should work effectively and willingly in collaboration with other members of the community. While English is the language of instruction at the British School of Lomé all languages are considered acceptable forms of communication outside of lesson time. Students should not use language or gestures that are abusive or offensive.

**Caring:** Students should show understanding and compassion towards the needs and feelings of others. They should show a personal commitment to service in the community, and act to make a positive difference to the lives of others and to the environment.

**Principled:** Students should act with integrity and honesty towards other members of the community. Students should practice academic honesty and not become involved in plagiarism or cheating. Students should use technology appropriately for academic purposes.

**Responsible:** Students should take responsibility for their own actions and be accountable for the consequences that accompany them.

## BEHAVIOUR AND DISCIPLINE AT BSL

BSL believes that in order to enable effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. The British School of Lomé practices a school wide behaviour plan, which is based on communicating clear behavioural expectations to students. BSL's school wide discipline plan is intended to protect the rights of our students as well as to develop happy, considerate and responsible young people. All community members are to be treated with respect, regardless of ability, gender, age, race and nationality. Every member of staff will seek to create an inclusive, caring, learning environment in the school by:

1. Promoting positive behaviour and discipline by encouraging a culture of praise and collaboration in which all students can achieve: In Secondary merits are awarded by teachers as a reward for exemplary or much improved work, excellent effort, helpful behaviour, commendable conduct, participation in events or activities and any other actions considered worthy by a teacher. Awards are presented in assembly when students reach certain numbers of merits. In primary golden tickets and house points are used in the same way.
2. Promoting positive behaviour and discipline through Leadership Opportunities: Leadership opportunities give children a feeling of involvement in and responsibility for aspects of school life and improve behaviour and self-esteem. Opportunities include becoming class representatives on the prefect, student or eco councils, taking responsibility for the organisation of fundraising activities, class monitors or house captains. Other opportunities include giving students specific responsibilities or roles in class presentations or assemblies.

3. Promoting positive behaviour and discipline through Inclusion: All students respond positively to the atmosphere of the school when the curriculum is seen as appropriate to their needs.
4. Promoting self-esteem, self-discipline, proper regard for authority and positive relationships with others, based on mutual respect and courtesy;
5. Ensuring consistent and fair treatment for all;
6. Promoting early intervention and well thought out proactive strategies to prevent situations arising or escalating.
7. Providing a safe environment; free from disruption, aggression, bullying and any form of harassment;
8. Encouraging a positive relationship with parents and guardians to develop a shared approach which will involve them in the implementation of the school's procedures;
9. Helping students to appreciate the rights of others and the consequences of their actions.

## **DISCIPLINARY PROCEDURES**

Students are responsible for their own actions. When students choose poor behaviour that is not consistent with a positive learning environment, they will be subject to disciplinary consequences. A clear set of disciplinary steps will be taken to deal with behaviour that is not acceptable. Consequences of poor behaviour must be understood and will be implemented consistently by teachers. The behavioural code is applicable during the school day, coming to and from school, during school excursions, in the boarding houses and at all events organised by the School.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behaviour. In determining the appropriate disciplinary action, school personnel will consider all extenuating circumstances, the student's age, the nature of the offence and the circumstances that led to the offence. They will also take into account the student's prior disciplinary record and the effectiveness of other forms of discipline.

### **The Disciplinary Committee**

In the case of a very serious violation of the rules (a step 4 offence), at the discretion of the Head of School or the Head of School's designate, a Disciplinary Committee will be formed to consider any factual evidence or statements. The student will be allowed to speak with the committee before it reaches its recommendations concerning the facts of the incident and on the appropriate consequences of the offence.

The committee will be comprised of (as available and relevant)

1. The Head of School or Head of School's Designate
2. The Head of Primary or Secondary
3. The student's class teacher (primary) or Form tutor (secondary)
4. The complaining teacher (or school employee, parent, third party, or other student – who would inform the committee of the reasons for the complaint)
5. Two additional teachers that have the student in class
6. A member of the Student Council preferably from the student's year group (The Student Council member will be an observer of the proceedings and will not take part in any decision affecting the student.)

## Suspension and Expulsion

The Head of School is empowered to suspend a pupil from the school for causes, which in his or her judgment warrant such action. In the event of a pupil's suspension, it is the responsibility of the Head of School to notify the Provisional Court Administrator within 24 hours of such suspension. The Head of School will recommend expulsion to the Provisional Court Administrator, who alone has the authority to expel a student.

## Diagrammatic representation of offences and the disciplinary process

<b>Step 1 Offences</b>	<b>Appropriate responses to step 1 Offences</b>
Lateness Missing equipment or Homework Diary Incorrect uniform or missing PE/Swimming kit Homework not completed Littering Misuse of authorised electronic devices Inappropriate displays of affection Chewing gum Hurtful language	Generally accepted 'on-the-spot' classroom behaviour modification methods Verbal reminders Warning Confiscation Teacher detention Student may go on tutor report for persistent issues (Report to go in student's file) Parents may be informed
<b>Step 2 Offences</b>	<b>Appropriate responses to step 2 Offences</b>
Continual disruption of learning Plagiarism Cheating Failing to report for detention Defiance and insubordination of an authority figures instructions Abusive language, swearing or offensive gestures	Information brought to form tutor/ Primary/Secondary Head by teacher Student may go on Primary/Secondary Head's report (Report to go in student's file) Counselling Behavioural contract Teacher/Tutor/SMT detention Parents contacted
<b>Step 3 Offences</b>	<b>Appropriate responses to step 3 Offences</b>

Persistent issues regarding step 1 and 2 Cheating on a major test or exam Plagiarism on a major piece of written work Truancy or leaving school grounds without the necessary permission Serious defiance and insubordination Vandalism Bullying Smoking cigarettes Consuming alcohol	Information brought to Deputy Head by tutor, teacher, Head of Primary or Head of Secondary Student may go on Deputy Head's report (Report to go in student's file) Loss of privileges Counselling In-school suspension Parents to be informed and an interview to be held at school regarding the offence
<b>Step 4 Offences</b>	<b>Appropriate responses to step 4 Offences</b>
Persistent issues regarding step 1, 2 or 3 Racism Theft Fighting, assault or violent conduct towards another student or teacher Sexual harassment Possession or use of any illegal/recreational drugs or substance Possession of a weapon	Information brought to the Deputy Head or Headmaster by tutor, teacher, Head of Primary or Head of Secondary Disciplinary committee Student may go on Headmaster's report (Report to go in student's file) Out of school suspension Permanent expulsion Counselling Interview with parents at which time a letter setting out the school's response is given to the parents

## PASTORAL CARE

The Secondary form tutors perform a vital role in the pastoral education and care of Secondary Students at BSL. Tutors provide a source of support to their tutees for both pastoral and academic issues. The role of the tutor is vital to the efficient running of the school including communication with students, successful pastoral care and the delivery of the PSHE (The Personal, Social and Health Education) programme. A tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.

The tutor is active in looking after the interests of the 'whole child.' Each secondary year group at BSL has been assigned two tutors to enable more individual care and attention.

The form tutor should be the first person to whom a student will turn to for help or advice, although it may sometimes be necessary to refer the matter to the Head of Secondary, Head of Boarding, School Counsellor or Head of School.

In Primary it is the Class Teacher, the Teaching assistant and the Head of Primary who make up the pastoral care Team around each child.

## SCHOOL UNIFORM

At BSL we are proud to have a school uniform & we encourage our students to be smartly dressed from head to toe! The wearing of the correct school uniform is compulsory. It is the expectation of BSL that students wear uniform during school hours, for school events and on special occasions. The PE Kit should be worn for PE lessons only and **not** at other times. We reserve the right to send students home who fail to comply to our BSL Uniform Policy.

<b>Primary Girls</b>
Pale blue polo shirt with embroidered school crest
Pale blue button up shirt with embroidered school crest
Blue 'skorts' (shorts with a skirt front) or blue shorts
White, navy blue or black socks/tights
Navy blue sweater or cardigan
Shoes –black or navy-blue closed-toed shoes or black or white sports shoes.
<b>Primary Boys</b>
Pale blue polo shirt with embroidered school crest
Pale blue button up shirt with embroidered school crest
Blue shorts
White, navy blue or black socks
Navy blue sweater
Shoes – black or navy-blue closed-toed shoes or black or white sports shoes.
<b>Primary Sports Kit</b>
PE T-Shirt in house colours
Navy blue shorts (elastic waist)
Standard swimming costume
Sports shoes (black or white) and a change of socks
Hat or Cap
<b>Secondary Girls</b>
White Polo Shirt with embroidered school crest
Navy A-Line skirt or navy blue tailored trousers
Black, brown or navy leather shoes with white, navy blue or black socks
Plain, knitted navy cardigan or jumper
Navy blue or black hair band
<b>Secondary Boys</b>
White Polo Shirt with embroidered school crest
Navy blue tailored trousers
Black, brown or navy leather shoes with navy blue or black socks
Plain, knitted navy blue jumper
<b>Secondary Sports Kit</b>
PE T-Shirt in house colours
Navy blue PE shorts
Sport trainers
Standard swimming costume

### **IB Students: Dress Code - Professional.**

Black trousers or skirts and long-sleeved white shirts and blouses.  
Smart shoes, not Trainers, Converse etc

### **Sports Kit**

Plain white or school crested t-shirt  
White PE shorts or tennis skirt  
Navy blue PE shorts  
Sport trainers  
Standard swimming costume  
House T-Shirt in house colours

### **Mufti Days**

Students shall be permitted to dress as they choose on Mufti Days providing the attire is clean, tidy and appropriate. Mufti Days will be announced by the TRACKS Committee. Students should not wear inappropriate clothing such as spaghetti straps, tank tops, cut-off or ripped fashion jeans, see-through clothing, offensive logos or slogans or muscle shirts. Midriffs must be covered and skirt length must not be any shorter than just above the knee.

## **LOCKERS AND VALUABLES**

All students are provided with a locker with a high quality combination lock. Parents are asked to pay a deposit of 10,000CFA for the combination locks which should be returned to the school when a student leaves the school. It is recommended that valuable electronic items or excessive cash are not brought to school. The school will accept no liability for any such items lost or damaged on or off the campus. Valuable items that are brought to school are the responsibility of the student. All valuables such as laptops and mobile phones must be kept secure in the student's locker if they wish to guarantee their safety during the school day.

## ELECTRONIC DEVICES AND ICT FACILITIES CODE OF CONDUCT

The British School of Lomé supports student learning through the appropriate and ethical use of information and communication technology to enrich the learning experience. In order to achieve this aim the following rules apply:

1. All ICT/computer facilities at BSL are to be used for legitimate educational purposes only unless otherwise stated.
2. The secondary computer room will be available during the lunch hour, after school and during prep for students to use for academic purposes.
3. No food or drink should be consumed in the ICT labs.
4. The computers in the computer rooms must not be left logged in or unattended. It is not permitted to lock the computers.
5. Students should not share personal user accounts or passwords with anyone else.
6. Students should not access other people's files.
7. The use of social networking sites such as Facebook is forbidden during the school day unless it is for academic purposes. Social media maybe accessed between 4pm and 5.30 pm. Computer Games are not allowed at any time.
8. Students should never view or download any inappropriate, violent, racist or sexual content.
9. Students should never send or post any malicious or hateful material using ICT facilities. This is known as cyber bullying.
10. Downloading of films or music is prohibited unless it is for academic purposes.
11. Plagiarism is forbidden: Students are expected to respect intellectual property rules and copyright laws by using appropriate referencing.
12. IB Students wishing to use the school Wifi should request that the access code is entered into their laptops by the IT staff or a designated staff member.
13. **Primary Students** are not allowed to bring any electronic devices to school. Primary students should not use the secondary computer labs at break and lunchtimes.
14. **Laptops:** Secondary Students are allowed to use their laptops during the school day for educational purposes. Primary Students may bring laptops to school when requested to do so by a teacher. The teacher should provide a written note. All boarders may use laptops during prep for educational purposes.
15. **MP3 players and Ipods** are allowed to be used during study periods and prep only. MP3 players are not to be used at any other time during the school day. Large 'Beats' type headphones are not allowed at any time.
16. **Mobile Phones and Game Consoles:** All other electronic devices including mobile phones and game consoles are **not allowed to be used during school day**. The devices will be confiscated if they are used, for up to one week. Smart phones may be used with the permission of the teacher for educational purposes only. If they are not being used in class they should be stored away.

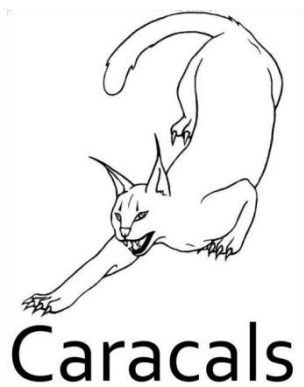
**Abuse of the computer network or the Internet, may result in disciplinary action including possible suspension of IT privileges.**



## VI. ENRICHMENT ACTIVITIES

### HOUSES/AWARDS

# House Events



At BSL there are two 'Houses' named after African Cats

- The Cheetahs
- The Caracals

All students are placed in a house when they arrive in the school. Siblings are usually placed in the same house. The houses compete with each other in both sports and academic competitions throughout the school year usually on the last Wednesday of each month. Students can also gain points for their house through the merit system. The House Cup is presented to the winning house at the end of the school year during the Honours Day assembly.

## **AFTER SCHOOL ACTIVITIES**

A wide range of after school activities is available to students. It is compulsory that all students undertake two activities with at least one being a sport. These activities range from sports, creativity and service as well as academic clubs. Please see the school website for a full list of activities on offer each term. Activities are determined by students' interests as well as faculty expertise. Outside expertise is sometimes used to enhance the programme. In such cases, additional fees may be charged. Please contact the Head of Primary for further information about Primary After School Activities or the Head of Secondary for further information about After School Activities in Secondary.

School activities Fair for Term 1 to be held during the week beginning the 4<sup>th</sup> of September 2023

### **Saturday Activities**

Saturday morning activities are organised for boarding students by Mr. Ernest Dagbovie every Saturday of the school year. This includes sports, creativity and excursions. Boarders also do their homework on week days on the Secondary Campus.

### **Private Music Lessons**

BSL offers a range of private music lessons taught by professional music teachers after school from 3.15pm. The music department will send out information about lessons that are available at the beginning of each year. For further information please contact the Music Teacher.

Our private music teachers for the 2023-2024 school year are:

- Guitar teacher, Mr. Serge KODJOVI, contact number: +228 90162443
- Piano teacher, Mr. Aimee-Roger REBOUEM, contact number: +228 91975393
- Drum teacher, Mr Xavier EYI-ELLA, contact number: +228 92053530

## **ROUND SQUARE ACTIVITIES**

After examinations, in the third week of June, the entire school moves outdoors as students participate in BSL's Round Square week. The week is comprised of education enhancement activities on and off Campus with potential for extended excursion options within and outside Lomé or Togo. The activities are designed to support the growth in the Round Square I D E A L S: Internationalism, Democracy, Environment, Adventure, Leadership & Service

There are three primary goals we envision for this week:

- To learn more about our host country through hands-on activities.
- To understand and appreciate the importance of field experience; taking a subject studied in a classroom and putting that knowledge to practice through real-life experience.
- To work, as a member in a community of peers and teachers, outside the classroom, developing and enhancing skills that both instill confidence in oneself and a sense of interdependence.

Although the schedule of activities, and various excursions, has yet to be decided, there will be day, and possibly extended, trips planned by our teaching staff and administrators. Student safety is our greatest priority and commitment. Parents and students will be informed well in advance in order to prepare and consider the proposed options. Activities and excursions which involve travel, or are physically strenuous, are not without some risk. Following our standard practice, students will be well supervised and all ventures are subject to rigorous risk and safety assessments.

## INTERNATIONAL AWARDS PROGRAMME

International Award students also take part in regular community service with our service partners. Other service opportunities will be made available to all students in Primary and Secondary. Please contact our Round Square Representative for further information or to offer suggestions. [Scott.fairlie@bsl.tg](mailto:Scott.fairlie@bsl.tg)



## The Student Council

We believe that students should have a voice in matters that affect their lives and be provided with opportunities to participate in decision making. The student council enables students to become active participants in the school community. The student council should promote the interests of the school and the involvement of students in the affairs of the school and should make a positive contribution to every aspect of the school community.

At the beginning of the school year representatives from each tutor group will be elected to the school council. Students interested in representing their class must nominate themselves on an official form and be nominated by two others.

Tutor group representatives will bring specific issues to the student council that their tutor group has raised during discussions. Issues will be discussed by the student council and decisions reached by a vote, carried by a simple majority. Feedback from each meeting will be given to class groups by their representative during PSHE sessions. The senior management group will discuss issues brought before them by the student council and respond accordingly.

## The Sustainability/Eco council

The schools Sustainability/Eco council works to promote environmental awareness and works to make BSL a greener environment. As with the student council, students are elected to represent tutor groups.

## Service in the Community

Service in the community is a vital part of the culture of BSL. IB Students are expected to take part in weekly service in the community as part of their IB CAS obligation.



TRACKS was formed as a British School of Lomé service project to promote active community service in the school and improve the service offered to our service partners by students through fundraising. TRACKS is administered by a committee of teachers and student representatives. Please contact Mr. Ernest Dagbovie for further information. [ernest.dagbovie@bsl.tg](mailto:ernest.dagbovie@bsl.tg)

## Tracks Objectives

1. To promote regular involvement in the local community and to develop skills of participation and responsible action.
2. To raise money for a variety of local projects.
3. To give students opportunities to show individual initiative and to develop personal talents.
4. To give students opportunities to plan and carry out fundraising activities and projects as members of a team.
5. To reflect on the process of participation and responsible action.

## Service Partners 2023-2024

1. St Claire's Orphanage, Lomé
2. Aneho Orphanage, Aneho
3. Ecole Vivenda Deaf School, Lomé
4. Ephphatha Deaf School, Lomé
5. Kailend Sustainable organic Farm

## SCHOOL PRODUCTION, COMPETITION AND EXCURSIONS

BSL offers a number of curriculum linked trips and excursions both in the region and internationally. Major trips will be advertised by email detailing the full itinerary and cost. Teachers all complete comprehensive risk assessment before each trip to ensure the safety of our students. Parents should be aware that the cost of trips will be invoiced and charged to their school accounts by the Bursar's office once permission is received.

## SCHOOL CULTURAL AND SOCIAL EVENTS

The school organises various cultural and social events during the school year. More information will be communicated through our Newsletters. For this first half term the upcoming events will be:

- Parent and staff Welcome Drinks and Canape's on the grass 'Meet & Greet 24<sup>th</sup> August'
- Primary parent information afternoon plus EYFS Jolly Phonics workshop
- Music on the Grass
- BSL 40th anniversary events with a school Fête
- Inter-house Sport or spelling (Secondary)
- Science Week
- Primary Family Quiz night
- World Teachers Day celebration

# VII. COMMUNICATION WITH SCHOOL

## COMMUNICATION TYPES

- **ADMINISTRATIVE**

The British School of Lomé recognises the importance of good communications between the school and parents. We always do our best to keep you informed of school events and activities as well as the progress of your child. We also aim to be as open as possible to suggestions and requests from parents. The school has a wide range of professionals available to help parents with any questions or issues they may have. Useful email contacts of various administrative staff are provided in the school directory section.

- **ACADEMIC**

**Secondary Tutors and Primary Class Teachers:** This would normally be your first point of contact for all routine questions, issues and concerns. Direct communication between parent and teacher can often be a very helpful means of helping to understand a particular child's needs, to avoid misunderstanding or to sort out day-to-day problems. The best means of initial contact is either through the student Learning Log or by email. If you wish to contact a teacher directly please email the Head of Primary, the Head of Secondary or the Head of School. An email to the heads of faculty can be forwarded to the relevant subject teacher or tutor. If you wish to speak to a teacher on the phone then please phone reception and leave a message requesting that the teacher phones you back. This may often not be possible until the end of the school day. If you wish to meet with a teacher then please make an appointment through reception. If a matter is really urgent, a senior member of staff will always be available to see parents.

**Heads of section:** The Head of Primary, the Head of Secondary, the Assistant Head Academic whole school and the IBDP Coordinator will be able to answer more specific questions or concerns regarding the academic content of specific courses of study and the school curriculum.

**Head of School:** Parents are welcome to arrange an appointment to meet with the Head of School should they wish to do so.

**Special educational needs coordinator:** Please contact our special needs coordinator for any questions or concerns regarding students supported by our special need programmes or ESL programmes.

- **EMERGENCIES**

### **Change of Address and/phone number**

Please ensure that the school has your most up-to-date email address and phone number for effective communication. Please advise the School Registrar, Ms Sylvie Mensah, of any change of address, email or telephone number via [admin@bsl.tg](mailto:admin@bsl.tg). It is vital that in the event of an emergency, we should be able to contact parents and guardians immediately.

Newsletters, excursion letters and other important information are often sent out via email.

Please also notify Ms Mensah of any additional vaccinations your child may have had or any changes in your child's medical history since you filled in the medical form for admissions. It is important that the school has up to date records in case of need.

## **COMMUNICATION CHANNELS**

The main means of communication are as follows

- **NEWSLETTERS**

**The School Newsletter:** The school monthly newsletter is sent by email and uploaded on to the school website. The aim of the newsletter is to keep parents informed about activities, events and achievements of the school. The newsletter includes notices of what is planned for the weeks ahead.

- **CLASSROOM COMMUNICATION**

**School Reports:** All students will receive three reports during the school year. A progress report will be issued in October and full reports at the beginning of March and in June. Reports will include attainment and attitude grades as well as a subject teacher comment which will offer feedback on performance and targets for improvement.

**Parent Teacher Conferences:** Parent Teacher Conferences are scheduled at the end of each Term. We are grateful for your support in taking advantage of this important opportunity to discuss the progress of your son/daughter with each of the subject teachers. The dates for the PTCs are on the website in the school calendar and reminders will be sent out in the monthly newsletter.

**Student Planners/Learner Logs:** The primary purpose of the student Planners/Learner Logs is for the student to note their homework for each day however it is also a means for simple communication between teachers and parents and vice-versa. It also provides a means for parents to check on what homework a student should be doing, providing an opportunity for parents to support them in completing it. Parents should sign the section provided at the end of each week.

**Class Dojo:** Primary classes use Class Dojo to communicate with parents. Through Class Dojo you can communicate directly with class teachers and see the activities and learning that has been taking place. Class teachers use Class Dojo to inform parents about future activities.

**Google Classroom:** Google Classroom is used in Secondary and by Year 6. Teachers post presentations and work on Google Classroom. Students will also record information in their planners.

- **SCHOOL LIFE COMMUNICATION**

**The School Website** ([www.bsl.tg](http://www.bsl.tg)): The school calendar, news updates, handbooks and a wide range of other information about the school is on the school website which is updated regularly.

**Social Media:** The school's Facebook page 'British School of Lome' is regularly updated with news and events. You can also follow BSL tweets on Twitter at the British School Lome @BSLLome and follow our instagram @bsltogo

**School Whatsapp number:** the school occasionally, for important short notice information may make use of the school Whatsapp number given below, by sending a Whatsapp broadcast message. The Broadcast option is chosen over the Whatsapp group messaging out of respect for parents privacy so that their phone numbers will stay confidential. For the WhatsApp broadcast to be effective so we can reach more parents, please:

1. provide us with your preferred Whatsapp's number to receive school notification
2. save the contact number +228 91960000 as the BSL Whatsapp number on your phone to allow the broadcast to come through.



## VIII. HEALTH PROTOCOLS AND EMERGENCY PROCEDURES

### INFIRMARY

There is an on-site Infirmary in London open during school hours. The medical room is equipped for any minor accident or illnesses that occur during the school day. There are two qualified nurses who work full time at BSL. During out of school hours students may contact the main infirmary at Reading House. If a student is sick or injured they must report to the infirmary. If they need to go home the nurses or reception staff will inform parents immediately. The parents then need to organise for their child to be collected from the school.

#### School Nurses:

Miss Adelaide Sackey 90 08 65 61

Mrs. Eunice Dagbovie 90 17 18 91

The School Doctor is a qualified Pediatrician: Dr Bruce, Clinique St Hélène 22 20 44 38 or 22 21 65 39

In the event of an accident and when immediate hospitalisation is necessary, a parent or guardian will be contacted immediately by a member of the school management team.

### SICKNESS/ACCIDENT

If your child shows signs of sickness or is in an accident before coming to school in the morning, **we kindly request that you keep him/her at home** and inform the school attendance officer [attendance@bsl.tg](mailto:attendance@bsl.tg) or the school Reception.

### MEDICAL EMERGENCIES

There are first aid kits in the following locations: The Infirmary, The Front office, Wigan, London, and The PE Department. A number of teachers are qualified first aiders.

## ALLERGIES

When filling the enrolment forms parents are asked to let the school aware of any allergy their child may have whether to food or drugs which they know about. This helps the school infirmary staff and the catering department to best look after the needs for every child under our supervision. Please keep the school informed of any health issues or signs of allergies your child may have at any point after the admissions stage.

## VACCINATION RECORDS

When enrolling a student, it is a BSL requirement for parents to give copies of medical records and vaccination certificates of any immunizations their child has received since birth. Please remember to complete all your child's vaccinations and update the school accordingly. This helps us handle any cases of infectious diseases, such as measles, that may occur on campus more efficiently and protects our school community.

## EMERGENCY DRILL AND EVACUATION PROCEDURES

BSL operates the following emergency procedures: It is vital that parents are aware of our procedures should a drill or a real emergency takes place while you are in school.

- **Fire Drill**

**The Fire Evacuation Procedure is as follows:** The fire bell will be rung: A continuous non-stop school bell. Immediately upon hearing the fire bell staff and students should begin exiting the building by their assigned exit to their assigned gathering point in SILENCE. Doors should be closed but not locked.

**Main School:** All staff and students in the main building and the quad will gather at the basketball court for roll call. Students should line up by class as marked on the wall in SILENCE. Form tutors will stand with their classes and take roll. Each teacher should carry his/her class register outside and account for each student. If someone is unaccounted for, the teacher must immediately inform the Head of School, Head of Secondary or the Bursar. Primary students in the main building will meet in the basketball court and their class teacher should come over to join them.

**Brunel, London and Wigan:** Primary students in **Brunel, London and Wigan** should gather at their designated meeting point in their area. Teachers need to use their discretion with regards to the safety of their students. If there is a fire in a primary area, students will need to be brought to the basketball court in the main school.

Administration staff should report to their respective managers. Designated fire marshals will check all buildings.

- **Lock Down Drill**

When a lock down is required – (intruders in school/ civil unrest near the school etc) an intermittent school bell will be rung (continuous broken school bell). All students and staff should move to or remain in the nearest lockable room. Teachers should lock and/or barricade doors. Staff members should remain aware that students and staff may need to gain entry to a room once it is locked. Students should be moved away from large windows and be out of sight by sitting on the floor or under tables. Everyone must remain silent during a lockdown so as not to attract any attention.

Students should not leave the school under any circumstances during a lock down. All doors are to remain locked until an announcement is given in person by a member of the senior management team. This announcement may be given using the school intercom or in person by a member of the senior management team. Doors should not be opened unless permission is given by a member of the management team who must announce themselves by name.

- **Bomb Alerts**

In the event of any threat of an explosive device staff should assume that such a device does exist and is present. The safety of the students and staff in the school is paramount. Immediately upon notification of a bomb threat the fire alarm will be set off which will initiate an evacuation of the buildings. Following the fire alarm an announcement will be made using the school intercom or using runners that this is a FULL EVACUATION. All staff and students on the Secondary Campus should begin an immediate evacuation of the entire school to the Basket Ball Court where students should line up by year group and be accounted for. For Primary Students the gathering point is BRUNEL garden.

## IX. FINAL REMARKS

A successful experience in the school community requires excellent communications and collaboration between parents and the British School of Lomé. Our aim with this handbook is to give, if not all, then most of the information our students' parents may need during the time their child is at The British School of Lomé. We believe this is of great help!

Thank you for familiarising yourself with the content of this handbook!

As always, we welcome your feedback and suggestions either by arranging an appointment via the School Reception or by email [headofschool@bsl.tg](mailto:headofschool@bsl.tg)

Schools which inspire are constantly seeking to refine and improve!

10 Key Features of inspirational Schools: Professor Deborah Eyre: High Performance Learning

1	They start by focusing on the <b>profile</b> of the <b>type of student</b> they want to develop and build their accountability measures around this.	6	They see the school as a <b>well-oiled machine</b> that can deliver the same high standards for students year on year and regardless of background.
2	They select a <b>core curriculum</b> that is overall well-suited to their vision and then audit it in order to enhance and supplement where needed including via the <b>enrichment</b> offer.	7	They are <b>purposeful</b> but also <b>relaxed</b> with both students and staff at ease in the school.
3	They make <b>explicit</b> to students (and parents) <b>what</b> they are trying to achieve and <b>how</b> they should participate.	8	They place a <b>high level of trust</b> in their teachers and their students and structures assume timely intervention and benchmarking rather than constant monitoring.
4	They are <b>confident</b> on behalf of their students who feel they can trust the school to help them be successful.	9	<b>Internal accountability</b> precedes external accountability and they take ownership for their own performance.
5	They see personal and pastoral <b>support and guidance</b> as crucial to academic success.	10	Everyone feels an <b>emotional attachment</b> to the school but they don't see themselves as world class because they are never complacent and are continually seeking to refine and improve.