



1983 - 2023

Early Years & Primary Handbook 2023 – 2024

Contents

The School Year 2023 - 2024.....	3
The BSL Motto - The BSL Mission Statement.....	4
BSL Safeguarding.....	6
BSL Emergency Procedures.....	7
BSL Primary School Uniform.....	8
Early Years School Supply List.....	9
School Supply List, Year 1 to Year 6.....	10
Presentation of Work.....	10
The School Day.....	11
Early Years.....	11
Stay and Play.....	12
Reception -Year 6, School Day.....	13
After School Activities.....	14
Important Information.....	15
Morning Drop-off.....	15
Afterschool Pick-up.....	15
Home Passes for Year 3-6.....	15
Bicycles or Scooters.....	16
Food and drink.....	16
Lunchtime.....	16
Drinks.....	16
Primary Assemblies.....	16
Children's Birthdays.....	17
Parent-Teacher Conferences.....	17
Mufti Days (Non-uniform days).....	17
Our BSL School Library.....	17
What Do I Do If...?	18
House Events.....	19
BSL Code of conduct.....	20
The BSL Learner Profile: A Code of Conduct for Students.....	20
Behaviour and discipline at BSL.....	21
Disciplinary Procedures.....	22
Diagrammatic representation of offences and the disciplinary process....	23
BSL is an anti-Bullying School.....	25
BSL Early Years Curriculum.....	26
BSL Primary Curriculum.....	28
Round Square at BSL.....	29
Primary Home work/Learning Policy.....	30
ICT Facilities at BSL.....	31
BSL Home-School Agreement.....	32



The School Year 2023 - 2024

Happy 40th Anniversary BSL 1983-2023!

Term 1

Monday 21st August Boarders Return

Tuesday 22nd August School opens for all learners

Friday 6th October Whole school staff inset (School closed for learners)

Friday 13th October School closes at the normal time for Autumn $\frac{1}{2}$ Term

Monday 23rd October School Reopens

Friday 15th December School closes at 13:00 for the Christmas Break

Term 2

Monday 8th January School reopens for Spring Term

Thursday 15th February School closes at the normal time for Spring $\frac{1}{2}$ Term

Friday 16th February Whole School STAFF INSET

Wednesday 21st February School reopens

Friday 22nd March School closes at 13:00 for the Easter Break 2024

Term 3

Monday 8th April School reopens for Summer Term

Tuesday 9th April Eid al Fitr (*Subject to change*)*

Wednesday 1st May School Closed Labour Day

Wednesday 8th May School closes at the normal time

Thursday 9th May to 12th May **Half Term**

Monday 13th May School reopens for learners

Monday 20th May School closed Whit Monday

Friday 14th June School closes for Learners at 13:00 for the Summer Break

Tuesday 27th August First day of term for the 2024-2025 academic year

Our Motto



'Endeavour is all'

The BSL Motto reflects our concern that all pupils work to the best of their abilities regardless of their academic prowess, as should all other members of our school community.

We want all our students & community members to enjoy learning, to be ready to face challenges with a positive mindset and to become learners for life.

Our mission statement

We aim to encourage our young people: to THINK for themselves, to be independent in their judgements, to have the courage and intelligence to make up their own minds on issues, and to stick to their opinions unless the evidence clearly shows them to be wrong in which case they should be open-minded and humble enough to admit their error.

Expectations

We believe that high achievement always takes place within the framework of high expectations. We expect the best from our students.

Empowering Learners

We empower our multicultural students to be self-directed, independent learners who think critically, communicate, collaborate, create and innovate in order to solve real world problems in our rapidly changing technological age.

We empower our students to obtain the knowledge and skills needed to realise their full potential both within and beyond the classroom.

Excelling Through Life

Our curriculum provides a holistic, student-centred education that prepares our students to take an active and responsible role as the global citizens of tomorrow. We encourage an attitude of inquiry and an enthusiasm for learning that will continue through higher education thus enabling our students to become leaders in a global society.

Enriching Lives

We innovate to inspire and enrich the lives of our students.
We provide our students with an outstanding range of enrichment activities within and beyond our classrooms.

Every Child Matters

We treat every child with respect for their individuality through differentiated teaching and learning styles that meet specific needs.
We provide our students with equal opportunities to participate in all aspects of the school regardless of gender, nationality, religious belief or ability. We celebrate lifelong learning and are committed to nurturing self-esteem and respect.

Empathy for Others

Our traditions embrace the creation of an inclusive yet diverse community of international cooperation and social reflection where we emphasise respect for others, tolerance and open-mindedness.
Beginning in our early learning programme, we educate our students to become dedicated to community service and compassionate, socially responsible individuals in our multicultural community and beyond.

Excellence

The British School of Lomé endeavours to work collaboratively with the school community to provide an exceptional and balanced education for our students and we ensure that all our students reach their full potential as lifelong learners and responsible global citizens.

A message from The Head of Primary



Dear parents and carers,

On behalf of the Early Years and Primary team at The British School of Lomé (BSL), I am happy to welcome you to the 40th anniversary, 2023-2024 year! In our 40th anniversary year we are excited to be able to move our school forward, stabilise and give it a strong foundation to enable it to move to the next level as the first choice, British School in West Africa.

The strength and experience that our new appointments will bring should build on previous successes, bring in new initiatives, revive traditions, direct and develop the whole school into a stronger future. We should develop our strengths and concentrate on our areas of development by listening to our parents and advisors and implementing an improvement plan. Communication, Curriculum, Continuity, Collaboration and Clarity are all key to the next successful 40 years of The British School of Lomé.

As a well-seasoned member of the BSL learning community, but through my new role as Head of Primary, I am committed to continuing our school's strong and productive partnership with all our stakeholders to ensure our children can achieve their highest potential.

My name is Mr Gareth Jones and I bring a wealth of experience teaching and leading schools for more than 30 years'. I have taught in both Primary and Secondary schools as well as leading and developing new and well established schools. My learning journey has taken me to British, International and IB schools both small and large. I have worked on 3 different continents, but much of my experience, 18+ years, has been in Africa, a continent that I have grown to love and make my second home. I have 2 children, one in Primary and the other in Secondary so I have a vested interest in improving the school and an understanding of being a parent as well as a teacher. I have also been at BSL in total for 8 years and I know the history of the school. I first came in 1998, then again in 2006 and again in 2020.

I am delighted to be the new Head of Primary here at BSL in Togo and leading a creative and dedicated BSL Primary Team. As an Early Years and Primary community, we learn together to achieve success for all, based on high expectations and equality for all. We aim to nurture the growth of the whole child; academically, socially, emotionally, morally and physically, celebrating all achievement in a safe, caring and creative environment. The whole team works together to bring learning 'alive' and extend pupils' experiences so that they are well prepared for the next steps in their education.

I would like to take this opportunity to remind you that education is a triangular partnership between the school, children and parents (families), without you our children cannot walk through our gates and without your support their learning journey is much harder. So we endeavour to work together to move the school forward and do great things.

We believe a happy child will be a successful child and work to ensure every child enjoys school and achieves success. We do this by providing the best teaching and learning experiences that we can through an exciting and engaging curriculum. The whole Team and I look forward to an exciting and successful year at BSL. I look forward to meeting our returning learning community and welcoming new members to our BSL family.

Kind Regards,

Mr Gareth Jones (BEd.Honours Primary)
Head of Primary

BSL SAFEGUARDING

At The British School of Lomé, we believe that our children are at the core of everything we do. Our family is growing and, as we have grown, we have taken many steps to make sure your child is safe, secure and happy at our school. We know that working together as a partnership is essential and this document outlines the various procedures, we have implemented to make sure your child remains safe and happy.

Our Principles, Beliefs and Philosophy

We recognise that our school is important in protecting our students; they are in the best position to identify concerns early and provide or identify help for students as well as helping to prevent these concerns from escalating. Consequently, we accept and adhere to these basic principles:

- A child's welfare is paramount and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is 'the best interests of the students'.
- All students have the same equal rights to protection, but we recognise that we need to do more for some students because of their special educational needs, disability, gender, religion or sexual orientation.

The International Child Safeguarding Standards

At BSL we align with The International Child Safeguarding Standards. These standards have been designed to act, prevent, and protect children to meet the responsibilities set out in the [UN Convention on the Rights of the Child](#), to protect every child from abuse: physical and verbal, neglect, exploitation, and violence.

Individuals within the school's environment should be aware of the 5 P's of child protection these are: Prevention, Paramountcy, Partnership, Protection, and Parental Responsibility in accordance with the BSL International Child Protection and Safeguarding policy.

[Our Designated Safeguarding Lead in Primary is Mr. Gareth Jones](#)

SAFETY FIRST!

BSL Emergency Procedures

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 role. Each homeroom teacher should carry his/her class list outside and account for each student. (The Front Office staff will also carry a printout register). If someone is unaccounted for, the teacher must immediately inform the Head of School/SLT or Fire Officers. Primary students in the main building will meet at 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 on the school field. Teachers need to use their discretion with regards to the safety of their students. If there is a fire in a primary area, teachers should stay away from the area and lead the students to a safe area.

Administration staff should report to their respective managers. Designated fire marshals will check all buildings. Do not re-enter the building until you are told to do so by the Head of School/SLT or Fire Marshal.

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 (Or a distinctly different bell to the previous). All students and staff should move to or remain in the nearest lockable room. Teachers should lock and/or barricade doors. Students should be moved away from large windows. 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.

Bomb Alerts:

In the event of any threat of an explosive device being located in school, the staff shall 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 bell will be rung continuously as for a Fire Drill and learners will be taken to the basketball court. They will then be taken to the car park and then on to the boys boarding house. Primary (Wigan, London and Brunel) learners should go to Brunel or RAMCO car park with their teacher and Learning assistant.

First Aid: There are first aid kits in the following locations: The Infirmary, The Front office, Wigan, London and The PE Department.

The Infirmary: There is an on-site Infirmary in London open during school hours. During out of school hours students and staff may contact the School Nurses Eunice or Adelaide (90086561).

BSL Primary School Uniform



As part of the identity of The British School of Lomé, all students are required to adhere to the school uniform policy as set out below. Uniforms must always be clean, neat, and presentable.

Please note there is no uniform for Crèche and Nursery1

Boys	Girls**
<ul style="list-style-type: none"> ● Pale blue polo shirt with school logo embroidered on it * ● Blue shorts (no trousers) * ● White, navy blue or black socks ● Navy blue sweater ● Shoes – black or navy-blue closed-toed shoes OR black or white sports shoes. No sandals or open toed shoes for safety reasons 	<ul style="list-style-type: none"> ● Pale blue polo shirt with school logo embroidered on it * ● Blue 'skorts' (shorts with a skirt front)* ● Blue skirt* ● 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. No sandals or open toed shoes. No high heels or wedges. ● Try to tie long hair back and plaits away from face.
P.E. Kit for Boys and Girls	Swimming Kit for Boys and Girls
<p>Navy blue shorts (elastic waist)* School P.E. Shirt in house colours* Change of socks Sports shoes (black or white) Hat/Cap Water bottle (name clearly labelled)* Sunscreen (if possible)</p>	<p>Girls: one-piece swimsuit Boys: swimming trunks (not beach shorts) Towel Goggles Flip-flops ALL GIRLS MUST WEAR A SWIM CAP ALL BOYS WITH LONG HAIR MUST WEAR A CAP</p>

*Can be bought from BSL store

****Girls skorts and/or skirts must be no more than 2 inches above the knee**

Swimming and PE Kits should be brought to school in a bag and changed into before the lesson. The kit must NOT be worn to school as an alternative to the uniform for the whole day. No studs or football boots are to be worn during the school day.

Jewellery is not to be worn during the school day except for one pair of stud earrings for girls. Students may wear one bracelet only. Exceptions apply for religious reasons and must be arranged through the Head Teacher. Other jewellery will be confiscated. Students should not wear any form of makeup or nail polish. The school is not responsible for any lost jewellery.

School Trips - Unless instructed otherwise, school uniforms should be worn on all school fieldtrips.

What to wear to school in Crèche and Nursery 1

Please remember that in school the children are very active and encouraged to learn through play. Most art material, where possible, is washable. However, we encourage you to not send your child to school in delicate clothing that can easily be damaged.

Children are encouraged to wear the following:

Boys/Girls

- Cotton t-shirt
- Shorts/trousers with an elasticated waist
- Cotton sock
- Closed toed shoe.
- Sun hat or cap



Girls

- Cotton dress/skirt - it is recommended that either shorts or leggings can be worn underneath.

Things to avoid:

- Shoes with laces - Velcro is easier for children to put on or take off.
- Open toe shoes - to avoid injuries in the playground.
- Flip-flops
- Shoes with no back strap.
- Frilly dresses that can easily get caught on play equipment.
- Dresses that are to the ankle, knee length is best.

Early Years School Supply List

The school provides basic stationery for all children; however, we encourage children to bring in the following:

Crèche	Nursery 1 and 2	Reception
Change of Clothes • Outfit • Underwear • Socks	Change of Clothes • Outfit/Uniform • Underwear • Socks	Change of Clothes • Uniform • Underwear • Socks
Water Bottle	Water Bottle	Water Bottle
Spare diapers*	Spare diapers (if worn) *	
Backpack	Backpack	Backpack

*Nursery can provide diapers; however, parents may wish to supply their own brand from home.

School Supply List, Year 1 to Year 6

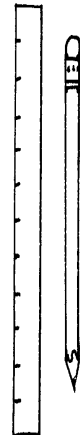
The school provides basic stationaries for all children; however, we encourage children to bring in the following

KS1 (Years 1-2)	LKS2 (Years 3-4)	UKS2 (Years 5-6)
HB Pencils	HB Pencils	HB Pencils
Green ink pen	Green ink pen	Green ink pen
Colouring pencils	Colouring pencils	Colouring pencils
Pencil Case	Pencil Case	Pencil Case
Backpack	Backpack	Backpack
	Dictionary*	Simple Calculator
		Simple Maths Set
		Highlighters
		Blue or black ink pen
		Dictionary*

*Classes have a range of age-appropriate dictionaries. EAL students may wish to bring dictionaries which translate their first language to English.

Presentation of Work

- Make sure that your work looks as though you are proud of it! Ask yourself: Is this the best I can do?
- Do not graffiti or doddle anywhere on, or in, your school exercise books or planner.
- Always remember to draw your margin and write your date.
- Maps, graphs, diagrams should be completed using pencils and rulers.
- If you make a mistake, cross it out neatly with a single line. You are not allowed to use correction fluid.
- A pencil or blue or black ink should be used for all writing.
- When written work is done on a computer, use the spell checker to make sure that your spelling is accurate.
- Always check your work carefully before handing it to your teacher.



The School Day

(Schedules could be subject to change during the academic year)

The Nursery & Crèche (Early Years)

The Brunel playground is supervised from 7.45am - 14.00pm. Kindly ensure that you do not leave your child unattended after these times.

Crèche		Nursery 1	
Arrival	From 07:45	Arrival	From 07:45
Continuous Play	08:00 - 09:10	Continuous Play	08:00 - 09:10
Circle Time	09:10 - 09:30	Circle Time	09:10 - 09:30
Snack	09:30 - 09:50	Snack	09:30 - 09:50
Outside Play/ Continuous Play	09:50 - 11:30	Outside Play	09:50 - 10:30
		Continuous Play/ Specialist Teacher	10:30 - 11:30
Lunch	11:30 - 12:10	Lunch	11:30 - 12:10
Play & Story	12:10 - 12:30	Play & Story	12:10 - 12:30
Pick-up time	12:30	Pick-up time	12:30

Nursery 2	
Arrival	From 07:45
Continuous Play	08:00 - 09:10
Circle Time	09:10 - 09:30
Snack	09:30 - 09:50
Outside Play	09:50 - 10:30
Continuous Play/ Specialist Teacher	10:30 - 11:30
Lunch	11:30 - 12:10
Outside Play	12:10 - 12:55
Adult-Led Learning	13:00 - 13:50
Pick-up time	14:00

Stay and Play



To provide support to parents who need to come to school a number of times for pick up, the Nursery will be running a Stay and Play club.

Your child will be supervised during this time, and they will be able to play or take a nap.

Please be aware that this is not an academic club.



Start time: 12.30 hrs

End time: 15.00 hrs

Who can join: Children in **Nursery 1 & 2** class **ONLY** **Cost:** **3,000 CFA** per session or **48,000 CFA** per month. (Paid in advance)

Days: All week Monday to Friday

Location: Brunel (Nursery building)



If you would like to sign your child up for Stay and Play club, please collect a form from the School office, complete it and return it to your child's teacher as soon as possible.

Reception-Year 6, School Day

The playground is supervised from 7.45am – 3.15pm.

Kindly ensure that you do not leave your child unattended **before** or **after** these times.

Please collect your child and take them home on time.

Reception & KS1 (Years 1-2)		KS2 (Years 3 - 6)	
Line up	07:55	Line up	07:55
Homeroom time	08:00 - 08:10	Homeroom time	8:00 - 8:10
Period 1	08:10 - 09:10	Period 1	8:10 - 9:10
Break	09:10 - 09:30	Period 2	9:10 - 10:10
Period 2	09:30 - 10:30	Break	10:10 - 10:30
Period 3	10:30 - 11:30	Period 3	10:30 - 11:30
Lunch	11:30 - 12:30	Period 4	11:30 - 12:00
Registration/ Period 4	12:30 - 13:15	Lunch	12:00 - 13:00
Period 5	13:15 - 14:15	Registration	13:00 - 13:15
Period 6	14:15 - 15:15	Period 5	13:15 - 14:15
		Period 6	14:15 - 15:15
Pick up time	15:15	Pick up time	15:15
After School Activities (KS1 only)	15:30 - 16:15	After School Activities (KS2)	15:30 - 16:15



After School Activities



Children from Years 1 - 6 have the opportunity to sign up for two different after school activities each term during the school year.

Each term the number of weeks assigned for After School Activities will depend on events occurring within the school year.

Activities begin at 15:30 and end at 16:15 (unless otherwise indicated). Most activities are free of charge; however, for some activities there may be a fee to be paid (such as: karate, swimming, and horse riding).

Parents, please look out for the activity sign-up sheets at the beginning of each new term. Complete and return the sheets as soon as possible to increase your child's chance of getting a space in their desired activity.

Keep a note of your activity days and times below:

Term	Activities		
	Day	Time	Teacher & Location
One September to December			
Two January to March			
Three April to June			

Important Information

Morning Drop-off

Please note that there is no supervision on the playgrounds before 07.45 am

- Crèche and Nursery 1 and 2: Brunel gate from 07.45
- Reception, Year 1, and Year 2: London gate from 07.45
- Year 3 - 6: Front gate from 07.45

Children in years 3 - 6 may play in the main playground till line-up time at 07.55.

Afterschool Pick-up

The playground is not supervised after school. Your child should not remain in school after the end of the school day unless they are attending an After School Activity club or a booked music lesson.

Pickup times, please be prompt:

- Crèche and Nursery 1: 12:30
- Nursery 2: 14:00
- Nursery Stay & Play 14:00 to 15:00
- Reception, Years 1 - 6: 15:15
- After School Activities (Yr 1 - 6): 16:15

N.B. Children not enrolled in a club or music lessons must be collected at 15:15.

Late children who have no supervision will be asked to remain in the reception area and parents will be called to collect them.

All cars must park 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.

Home Passes for Year 3-6

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

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. However, 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.

Food and drink (More detail is provided in our 'Healthy Eating Policy')

Children are not permitted to bring chocolates, sweets, lollipops, or fizzy drinks 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. KS2 students can bring a small amount of CFA to school to purchase snacks at the Secondary Tuck Shop during morning break.

Lunchtime:

Reception to Year 6 students eat lunch in the school canteen. Children can have a school lunch, which is prepared freshly on site each day, or they can bring in lunch from home. Please label lunch boxes with child's name and class to aid delivery. 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.

Primary Assemblies

Primary Assemblies are held Friday mornings at 08:30 in the Hall/Theatre/Drama Room. Throughout the school year each class will have opportunities to host assemblies. We also use this time to celebrate achievements through our Golden Ticket Awards. Parents of the host class are welcome to join us each week.

Children's Birthdays

Teachers often receive invitations to students' birthday parties and although the sentiment is greatly appreciated, we will have to decline all invitations. Due to work and personal commitments, teachers are inevitably not able to attend all birthday parties. To not disappoint some children, we have decided as a staff, that the best thing to do is to graciously decline all birthday invitations. Thank you for your understanding.

It is not a free dress day on your birthday.

If you wish to celebrate your birthday in school, a food and drink treat may be brought in at a mutually agreed upon time between the teacher and parent at least 2 days in advance. Please ensure that any treats or cakes do not contain nuts.

Parent-Teacher Conferences

There are two parent- teacher conferences held every school year. Parents will receive notification through Class Dojo/Toddle to enable them to book a time that is suitable to them on these days. During Term 2, there will be a student-led conference organised within the school day for parents/guardians to attend. Dates will be provided closer to the time of the conference.

In addition to this, parents and teachers are encouraged to communicate with each other throughout the school year. Parents may arrange to meet with the teacher at a time convenient to both the parent and teacher.

Mufti Days (Non-uniform days)

Students shall be permitted to dress according to a theme or free dress on assigned days. Often there is a small fee to be out of school uniform and this money all goes to TRACKS, the school charity. If students, choose not to participate in the Mufti Day then they are expected to be in school uniform.

Our BSL School Library

Primary students can take home 2 books at a time from the library. Books can be exchanged at weekly lessons. Book loans are a maximum of 2 weeks. If no one else has requested the book, you can renew the book for another 2 weeks. Library books should be transported to and from the library and home in a plastic folder or bag to keep the books from getting damaged. Lost or damaged book will need to be replaced. The librarian will notify you as to the cost of the replacement of any such books.

What Do I Do If...?

<p>Student is absent</p>	<p>Parents to send an email to the Attendance Officer, telephone the reception desk or send a Class Dojo message to the class teacher informing of the reason for not attending school.</p>
<p>Student is late</p>	<p>Students must be signed in by a parent/guardian at the reception office on the main campus.</p>
<p>Student has a medical or dental appointment</p>	<p>Parents to email, send a Class Dojo message or write a note to the class teacher.</p>
<p>Student has lost something</p>	<p>All personal property should have the student's name on it. Lost property is kept in a yellow box near the school reception. The items are taken out and displayed regularly. Students or parents should inform the teacher when something is lost and arrangements will be made to check the lost property box</p>
<p>Student has forgotten their homework or PE kit</p>	<p>Inform the class teacher as soon as you notice. Students will be given the opportunity to call home. If this becomes a regular occurrence, the teacher may no longer give them permission to call home and you will be given the appropriate sanction as outlined in our behaviour policy.</p>
<p>Student does not feel well</p>	<p>They must inform their class teacher or another adult present. They will be given a pass to go to the school nurse for treatment if needed. If they need to go home, the school nurses will arrange this for them.</p>
<p>Student is unhappy or concerned about something</p>	<p>Talk to someone. There are many different people they or the parents can talk to:</p> <ul style="list-style-type: none"> • A Teacher • A Teaching Assistant • The Primary Safeguarding Officer • The Head of Primary • The Head of School

House Events



Cheetahs

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

- The Cheetahs
- The Caracals

All students are placed in a house on admission to the school. Siblings are usually placed in the same house. The houses compete in both sports, creative tasks, and academic challenges throughout the school year. Students can also gain points for their house through the merit systems within classes. The House Cup is presented to the winning house at the end of the school year during the Honours Day assembly.



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 practise 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 Lome practises 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 primary golden tickets are awarded to students who have demonstrated a high standard or significant improvement for their Learner Profile attributes.
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. There is an active Student Council within primary and student representatives have the opportunity to serve on this committee and take a leadership role. 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; and ensuring consistent and fair treatment for all.
5. Promoting early intervention and well thought out proactive strategies to prevent situations arising or escalating. In primary there is a teacher responsible for Special Educational Needs and leading the Learning Support Department who plans with class teachers and teaching assistants to create individualised learning plans.
6. Providing a safe environment; free from disruption, aggression, bullying and any form of harassment.
7. 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.
8. 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 Special Educational Needs Coordinator or the Primary Years Programme Coordinator.

Suspension and Expulsion

The Head of School is empowered to suspend a pupil from the school for causes, which in his or her judgement 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.

Possible Behaviour	Suggested Rewards/Consequences
Exceptional Behaviour, Significant Achievement, Constantly displaying "silver" behaviour.	4 - 6 House points (Consideration for Golden Ticket)
Consistent politeness, Selfless Behaviour. Better than expected behaviour / effort. Being polite / kind /caring / sharing. Volunteering to help adults / children. Good manners.	2- 4 House points
Follow our Classroom Contracts or rules Expected behaviour	1 - 2 House point
Verbal warning - draw student's attention to the Classroom Contracts	
Shouting /calling out during teaching time; Getting out of their seat during a task; Distracting other children from learning; Talking when others are talking; Rocking on chairs; Not working to the best of their ability; Not cooperating with others; Having a negative attitude. Not completing homework Forgetting to bring in planner or PE kit	<ul style="list-style-type: none"> • A discussion will be held with the child to highlight and explain why their behaviour is not acceptable. • Time Out in class (10 mins max) • Pupil completes a reflection sheet which is discussed in their own time. • Teacher keeps the Reflection Sheet in the Class Folder.
Verbal warning - draw student's attention to the Classroom Contracts	
Persistent above behaviour Not following instructions; Taking or damaging other people's property Name calling; Tormenting other children; Throwing things; Rudeness; Refusal to work	<ul style="list-style-type: none"> • Child will miss a given amount of their morning or lunch play time • Pupil completes a reflection sheet which is discussed in their own time. • Pupil sent to foster class teacher or Head of Primary to complete work. • Class Teacher will inform parents.
Verbal warning - draw student's attention to the Classroom Contracts	
Walking out of class; Being racist; Intimidating behaviour; Bullying; Fighting; Swearing; Stealing.	<ul style="list-style-type: none"> • Child will be sent to the Head of Primary who will make suitable arrangements for remainder of the day. • Pupil completes a reflection sheet which is discussed in their own time. • Pupil may miss a given number of playtimes • Head of Primary will inform parents.

BSL is an Anti-Bullying School

At BSL, we aim to provide a safe, caring and friendly environment for all of our students to allow them to learn effectively, improve their life chances and help them to maximise their potential.

We want a school in which bullying of any kind is not accepted by any of the school community.

Let's make BSL a place where everyone feels safe and appreciated.

What is Bullying?

Bullying is deliberately hurtful behaviour which is repeated over a period of time.

It is difficult for those being bullied to stop the process.



What to do if you or someone you know is being bullied

- Tell an adult in school - They will help you and give you advice.
- Remember - it's not your fault. No one deserves to be bullied.
- Show the bullies that you do not approve of what they are doing.
- Help and support other students who are being bullied.
- Keep a record - and save any nasty texts or messages you have been sent. Show them to an adult

It is everyone's responsibility to help prevent bullying

Types of Bullying

Verbal

Teasing or taunting, name calling, inappropriate comments, threatening to cause harm.

Physical

Hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things, making mean or rude gestures.

Emotional/Social

Leaving someone out on purpose, telling other children not to be friends with someone, spreading rumours about someone, embarrassing someone in public.

Cyber

Using any electronic device, e.g. phone or computer, to verbally or emotionally bully someone. This includes FaceBook, Instagram, WhatsApp, SnapChat, texting and any other social media.

Racist

Any harm or offensive action towards someone because of their skin colour, cultural or religious background or ethnic origin.

SEND

Any harm or offensive action towards someone with disabilities and special needs.

The BSL Early Years Curriculum

At BSL Primary School we believe that our Early Years Foundation Stage is crucial to developing firm foundations to be built upon throughout our school journey and beyond. It is our intent that the children who enter our EYFS develop physically, verbally, emotionally, creatively and intellectually whilst embedding a positive attitude to school and learning in order for each child to achieve their full potential. We set high expectations throughout all areas of school life and beyond. We believe that all children deserve to be valued as an individual and we are passionate in supporting all children to achieve their full, unique potential.

Our Nursery and Reception classes follow the EYFS (Early Years Foundation Stage) curriculum for England, which has seven main areas of learning.

The Prime Areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

The Early Learning Goals (ELGs)

The level of progress children should be expected to have attained by the end of the EYFS Reception Year is defined by seventeen Early Learning Goals, which are spread across the seven Areas of Learning and Development. The EYFS ELGs go hand in hand with the EYFS outcomes that can guide parents and practitioners on the level of developmental progress that their child is making.

Communication and Language	Personal, Social and Emotional Development	Physical Development	
<p>Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple 24 sentences which can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible.</p>	<p>Numbers Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measures Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>People and communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>

The BSL Primary Curriculum

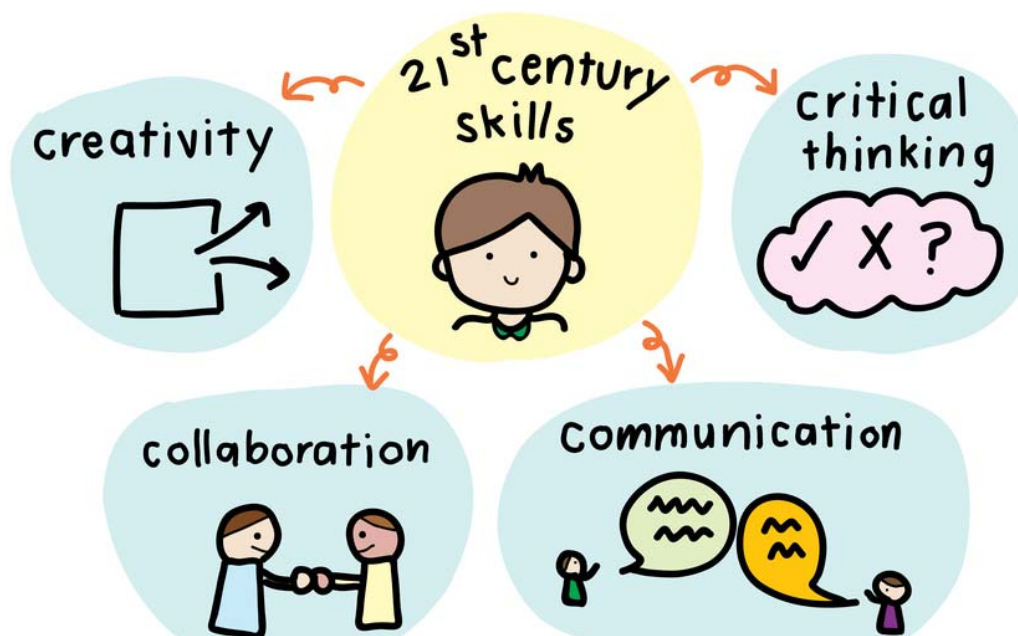
As a high quality British School in an international setting, the BSL Primary Curriculum is based on the National Curriculum for England. This curriculum is well renowned for its breadth, depth and rigorous approach. The curriculum aims to provide children with a strong foundation in all the significant areas of learning: Language (English and French), Mathematics, Science, Social Studies, ICT, Visual Arts, Music and Personal and Physical Education.

At BSL we also enhance our curriculum with the necessary 21st Century skills and attitudes, inquiry and concept based learning and STEAM education that develops our learners into lifelong learners and global citizens.

Through the acquisition of knowledge, skills and understanding we use a framework model that integrates five essential elements. These elements are:

Knowledge	Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.
Concepts	Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore to develop a coherent, in-depth understanding.
Skills	Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.
Attitudes	Attitudes are expressions of fundamental values, beliefs and feelings about learning, the environment, and people.
Action	Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.

21st Century Skills:





Round Square

BSL is also a member of Round Square which is an international network of 230 like-minded schools in over 50 countries that connect and collaborate to offer world-class programmes and experiences that develop global competence, character and confidence in our learners.

Round Square IDEALS and Discoveries

Round Square schools develop character education and experiential learning based around six themes known as the IDEALS:

- International understanding**
- Democracy**
- Environmental Stewardship**
- Adventure**
- Leadership**
- Service**

In exploring these IDEALS, learners make twelve discoveries:

Inquisitiveness (curiosity), tenacity, courage, compassion, inventiveness, problem solving, self awareness, responsibility, appreciation of diversity, sustainability, communication and team working skills.



Primary Home work/Learning Policy

Homework in the IB PYP should be used to enhance the Units of Inquiry and reinforce the key skills and concepts that have been taught during the school day. This will mean that students may need to spend time at home continuing their research and inquiry.

Students of all ages and levels should be engaged in a reading activity each day. Parents are encouraged to read to their children nightly, as well as listen to them read. Students in Key Stage Two and some in Key Stage One will receive spelling words each week and these will be tested on a suitable day set by the class teacher. Students in Key Stage One, Reception Class, and some individual learners in Key Stage Two, will receive homework related to the continued development of their Letters and Sounds progress.

It is recognised that homework is an important part of school life that stimulates a spirit of inquiry, curiosity, and investigation among our students at BSL. Homework supports and reinforces the understanding of learning that occurs within the classroom environment. Homework should be developmentally appropriate and provide students with the opportunity to progress in a well-balanced and holistic way.

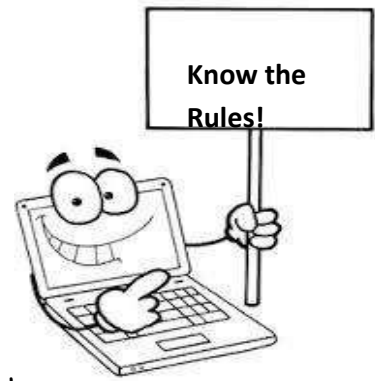
Homework helps students develop important habits of self-discipline, organisation, and independence. It also works towards developing critical thinkers, more confident researchers, self-sufficient, and reflective students. Parental support and encouragement should enable the student to work independently to allow for the development of their self-management skills. Teachers at BSL understand that sometimes events at home may prevent the completion of homework.

If students have difficulty understanding an assignment, they should clarify expectations with the teacher. If students' are absent from school it is the students' responsibility to complete homework or class work that may have been assigned during their absence. It is important to bear in mind that students need a balance between homework and out-of-school activities. At the beginning of the new academic year, the teachers will outline their Homework Policy with parents.

Generally, no homework may be given during the weekend and official holiday times.

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:



- BSL ICT facilities must be treated with respect at all times. You will be held liable for any intentional damage to these facilities.
- All ICT/computer facilities at BSL are to be used for legitimate educational purposes only unless otherwise stated.
- The secondary computer room will be available during the lunch hour, after school and during prep for students to use for academic purposes with permission from their teacher.
- 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.
- Primary students should not access any social networking sites such as Facebook on school premises.
- 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.
- Primary Students are not allowed to bring any electronic devices to school.

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

BSL Home-School Agreement

To reinforce the partnership between home and school, each year all students, parents and teachers sign the Home-School Agreement.

Students agree that they will:

- Use common courtesy, good manners and show respect for themselves and others
- attend regularly and arrive at school by 7.50 am;
- wear the uniform correctly and bring the correct equipment each day;
- work hard to achieve targets set with teachers;
- help other students by allowing every teacher to teach and every fellow learner to learn;
- behave well in and out of class, follow the code of conduct and meet the school's expectations.
- respect and care for others and their property (including school property)
- care for their planner and record all homework details; give their best effort on all tasks;
- meet all deadlines for handing in homework and classwork.
- find out what opportunities are available to them and participate where possible;
- pass all letters, notes and reports to parents on the day they are issued
- talk with parents and teachers about any concerns in school.

I have read the BSL Learner Profile: A Student Code of Conduct and I agree to abide by its provisions. I understand and agree with the Disciplinary Procedures of the school.

Name of Student (print)..... Signed (Student)

.....

Date.....

Eco School Guidelines

Reduce! Reuse! Recycle!

Waste is a problem. Fortunately, there are things that we can all do about it!



Reduce means cutting the amount of stuff you use in the first place so that you have less to throw away! It is much better to reduce waste in the first place!

Re-use means using things again and again and again!

Recycle means using things that have already been used to make new things. After use have reduced and reused as much as you can, Recycle!

REMEMBER: Read something EVERY NIGHT!!

Genre Abbreviations			
Action Adventure (Fiction) = AA	Fantasy (Fiction) = F	Informational (Non-fiction) = I	Realistic Fiction = RF
Autobiography (Non-fiction) = AB	Historical Fiction = HF	Mystery (Fiction) = M	Science Fiction = SF
Biography (Non-fiction) = B	Humorous Fiction = HU	Poetry (Fiction) = P	Traditional Literature = TL

Dear Readers,

We would like to encourage you to read something EVERY NIGHT. There are so many books out there that want you to open their pages and read them. There are exciting adventures waiting, spooky tales, hilarious stories, fabulous fantasies and may more that you can escape into!

To recognise your fantastic reading, you have the chance to collect all of our fantastic BSL Reading Awards - Bronze, Silver, Gold, Platinum and the highly desired Diamond Award! Would like you to collect all five and be in the running to win a special prize at the end of the year? Great! Here's what you do.

1. Select a book that is just right for your age (if an adult is reading to you it can be a bit harder).
2. Finish reading the book and record it in your reading log. Don't forget to get a signature!
3. After every 25 books select your favourite 2 and write two book reports. Your class teacher will give you the correct forms for your year group.
4. Give the book reports to your class teacher to check for you.
5. Your class teacher will pass the book report on to the Head of Primary
6. Wait for the next Assembly to receive your Book Award.

When you have collected ALL 5 awards, your name will go into a hat to receive a special prize at the end of the school year!

**The MORE that you READ,
The MORE things you will KNOW.
The MORE that you LEARN,
The more PLACES you'll GO.**

-Dr. Seuss

Top Tips for doing Homework

1. Switch off the television.
2. Wash your hands.
3. Sit at a table
4. Use a sharp pencil (or a pen if your teacher tells you to)
5. Remember, an eraser and ruler help keep your work neat.
6. Follow instructions carefully
7. Check your work - an adult can help with this
8. Remember to take your homework back to school.

