

Parent Handbook

2026-2027



The British School of Lomé

Togo

Edited April 2026

This handbook provides prospective and current parents at The British School of Lomé with information to help them understand the school's policies, procedures and expectations.

CONTENTS

INTRODUCTION

1. GENERAL INFORMATION

- 1.1 [General Enquiries](#)
- 1.2 [Annual Calendar](#)
- 1.3 [School Day](#)
- 1.4 [Security on Campus](#)
- 1.5 [Drop-offs and Pickups](#)
- 1.6 [Transport and Parking](#)
- 1.7 [Attendance](#)
- 1.8 [Catering](#)
- 1.9 [Lockers and Valuables](#)
- 1.10 [School Uniform](#)
- 1.11 [Lost and Found](#)
- 1.12 [Medical Issues](#)

2. TEACHING AND LEARNING

- 2.1 [THE BSL Curriculum](#)
- 2.2 [Feedback and Assessment](#)
- 2.3 [Student Support](#)
- 2.4 [Co-Curriculum](#)
- 2.5 [Resources and Technology](#)

3. LEARNER PROFILE AND CODE OF CONDUCT

- 3.1 [The BSL Learner Profile](#)
- 3.2 [Taking Responsibility](#)
- 3.3 [Staff Interventions and Consequences](#)
- 3.4 [Expectations of Staff](#)

4. ADMISSIONS, FINANCE AND ESTATES

- 4.1 [Admissions Policy and Procedures](#)
- 4.2 [Financial Matters](#)

5. COMMUNICATION AND COMMUNITY

- 5.1 [Parent Updates and Newsletters](#)
- 5.2 [Communication Platforms](#)
- 5.3 [Private Communications](#)
- 5.4 [Informative Events](#)
- 5.5 [Parent and Community Events](#)
- 5.6 [Parent-Teacher Conferences](#)
- 5.7 [Individual Meetings](#)
- 5.8 [Feedback](#)

6. SCHOOL DIRECTORY

INTRODUCTION

Welcome to The British School of Lomé. BSL has a highly distinguished history, serving Togo and the wider region for more than 40 years. Our school is quite unique in West Africa, offering the UK Cambridge Curriculum to IGCSE and culminating with the International Baccalaureate Diploma Programme (IBDP), which is highly respected as a gateway to universities across the world. Our alumni live and work in many different countries, and are highly successful in their chosen fields.

With students aged from 18 months to 18 years, we have more than 40 different nationalities in our community. We are an inclusive school and whilst some of our students arrive with existing proficiency in the English language, many do not. Our younger children are guided and supported by their class teachers, teaching assistants, and learning support staff, who work together to help them build confidence and proficiency in English. Through this collaborative approach, each child develops the skills needed so that, by the end of their first year, they are well prepared to access the full curriculum independently and successfully. Older students who need support with their English also receive additional support, or may join our intensive Bridging Programme, fast-tracking their English skills so that they quickly become sufficiently bilingual to access our international courses. We also offer students the opportunity to become boarders, so there is truly something for students of all profiles at BSL.

At BSL, we pride ourselves on creating excellent learning experiences within the regular classroom - and also on the many ways in which we enhance our students' learning experience through The BSL Co-Curriculum. Our Co-Curriculum ties together our special events and trips, our enrichment activities, our service projects, our sport and creative arts programmes, our assemblies programme, and our careers and university extension activities. Student leadership underpins many aspects of our co-curriculum. Students are strongly encouraged to consider their skills, interests and possible future careers pathways when selecting appropriate co-curricular learning experiences. As our students progress higher through the school, the Round Square IDEALS, the Duke of Edinburgh's International Award and the IBDP Creativity, Activity and Service (CAS) programme become the frameworks for our students' co-curricular experiences.

Leadership and service are embedded throughout the whole school, with a thriving Student Council and opportunities for all students to grow and develop their skills in any area of personal interest. We are an inclusive school and we provide support for all students through our regular Class Teachers, Tutors and Assistants, as well as through our dedicated Learning Support Team. Our aim is always to nurture each individual student and support their personal development.

To put it simply [our overarching aim](#) is to provide an exceptional education within our vibrant and diverse international community. Please visit BSL to see for yourself!

Tom Vignoles
Head of School

1. GENERAL INFORMATION

1.1 GENERAL ENQUIRIES

For general enquiries, please email contact@bsl.tg or admin@bsl.tg or telephone the school on one of these numbers (+228 22 26 46 06, +228 22 61 20 99, +228 22 60 19 64).

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. The Finance and Estate Teams are available Monday to Friday from 8:00 am to 5:00 pm for parents and visitors on campus.

1.1.1 Admissions and Enrolment

For Admissions Enquiries, please contact admissions@bsl.tg, or you can contact our Admissions Officer by Whatsapp to +228 9196 0000. Please see section 4 for further details of our admissions and enrolment procedures, as well as our [Admissions Policy](#).

1.1.2 Finance

For Financial matters, please contact the Bursar (bursar@bsl.tg) or another member of the Finance Team by telephoning +228 22 60 55 49 or +228 91 93 10 97. Please see section 4 for further details of our financial procedures.

1.2 ANNUAL CALENDAR

Please see our school website for confirmation of [Annual Calendar Dates](#). Once each school year is up and running, you will be able to view a more detailed calendar within our ManageBac database.

Please ensure that your children are back on time for the first day of school at the start of each term. A late return will be detrimental to their learning: research shows a very strong correlation between full attendance at school and positive academic outcomes!

Please note that the dates for some of the Public Holidays are subject to change. Please also note that external examinations (e.g. IGCSE, IBDP) may be unavoidably scheduled on public holidays or school holiday dates, as these dates are fixed internationally and the school does not control them in any way. We will always endeavour to keep parents updated in a timely manner.

1.3 SCHOOL DAY

The school day begins at **8:00am** for students in all year-groups. Timings are as follows:

NURSERY (Brunel)			LOWER PRIMARY (London)		UPPER PRIMARY (Wigan)	SECONDARY (Main School)	
TIME	Crèche, Nursery 1	Nursery 2	TIME	Reception, Years 1 to 2	Years 3 to 6	TIME	Years 7 to 13
07:45	Welcome Time (Brunel)		07:45	Arrival Time (London)	Arrival Time (Main School)	07:45	Arrival Time (Main School)
			08:00	Line Up (London)	Line Up (Main School)	08:00	Tutor Time
08:15	Morning Lesson		08:10	Period 1		08:10	Period 1
09:30	Circle Time		09:10	Period 2		09:10	Period 2
10:00	Snack Time		10:10	Morning Break		10:10	Morning Break
10:30	Specialist Lesson		10:30	Period 3		10:30	Period 3
11:30	Lunch		11:30	Lunch	Period 4	11:30	Period 4
			12:00	Period 4	Lunch		
12:30	Pickup Time	Outdoor Play	12:30	Outdoor Play		12:30	Lunch
13:00		Afternoon Lesson	13:00	Everyone reads in class (ERIC)			
				13:15	Period 5		13:15
14:00		Pickup Time	14:15	Period 6		14:15	Period 6
Crèche and Nursery Students may 'Stay and Play' until 15:15 by special arrangement, for an additional fee.			15:15	Pickup Time unless doing ASEP		15:15	Departure Time unless doing ASEP
			15:30	ASEP Starts		15:30	ASEP Starts
			16:15	Pickup Time after ASEP		16:15	Departure Time after ASEP
			16:30	All students must leave the site by 16:30 unless special approval has been granted to stay later for a specific event.			

1.4 SECURITY ON CAMPUS

To ensure a safe and secure environment at BSL, we kindly ask you to collaborate with the school regarding our security procedures. Our security guards have an important role to play in keeping our community safe and maintaining the standards of the school:

- Guaranteeing a permanent physical presence at all entry and exit points;
- Controlling the arrivals and departures of people and vehicles;
- Welcoming parents and visitors in a professional and courteous fashion Carrying out surveillance of the perimeter around the establishment;
- Monitoring the movements and activities of our students during the hours when the campus is open and intervening immediately in case of an issues;
- Reporting in writing to the Estate Manager any major incidents handled, and any unusual situations observed, contacting the Estate Manager by walkie talkie or phone if backup is required.

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. After requesting proof of identity and checking ID cards and digital identification methodically, our security team will issue visitors badges and escort the visitor to the reception to meet with relevant staff.

1.4.1 Emergency Procedures

To support our students and all members of the BSL community, we also have a number of emergency procedures, including Fire Drills, Lockdown Procedures and in the unlikely event of having to respond to a bomb threat or other perceived danger. Without seeking to alarm anyone, we practise these procedures periodically with all students and staff, to ensure that our community is kept safe at all times. We will always inform parents when a routine practice has occurred.

A copy of these procedures is available for parents on request. If parents happen to be onsite at the time when an emergency procedure is activated, it is absolutely essential that they immediately follow all instructions from staff.

1.5 DROP-OFFS AND PICK-UPS

1.5.1 Crèche & Nursery

Crèche and Nursery parents should drop-off and pick-up their children at the Brunel entrance in Rue du Flamboyants. Children can be dropped off after 07:45 and should be picked up promptly at the correct time. Any parent who is not able to deliver or collect their child in person must inform the Nursery Team of the person who will be dropping off or picking up their child.

1.5.2 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 07:45 and should be picked up promptly in the afternoon. Any parent who is not able to deliver or collect their child in person must inform the Nursery Team of the person who will be dropping off or picking up their child. The BSL Campus is not to be used as a playground for children out of school hours.

1.5.3 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 07:45 and should be picked up promptly in the afternoon. Primary children in years 3 – 6 are escorted from the main school area to Wigan at the start of the day, so should not be dropped off in Rue des Jonquilles.

1.6 TRANSPORT AND PARKING

1.6.1 Vehicle Parking

All cars and other vehicles 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.

1.6.2 Bicycles or Scooters

Students are allowed to ride their bicycles or scooters to school. Bicycles or Scooters must be parked in the parking area on the main school compound. Students must ensure that they have secured their bicycle or scooter as the school will not be responsible for any damage or loss.

Bicycles or scooters must **not** be ridden inside the school compound at any time. Skateboards, rollerblades and hover boards are not allowed in school.

1.6.3 School Vehicles

The suite of minibuses and cars belonging to BSL are intended to support our students with excursions and trips. Boarding students and their parents can also request this service for their trips to or from the airport, or 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.

1.7 ATTENDANCE

We urge parents to ensure that their children arrive on time every day, and to ensure that any absence from school is kept to the absolute minimum. International research shows a very clear correlation between full attendance at school and high academic attainment.

1.7.1 Registration

A register is taken of all students at 8.00am each morning, with attendance recorded within our ManageBac database. In the secondary school registers are also taken by each class teacher at the beginning of each lesson.

1.7.2 Lateness

Students who are late and those who are absent will be recorded appropriately. Parents are strongly requested to ensure that their children arrive at school ready to start their learning on time. Students who arrive later than 8.10am MUST sign in at the school reception. This is a campus safety requirement.

1.7.3 Absence from School

If your child is unable to attend school for any reason (e.g. for an unavoidable medical appointment), please complete the excusal form within ManageBac, or inform contact@bsl.tg as soon as possible.

If your child is temporarily absent before returning, they must sign out on departure and back in on their return.

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.

1.7.4 Early or Late Departures

Occasionally, it may be necessary for students to leave the campus early or late, for example if they have a medical issue or if a parent is delayed. For these situations, we have specific security procedures which are designed to safeguard our students if being collected at an unusual time.

Primary children will never be permitted to leave the site alone. Primary children who have no supervision will be asked to remain in the reception area or library and parents will be called to collect them:

- Students in Year 2 and below must always be collected by a designated adult;
- Students in Years 3 to 6 may be authorised to leave school with an older sibling if requested in writing by a parent, and with notification to the Head of Primary

Secondary students may leave the site alone at the end of the school day. Secondary students exiting the campus sooner than the end of the school day need to sign out at the school front office either following a direct communication from a parent to the school, a note from the infirmary, or a permission slip from a member of the Senior Leadership Team.

1.8 CATERING

1.8.1 Drinks

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

1.8.2 Morning Break Snacks

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. However, 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.

1.8.3 Lunch

Students normally eat lunch in the school canteen, in the Nursery area, or in the garden area (secondary students only). Children can choose to have a school lunch, which is prepared freshly on site each day, or may bring their own lunch from home. If lunches are being delivered by family members later than the start of school, these should be left with security at the main gate in good time before the scheduled lunch break.

For lunches on site, the cost per meal is FCFA 1,000 for Crèche and Nursery, 1,500 FCFA for Reception and 2,000 FCFA for Years 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.

1.8.4 Tuck Shop

The BSL Tuck Shop is run as a student-led enterprise each year by Year 12 students and is available to students from Year 3 upwards during morning break only. Further information will be shared with students and parents from time to time.

1.9 LOCKERS AND VALUABLES

Lockers are available for all secondary students if required, and should be used with a high quality combination lock which is provided by the school. 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. 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. It is recommended that other valuable electronic items or excessive cash are not brought to school.

1.10 SCHOOL UNIFORM

At BSL we are proud to wear school uniforms and 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 their uniforms during school hours, for school events and on special occasions. Students may wear PE Kit if they have PE scheduled the same day. We reserve the right to send students home who regularly fail to comply with our BSL Uniform Policy.

1.10.1 School Shop

Our school shop is located near the basketball court and has stationery and school uniforms on sale. It is open on Wednesdays and Fridays from 3.00pm till 4.00pm.

Here is a link to our [Current Uniform Requirements and school shop prices](#).

1.10.2 Mufti Days

Students shall be permitted to dress as they choose on designated Mufti Days providing the attire is clean, tidy and appropriate. Mufti Days will be announced by the Student Council, with approval from the SLT and will often have a specific theme. However, students should never 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.

1.11 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. Our Student Council will donate all unnamed and uncollected items to good causes at the end of the school year.

1.12 MEDICAL ISSUES

We have a commitment to support the health of all of our students when on site. A number of structures and systems exist to ensure that we can meet this commitment.

1.12.1 Infirmary

There is an on-site Infirmary in the London building, which is open during school hours. The medical room is equipped for any minor accident or illnesses that may occur during the school day. There are two qualified nurses who work full time at BSL. Out of school hours, boarding students receive medical support within the boarding house.

1.12.2 School Nurses and Doctor

Our School nurses may be contacted as follows:

Miss Adelaide Sackey 90 08 65 61

Mrs. Eunice Dagbovie 90 17 18 91

We also have close links with a qualified Pediatrician, Dr Bruce. He is based at Clinique St Hélène, Tel: 22 20 44 38 or 22 21 65 39.

1.12.3 Sickness or accident

If a student is sick or injured during school hours, 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.

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 them at home. If they will be absent from school, please complete the excusal form within ManageBac, inform contact@bsl.tg, or telephone the school Front Office on +228 22 26 46 06 as soon as possible. Please update the school after their return if there are any ongoing health issues that may need further monitoring.

For medical issues during school hours, we will immediately ask for assistance from our school nurses. There are first aid kits in the following locations: The Infirmary, The Front office, Wigan, London, and The PE Department. A number of other members of staff are qualified first aiders.

In the event of an accident or illness where immediate treatment from an external medical facility is unfortunately necessary, a parent or guardian will be contacted immediately.

1.12.4 Allergies

When completing enrolment forms parents are asked to make the school be aware of any known allergy for their child, whether this may be to food or medication, and please also update the school if any allergy should develop subsequent to enrolment. This helps the school infirmary staff and the catering department to meet the needs of every child under our supervision.

1.12.5 Vaccination Records

When enrolling a student, it is a BSL requirement for parents to provide copies of medical records, including the vaccination certificates for any immunizations their child has received since birth. Please remember to complete all your child's vaccinations, and update the school accordingly by emailing admin@bsl.tg if anything changes. This helps us handle any cases of infectious diseases that may occur on campus more efficiently, and protects our whole school community.

2. TEACHING AND LEARNING

2.1 THE BSL CURRICULUM

At BSL, we follow the UK Cambridge Curriculum up until IGCSE, leading to the International Baccalaureate Diploma Programme (IBDP) prior to university entry. We also offer a range of other qualifications, such as the DELF qualification for francophone students, and IELTS for our Community Learners within our English Language Institute.

The British School of Lomé is structured as follows:

PRIMARY SECTION

Early Years (Crèche, Nursery & Reception)

Key Stage 1 (Years 1 and 2)

Key Stage 2 (Years 3 to 6)

SECONDARY SECTION

Key Stage 3 (Years 7 to 9)

Key Stage 4 - IGCSE (Years 10 and 11)

Key Stage 5 - IBDP (Years 12 and 13)

ENGLISH LANGUAGE INSTITUTE

Year 11 Bridging Programme

Adult Community Learners

2.1.1 Primary: Early Years

Our Early Years section comprises Crèche, Nursery & Reception. We follow the UK Early Years Foundation Stage (EYFS) Curriculum. Children in the Early Years learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Here is more information about our [Early Years Curriculum](#).

2.1.2 Primary: Key Stages 1 and 2

Key Stage 1 comprises Year 1 to 2, and Key Stage 2 comprises Years 3 to 6. At the British School of Lomé, the Key Stages 1 and 2 curriculum is designed to provide a rigorous and engaging educational experience that lays a strong foundation for future learning. Our curriculum is based on the Cambridge framework, aligning closely with the British National Curriculum to ensure a high standard of education in core subjects such as English, Science (Physics, Chemistry and Biology), and Mathematics, as well as foundation subjects including ICT (Computing), Art, Music, French, Humanities (Geography and History), Drama, Library, PE & Swimming, and PSHE (Personal, Social, Health, and Economic Education). We offer a broad and balanced curriculum that includes a wide range of subjects to support the development of well-rounded students.

Here is more information about our [Key Stage 1 and 2 curriculum](#).

2.1.3 Secondary: Key Stage 3

Key Stage 3 comprises Years 7 to 9, at the lower end of the Secondary Section. This stage truly represents a journey from childhood into the early stages of adulthood. They build on and develop their academic and social skills, which allow for new learning opportunities, both in terms of subjects and working methods. Project management skills are taught and supported by the teaching staff at this stage. BSL follows the guidelines of the Cambridge UK curriculum whilst incorporating key elements of innovation, global citizenship and project management, this is aimed at not only preparing students for further studies but also to make them into life long learners who can, and want to learn independently to achieve their potential.

Here is more information about our [Key Stage 3 Curriculum](#).

2.1.4 Secondary: Key Stage 4 - IGCSE or Bridging Programme

Key Stage 4 comprises Years 10 and 11, as students build further towards adulthood. In Key Stage 4, we offer two curriculum pathways. The majority of students will follow our mainstream pathway to IGCSE qualifications at the end of Year 11. A few students will instead select our one year bespoke Bridging Programme.

2.1.4.1 IGCSE

IGCSE stands for the International General Certificate of Secondary Education. It is a two-year programme leading to externally set, marked and certificated examinations from the University of Cambridge. Any student who takes an IGCSE subject will be gaining a qualification that is recognised globally. They are established qualifications that keep pace with educational developments and trends and so are an ideal foundation for higher level courses such as the International Baccalaureate Diploma Programme (IBDP).

Here is more information about our [IGCSE Programme](#).

2.1.4.2 Bridging Programme

Our one year bespoke Bridging Programme, normally studied within Year 11, is an intensive English programme that is taught through our English Language Institute. This is a specially designed fast-track English programme, which enables students who arrive with limited English to become sufficiently bilingual to join the IBDP programme one year later.

Here is more information about our [Bridging Programme](#).

2.1.5 Secondary: Key Stage 5 - IBDP

In Key Stage 5, our students study for the International Baccalaureate Diploma Programme (IBDP). Again, we offer two curriculum pathways. Some students will study a combination of courses that collectively leads to the Full IB Diploma. Others will study a number of individual IB Diploma Programme Courses, which will lead to individual certificates in each subject. The IB Diploma Programme aims to develop students who have excellent breadth and depth of knowledge, students who flourish physically, intellectually, emotionally and ethically.

Students selecting the full IB Diploma study six courses in Year 12 and 13 from the following subject groups (three at higher level, and the remaining at standard level): Studies in Language and Literature; Language Acquisition; Individuals and Societies; Sciences; Mathematics; and the Arts. Additionally, they complete the three core elements of Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity and Service (CAS). Students selecting to study IB Diploma Courses may study a more flexible combination of subjects, and may or may not complete all of the core elements.

Here is more information about our [IBDP Programme](#).

2.1.6 English Language Institute (ELI)

Our BSL English Language Institute (ELI) is a centre of excellence for English Language Acquisition within Lomé. Its function is to fast-track BSL students enrolled on our Bridging Programme with their learning of English, as well as to provide English Language learning opportunities in a range of forms for the wider community within Lomé.

Here is more information about our [English Language Institute](#).

2.1.7 Viewing Curriculum Plans

Curriculum Unit Plans can be viewed by Parents within our ManageBac database once their children are enrolled in the school. Parent logins for ManageBac will be issued to new parents in September each academic year.

2.2 FEEDBACK AND ASSESSMENT

Feedback is central to everything we do as a school. Feedback enables our learners to achieve constructive growth, and our teachers to understand what our learners need. Feedback enables the intentional design of teaching and learning tasks, to maximise their impact and effectiveness.

Assessment in class involves requesting and achieving feedback on learning. The purpose of assessment is always to empower our learners and develop their independence, as well as to help teachers to measure their own impact on their learners, to inform the next stages of each student's learning.

A wide variety of assessment types will be used throughout the year, ranging from daily formative assessment in class to check learner understanding, through to more detailed summative tests and examinations. Whether formative or summative, the purpose of any assessment is always to provide feedback to learners and teachers on their next steps. Please see our [BSL Feedback and Assessment Policy](#) for more information about the range of ways in which we assess students and provide feedback.

2.2.1 Home Learning

Learning to work independently from home is an important part of becoming a lifelong learner. Homework is encouraged to enable students to realise that learning is not confined to the classroom.

With support and monitoring by parents, students can:

- Establish self discipline and develop good study habits;
- Form a link between home and school;
- 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 also be encouraged on a nightly basis.

Please see here for our Home Learning Policies:

- [Primary Section Home Learning Policy](#).
- [Secondary Section Home Learning Policy](#)

2.2.2 Helping with Homework

Homework is designed to be independent learning, to help reinforce each student's understanding. Therefore, it can often be counter-productive for the development of a child's self-confidence if too much assistance or tutoring is given with the homework topics themselves. Additionally, for older students, providing too much assistance or tutoring may be in direct contravention of our Academic Integrity Policy, which in turn aligns with the specific rules for our various external qualifications such as IGCSE and IBDP.

The best way parents can help with homework is by ensuring that daily routines are in place for homework to be completed regularly and efficiently, and by ensuring that there is a suitable location and quiet environment for your child's study time to be effective.

2.2.3 Academic Integrity

It is essential that all students learn to operate with academic integrity, both when completing assessments at school and also when working independently at home. Indeed, our external qualifications such as IGCSE and IBDP have very strict rules regarding academic integrity which may lead to students being disqualified if they do not follow correct processes.

All students in the secondary section will receive regular reminders regarding our [Academic Integrity Policy](#). It is important that parents also read and understand the policy before providing any extra assistance at home, which could otherwise inadvertently cause a serious problem for their child.

2.3 STUDENT SUPPORT

BSL offers a wide range of all round care for students, providing each individual 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.

2.3.1 PSHE and Assemblies

Our PSHE (Personal, Social & Health Education) programme is fully integrated throughout the school. It is based on an accredited UK PSHE Curriculum Model and adapted to our BSL context. Different aspects of the PSHE 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 PSHE time, Assemblies, and other activities.

Primary assemblies take place every week and are themed alongside our PSHE Programme, as well as being used to celebrate achievements. Assemblies can be led by Teachers, Students (Classes), special guests, the Head of Primary and also parents. Relevant parents are invited to attend class assemblies as visitors.

Secondary assemblies take place periodically within the PSHE schedule, whenever there are topics that are better addressed through a whole school gathering.

2.3.2 Safeguarding and Pastoral Support

It is our duty to keep all of our students physically and emotionally safe. At BSL, we have a team of Designated Safeguarding Leads (DSLs) whose job is specifically to respond proactively to any concerns which may occur regarding the safety or well-being of our students. Our students are always encouraged to speak up in a range of ways if they have any concerns, for example through encouragement to speak with colleagues within our PSHE and Assemblies Programme, or through posters around the school.

Their work is supplemented by nominated colleagues who oversee pastoral provision at BSL, leading and managing student behaviours within the Senior Leadership Teams for the Primary and Secondary Section, in accordance with the BSL ethos and codes of conduct. Our school is a place of learning, so inevitably students will make mistakes from time to time. Working closely with class teachers and tutors, our Pastoral Team will lead our response to any incident or concern which may occur, including communications with parents when necessary.

2.3.2.1 Primary Teachers and Educational Support Team

In the Primary Section, the Class Teacher and any allocated Educational Support Team staff are the first point of contact for students or parents who may have specific concerns. Consultation may then occur with the Safeguarding Leads and Pastoral Support Team for further advice and guidance.

2.3.2.2 Secondary Form Tutors

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. Form Tutors are 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. The Form 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 Form Tutor is active in looking after the interests of the 'whole child.' Each secondary year group at BSL has been assigned two Form Tutors to enable more individual care and attention. The Form Tutor will often be the first person to whom a student will turn to for help or advice, with further guidance obtained from other colleagues when necessary.

2.3.3 Learning Support

As an inclusive school, we strongly believe that every child is unique, and will have individual needs. Some students may need additional support in order to fulfil their potential, whether on a short-term or longer-term basis. Our Learning Support team, led by our experienced Special Needs Coordinator (SENCO), provides intensive support and monitoring as appropriate to ensure all students can access our curriculum and experience maximum success in their studies. Where appropriate, Individual Education Plans (IEPs) are shared with teachers. These contain clear instructions and advice on how best to meet each student's individual needs, whether these needs be academic, social, emotional or physical. This can potentially also include the formal approval of special learning or assessment accommodations, for example approval to use a laptop at all times in class, or approval for 25% extra time in examinations. Parents should reach out to our Learning Support Team at any time if they feel their child may potentially need some extra assistance with any area of school life.

2.3.4 English and French Language Support

As a school which welcomes many nationalities, it is very common for students to arrive at BSL requiring some help with their English. Our English as an Additional Language (EAL) Support Team will support students as may be necessary on arrival.

For most students, additional English support within lessons or via a small number of extra lessons is normally sufficient, as students will naturally pick up English very quickly from the regular curriculum and from mixing socially with other students. However, a few students may also join our special Bridging Programme, to receive additional intensive English lessons for a period of time before moving more fully into the mainstream classroom.

Since Togo is a francophone country, many of our students arrive already somewhat fluent in French. However, we can also offer French Language Support for those who arrive with little or no French.

2.3.5 University and Careers Guidance

BSL offers bespoke Universities and Careers Guidance to all students. This is led by our Universities and Careers Adviser, and supported by tutors and other advisers as may be necessary. Our guidance programme provides integrated support to advance and enhance each BSL student's understanding of their potential post-school pathways. This includes an annual cycle of careers-focused events within our co-curriculum, tutorial advice regarding academic option selection, as well as regular individual meetings with each IBDP student to help them articulate their future university and career choices. We also strongly encourage our students to make use of the BSL Co-Curriculum to help them gain practical experience within their chosen fields.

2.3.6 The Library

The Library at BSL is upstairs within the main building. It is a bright and attractive area for everyone to use and we are fortunate to have one of the largest collections of English reading books within the region. 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 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 our website for further information about [Student Support](#).

2.4 CO-CURRICULUM

At BSL, we pride ourselves on creating excellent learning experiences within the regular classroom - and also on the many ways in which we enhance our students' learning experience through The BSL Co-Curriculum.

Student leadership underpins many aspects of our co-curriculum. Students are strongly encouraged to consider their skills, interests and possible future careers pathways when selecting appropriate co-curricular learning experiences.

Our Co-Curriculum consists of many different elements, including Special Events, Enrichment Activities, Enrichment Trips, Service Projects, the Sport Programme, the Creative Arts Programme, Assemblies, Tutorials and the PSHE Programme - as well as Careers and University Extension Activities.

Here is more information about our [BSL Co-Curriculum](#).

2.4.1 Special Events

Special Events are a cornerstone of our BSL Co-Curriculum. Their objective is always to provide exceptional learning experiences for our students. Special Events may take place within the regular timetabled curriculum or outside of the regular timetable, during breaks, lunchtimes, after school, or by arrangement during weekends or holiday time.

There are many different types of Special Event, including:

- Special Weeks with a particular theme or project (e.g. Book Week);
- Community Events (e.g. International Weekend);
- Sporting Events (e.g. Sports days, fixtures and competitions etc.)
- Creative arts events (e.g. school plays, concerts, exhibitions etc.)

You will find many examples of previous special events within our [social media](#) and [newsletters](#).

2.4.2 Enrichment Activities (ASEP)

Our students regularly engage in enrichment activities to develop their skills and gain new learning experiences. ASEPs provide students with the opportunity to explore new interests, develop skills, and enjoy learning in a safe and engaging environment. Through these experiences, students build confidence, leadership, and independence, while extending their learning beyond the classroom.

Many enrichment activities take place immediately after school from 3:30pm each day within the After School Enrichment Programme (ASEP). Details of our current ASEP Programme are shared with parents at the start of each term. Some enrichment activities may take place during breaks, lunchtimes or outside of the regular ASEP programme time-slots.

2.4.3 Enrichment Trips

Enrichment Trips provide exciting and meaningful learning experiences for our students. Enrichment Trips may be:

- Academic (e.g. data collection for a specific course, foreign language experience);
- Cultural (e.g. theatre visit, concert, exhibition);
- Sporting (e.g. sports tournament or fixture at another school or venue);
- Adventurous (e.g. outdoor pursuits, activities for personal challenges);
- Service-Related (e.g. in connection with Service or Volunteering projects);
- Collaborative (e.g. to collaborate with other schools or organisations).
- Career-Related (e.g. to provide relevant work experience or university preparation)

Often trips may incur an extra charge. This will always be communicated with you in advance and parental consent will always be sought before your child is ever taken offsite for a trip.

Again, you will find many examples of previous trips within our [social media](#) and [newsletters](#).

2.4.4 Service Projects

Service is at the centre of our BSL ethos. Our Vision includes for our students 'to act as responsible participants in a global world'. Our Mission includes that 'everyone has respect for themselves, others and the environment'. Our Core Values include that 'we value respect for oneself and others, and celebrate diversity', that 'we cultivate compassion as a way of creating a caring and supportive community', and that 'all students become responsible and active global citizens'.

Service Projects may come in various forms. They may provide service within the BSL community, as well as to others with the local, regional and global community. They may take place on or off site. Service projects may perhaps involve:

- Social projects to support the local community;
- Sustainability projects, whether within or beyond the school community;
- Charity projects to raise awareness and support, and/or to fundraise for a charity;
- In school leadership and service projects, supporting other BSL students;
- Fundraising projects for other good causes.

These are just some of the many types of service projects in which our students participate. Again, you will find many examples of previous service projects within our [social media](#) and [newsletters](#).

2.4.5 Sport Programme

Our Sport Programme is managed by our PE Department within the regular curriculum. It is enhanced through the co-curriculum within the ASEP Programme, and also through periodic special events and sport fixtures.

2.4.6 Creative Arts Programme

Our Creative Arts Programme is delivered within the regular curriculum and is also central to our Co-Curriculum. Creative Arts activities may take place through the ASEP programme, which is often used to build up to special events such as Music or Drama performances. The Creative Arts is also showcased from time to time within our Assemblies Programme and within other areas of the co-curriculum.

2.4.7 Assemblies, Tutorial and PSHE Programme

Our Assemblies, Tutorial and PSHE programme strongly underpins our co-curriculum. It is often the time when guest educators may visit for special events, the time when information regarding co-curricular learning opportunities is shared, as well as providing excellent opportunities for student leaders to address their peers, and/or engage in peer support activities.

2.4.8 Careers and University Extension Activities

Whilst many co-curricular learning experiences are for general educational purposes, students are also strongly encouraged to select learning experiences that may extend their future further educational and/or careers-related aspirations. In relation to their chosen fields, such opportunities may include:

- Learning experiences within our regular co-curriculum;
- Extension reading and research;
- Attending online webinars;
- Taking the initiative to enter competitions and/or joining research projects;
- Arranging work experience or internships;
- Joining summer programmes overseas;
- Collaborating with like-minded students in other schools

Our Co-Curricular and PSHE programmes especially support our older students with these initiatives.

2.4.9 Co-Curricular Accreditations

At BSL, we are accredited by three organisations, whose ethos and objectives provide the framework and rationale for our co-curriculum.

2.4.9.1 The Round Square

BSL is a member of [The Round Square](#) group of schools. Round Square is an international community of 280+ schools in 50 countries that collaborate on character education around six themes (the Round Square IDEALS) – International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.

[The Round Square](#) provides the initial framework and rationale for our Co-Curriculum in Primary and Key Stage 3, through [The Round Square IDEALS and Discoveries](#), which align strongly with our [BSL Vision, Mission, Motto and Core Values](#). Understanding that many of life’s important lessons come from practical experience, Round Square schools use experiential learning, to shape students’ character, and build their capacity to make a positive difference in the world as globally-minded, courageous and compassionate leaders. We encourage students to select activities and take part in special events that link closely with the Round Square ethos.

2.4.9.2 The Duke of Edinburgh’s International Award

[The Duke of Edinburgh International Award](#) (DofE) builds on the Round Square Co-Curriculum from Key Stage 4 onwards. Whilst overlapping with all of the Round Square IDEALS, it carries its own distinct elements, with students required to complete the specific sections of:

- Adventurous Journey
- Physical recreation
- Voluntary Service
- Skills
- Residential Project (Gold only)

It is expected that students will carefully select ASEP activities and other co-curricular learning opportunities that allow them to progress towards their awards at Bronze, Silver and eventually Gold levels.

2.4.9.3 IBDP Creativity, Activity and Service (CAS)

[The IBDP Creativity, Activity and Service \(CAS\)](#) programme builds further on Round Square and DofE in Years 12 and 13. CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.

All IBDP students (whether studying for the full Diploma or an individual IB Course programme) will engage with Creativity, Activity and Service (CAS) as a core element of the IBDP. CAS is the culmination of the BSL Co-Curriculum, as our students progress towards their final graduation as BSL alumni and empowered global citizens.

2.5 RESOURCES & TECHNOLOGY

Some resources and items of equipment will be provided by the school. Other items are the responsibilities of students and parents to provide. You will be informed of any specific items of equipment which are your responsibility to provide.

2.5.1 Textbooks & other Materials

Textbooks, exercise books and Primary learner logs 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. Parents will be sent a bill to cover the cost of replacing damaged or missing textbooks by the Bursar's office.

In the Primary section, textbooks remain in school, however parents may choose to purchase their own separate copy for use at home. In the Secondary section, textbooks are increasingly digital resources, however physical textbooks if allocated may be taken home by students.

2.5.2 Digital Devices

The British School of Lomé supports student learning through the appropriate and ethical use of information and communication technology to enrich the learning experience. We recognise the significance of technology within the modern world and we have a duty as a school to help prepare our students for their futures, within e.g. PSHE, ICT or Computer Science lessons.

We must especially teach our students:

- How to use technology to enhance learning;
- Responsible usage of technology.

Used irresponsibly, technology can potentially cause harm (e.g. mobile phone addiction). The rules and guidelines that follow are important in ensuring that the usage of technology at BSL enhances, rather than detracts from our students' learning.

2.5.3 Mobile Phones and similar devices

Research has very clearly shown that regular usage of mobile phones and similar devices during school time can seriously detract both from academic performance and from the development of social skills. Therefore, mobile phones and similar devices (e.g. gaming consoles, smart watches etc.) are not allowed to be used privately during the school day.

Mobile phones and similar devices may be used with the specific permission of the teacher for a stated educational purpose only. Mobile phones may be confiscated and returned to parents if used without permission. If students bring them to school, they must remain in their bags or lockers at all times. Wired and wireless headphones are not to be worn around the school campus and may only be used during study periods and boarders' prep.

2.5.4 Tablets and Laptops

Primary students, and Secondary students up to Year 9, are not allowed to bring any electronic devices to school, unless requested to do so in writing by a teacher. Secondary students from Year 10 to Year 13 may use tablets or laptops during the school day for educational purposes, and boarders may use these in the evening for educational purposes.

Students wishing to use the school Wifi should login using the published QR code.

2.5.5 School ICT Equipment

The school has two computer rooms at BSL with fixed desktops. These are used for ICT and Computer Science lessons, as well as for other legitimate educational purposes.

BSL also has a number of other portable devices (e.g. chromebooks, tablets etc.) which can likewise be booked through the IT team for specific educational activities.

2.5.6 Usage of School ICT Rooms

The secondary computer room will be available during break, the lunch hour, after school and during boarders prep for secondary students to use for academic purposes. Primary students should not use the secondary computer labs at break, lunchtimes, or after school except as part of an organised ASEP activity.

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, nor is it permitted to lock the computers in a way that could prevent other users from accessing them.

2.5.7 Social Media and Online Interactions

It is common for students to use social media and have other online interactions with one another outside school, usually with their parents' permission. We strongly encourage all students to use social media ethically and responsibly, treating others with kindness and respect at all times, in accordance with BSL Values.

Inappropriate online interactions, whether during or outside of school hours, can have a very negative impact on student relationships and behaviour in school. If the school is made aware of inappropriate interactions online between BSL students, we reserve the right to intervene, regardless of when and where these interactions took place.

We also strongly encourage all parents to closely monitor their children's online usage when at home, and to interact collaboratively with other parents if they are made aware of anything inappropriate.

2.5.8 ICT Code of Conduct for Responsible Usage

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. Students should not share personal user accounts or passwords with anyone else.
2. Students should not access other people's files.
3. The use of social media or computer games are not allowed at any time.
4. Students should never view or download any inappropriate, violent, racist or sexual content.
5. Students should never send or post any malicious or hateful material online, or engage in any form of cyber bullying, whether within or outside of school.
6. Students are expected to respect intellectual property rules and copyright laws by using appropriate referencing.

All students are expected to abide by the terms of the [Academic Integrity Policy](#) at all times. Abuse of digital devices or the internet may result in suspension of ICT privileges and/or disciplinary action.

3. LEARNER PROFILE AND CODE OF CONDUCT

To enable effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. Our aim is to protect the rights of our students to become happy, considerate and responsible global citizens. Respect is at the centre of our ethos, and every member of staff will always support our inclusive, caring, learning environment through their actions.

At BSL, we expect all of our students to operate in a certain way at all times. However, expected behaviour does not always come naturally and immediately to every student. Therefore, we also recognise our role as a school to educate our students on how we expect them to behave and operate. If their behaviour is as we expect, we make sure to thank them for that. If their behaviour is not what we expect, we make sure that they learn from their mistakes. For this reason, BSL has its own Learner Profile, which captures our whole school ethos and acts as a code of conduct for our students.

3.1 The BSL Learner Profile

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 co-curricular 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, including French as our host country's European language. 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.

3.2 Taking Responsibility

Students are responsible for their own actions and we encourage them to behave in accordance with our BSL Learner Profile at all times. Our Learner Profile 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.

However, when students choose to behave in a way that is not consistent with our expectations for a positive learning environment, there will be consequences. Consequences of inappropriate behaviour will be implemented consistently and constructively by teachers, in a way that is designed to help students understand what they need to do differently in future.

3.3 Staff Interventions and Consequences

We expect all staff to intervene if students behave in ways that do not align with our expectations, and sometimes specific consequences are necessary.

Consequences are most effective when they deal directly with the problem at the time and place it occurs, and in a way that students view as fair and consistent. Staff who interact with students to apply consequences for inappropriate behaviour will do so with the aim of restoring expected behaviour, placing emphasis on the student's ability to grow in self-discipline. In determining the appropriate consequences, staff will consider all relevant circumstances, including the student's age, the nature of the unexpected behaviour and the circumstances that led to this behaviour. They will also take into account the student's prior record of behaviour, and the effectiveness of any other previous interventions.

3.4 Expectations of Staff

To support and uphold the BSL Learner Profile, we expect all of our staff to promote positive behaviour by:

- Helping students to appreciate the rights of others and the consequences of their actions;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships with others, based on mutual respect and courtesy;
- Encouraging a culture of praise and collaboration, in which all students feel included and can achieve their full potential;
- Facilitating a safe environment, free from disruption, aggression, bullying and any form of harassment;
- Promoting early intervention in response to behaviour that does not meet our expectations, with well thought out proactive strategies to avoid situations arising or escalating;
- Ensuring that any consequences applied are constructive and consistent;
- Promoting positive behaviour through the co-curriculum and through student leadership opportunities, encouraging students to feel involved and take responsibility for their actions;
- Developing a positive relationship with parents and other responsible adults, recognising that our home-school partnership is essential to our students learning expected behaviour.

4. ADMISSIONS, FINANCE AND ESTATES

Here at BSL, we understand what a big decision choosing the right school is. We endeavour to support all new parents throughout the enrolment process and are eager to share what a British School of Lomé education can do for your child.

As an international school, we know that our international students may arrive at any time during the academic year, as their parents' work contracts may start throughout the year. Therefore, we will accept new students throughout the academic year - so please do have a conversation with us as soon as you know you may be relocating to Lomé.

We encourage all prospective parents to visit our school in person. During an Admissions Visit, we will typically invite you to tour our campus to view our facilities and see learning in action, speak with our Admissions Team, and meet the senior staff who will welcome your children on arrival. If you are currently unable to visit the campus in person, we would be delighted to hold an online meeting with you at any time in order to explain more about BSL and answer any questions which you may have.

As an inclusive international school, we are here to support your child's needs whatever they may be. It is routine for us to offer places to students who may require additional language or other learning support, so long as we are made fully aware of your child's needs at the time of enrolment.

4.1 Admissions Policy and Procedures

Please see our [Admissions Policy](#) for further information about enrolment at BSL, as well as the [Admissions Section of our Website](#).

Please reach out to our Admissions Officer (admissions@bsl.tg) at any time for more information about BSL. You can also contact us by whatsapp to +228 9196 0000, or by telephone to +228 22 26 46 06.

4.2 Financial Matters

The Bursar (bursar@bsl.tg) is the senior administrator responsible for fiscal oversight of the school, and the day-to-day management of the Business Office and school administration.

If your enquiry relates to financial matters, you may also contact the Bursar directly (bursar@bsl.tg), or you may contact another member of the Finance Team by telephoning +228 22 60 55 49 or +228 91 93 10 97.

4.2.1 School Fees

Here is a link to our [School Fees Structure and Procedures for 2026-2027](#). This document also includes details of the discounts that are available for early payments and sibling enrolments.

We respectfully request that all parents abide by our financial procedures, and meet their obligations to pay all school fees according to the agreed timeline. This will ensure that the school is in turn able to meet its own obligations, and can continue to provide excellent educational provision to all of the children enrolled at all times.

4.2.2 Finance Office Team

In addition to the Bursar, please contact one of the following members of the Finance Team if necessary:

Cashier: Mr. Sammy Agnantodji sammy.agnatondji@bsl.tg

Please contact the cashier for:

- Payment of school fees in accordance with the schedule noted in our [School Fees Structure and Procedures for 2026-2027](#).
- Payment in person for canteen lunches.
- Payment in person for any co-curricular activities, trips or other extra charges incurred.

Written receipts will always be issued for any and all transactions completed by the Cashier.

Account Assistant: Miss Elom Kouzawo elom.kouzawo@bsl.tg

Please direct enquiries in person, via email or by telephone for additional copies of your school fee invoice, balances on parent account statements, and payments made on your accounts via Ecobank transfer.

The Chief Accountant: Mr. Hubert Vonor h.vonor@bsl.tg

Please direct enquiries in person, via email or by telephone for any issues relating to payments made on your accounts via UTB transfers, and for the collection issued for any refunds of fees on departure.

4.3 Estates Team

Our Estates Team, headed by our Estates Manager, oversees all of our classroom, co-curricular and social areas at BSL. It is possible that parents may wish to make a booking for a co-curricular or social area (e.g. a sports facility) during evenings, weekends or school holidays.

Please contact our Estates Manager, Ms Chantal Creppy (estate@bsl.tg) if you wish to discuss the possibility of renting a facility outside of regular school hours.

5. COMMUNICATION AND COMMUNITY

The British School of Lomé recognises the importance of clear and effective communications and is committed to being open and accessible for all who have an interest in the school. We aim for an effective partnership between parents and staff, as we work together to educate your children. We greatly welcome communication with parents, as we know that children learn best where parents are actively engaged in supporting learning and where communication between home and school is as efficient as possible. The school communicates regularly with our parents in a range of ways.

Please ensure that the school always holds your current email address, telephone number and (ideally) also your whatsapp number. Please also ensure that your access is activated within our main communication platforms as noted below. It is essential that we are able to contact our parents quickly at all times when necessary.

5.1 Parent Updates and Newsletters

Please look out for our regular parent updates and newsletters, which will provide you with most of the information you require about school life. These are usually sent every Friday and occasionally at other times too. They are normally sent as a linked document via our ManageBac platform and are also duplicated into our [BSL website NEWS section](#) so that parents can refer to these again at a later date.

Please take a few minutes to read these important communications every weekend, as they will contain essential information about the week and term ahead.

5.2 Communication Platforms

As well as communicating regularly via email and our school website, we currently use several other main communication platforms.

5.2.1 ManageBac

ManageBac can be used by parents to view your child's progress, events and attendance, and to view curriculum information for the year ahead. It contains links to the school calendar, and is also used for the publication of student reports, as well as for storing links to other communications such as emails. New parents will receive a link to ManageBac and login instructions as soon as possible after term restarts in August.

5.2.2 Class Dojo (Primary only)

Class Dojo is used within the Primary section for class specific communications and celebrations.

5.2.3 Social Media

The school regularly posts on its social media platforms, usually for general informative or celebratory purposes. This is a useful source of information for parents on key highlights at BSL - however, the messages posted will be quite selective so following our social media should never be seen as a substitute for reading our other communications. We currently have social media accounts on Facebook, Instagram, LinkedIn and X.

5.2.4 Whatsapp Broadcast

Occasionally, for important and short information, the school may need to send a Whatsapp Broadcast message. The broadcast option is chosen out of respect for parents' privacy so that their phone numbers will stay confidential. However, for this broadcast to be effective, please:

- Provide us with your preferred Whatsapp number to receive school notification
- Save the contact number +228 91960000 as the BSL Whatsapp number on your phone to allow the broadcast to come through.

Please note that our staff are required to communicate with parents through official school communication channels, rather than via personal whatsapp numbers. Please do not ask our staff for their personal whatsapp numbers, as we require them to politely decline this request.

5.2.5 Group Emails

Where messages are specific to one or more classes, or to a group of students involved with a specific activity, we will send an email to the relevant parents only. This will often be sent as a link via ManageBac, but may also be sent as a separate one off email.

5.3 Private Communications

Whilst many communications from the school will be sent at class, group or whole school level, there will also be occasions when we may contact you privately.

We will of course contact you immediately in the unfortunate event of any accident or emergency, though such incidents are fortunately very rare. We may also contact you more routinely if we need to verify attendance or departure information, or if we have any specific concerns or points for discussion regarding for example your child's performance, social interactions or individual needs.

We may use any of our communication platforms to contact you, including a direct telephone call if the matter is urgent - so once again, please do ensure that all contact information for you is up to date at all times. On occasion, written messages may also be sent home in book bags or planners so please do keep an eye on these.

5.4 Informative Events

From time to time, parents will be invited to informative events, for example to share information about the curriculum for the year, to discuss academic options, to discuss a possible co-curricular activity or trip, or for training regarding a school platform. Please do join us for these events if at all possible.

5.5 Parent and Community Events

We know that children thrive when their parents are strongly engaged in school life - and we run many special events for parents and the wider community throughout the school year. These include major community events such as the International Weekend, Creative Arts performances, Sports Tournaments, and Celebratory events such as Graduations or Award Ceremonies, as well as smaller specific parent engagement events such as 'Stay and Play' mornings, Assembly invitations or engagements within a special week such as Book Week.

Please join us on site for these special events whenever your schedule permits!

5.6 Parent-Teacher Conferences

At set times throughout the year, parent-teacher conferences are scheduled to advance our home-school partnership. These are key dates for parents to join us onsite, and they will always be communicated well in advance, with reminders sent regularly. It is essential for your child's ongoing progress that you please find a way to attend these events wherever possible.

If a parent is unavoidably unable to attend at the allocated day and time (especially if they are a boarding parent who lives a long way away), our teachers are always happy to arrange meetings at other times.

5.7 Individual Meetings

Our staff are always very happy to meet parents to discuss any necessary matters. This may include an update on a child's progress in between the regular meeting schedule, or to discuss a specific concern.

We respectfully ask that parents always schedule an appointment in advance for any individual meeting during the working day, rather than turning up unannounced. Our staff will respond in a timely fashion to any communication that they receive from you, whilst noting that an immediate response will often be impossible owing to teaching and other commitments.

However, it is normal for teachers (especially in the Nursery and Primary Sections) to take the opportunity for brief informal meetings with parents at the end of the working day, so please do feel to approach your child's teacher if necessary at that time.

5.8 Feedback

We greatly welcome feedback at any time about any aspect of school life. We are always keen to respond positively to any constructive suggestions which we may receive, in accordance with our [Values and Ethos](#), and in line with our stated Strategic Goals. Our aim is always to resolve any questions, issues, concerns or complaints as quickly as possible.

5.8.1 Routine questions, issues and concerns

If parents have a routine question or specific concern, we encourage them to discuss this in the first instance with the Primary Class Teacher, Secondary Tutor or (if subject specific) the Secondary Class Teacher. 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. Please use any of our communication channels to request a meeting in order for this discussion to take place.

5.8.2 Meetings with senior staff

Sometimes a question or concern may need to be directed to a more senior member of staff, such as a Head of Department, the Special Needs Coordinator (SENCO) or a member of the Senior Leadership Team. Do please use the directory below to channel your communication to a more senior member of staff if you feel this may be necessary.

5.8.3 Formal Complaints

In the rare event that you may have a more formal complaint, please channel this directly to a relevant member of the Senior Leadership Team (SLT) or to the Head of School.

5.8.4 Parent Association Management Committee (PAMC)

Our PAMC also exists as a means of collecting and sharing feedback with the school. Our PAMC meets periodically and this is a useful opportunity to feed back on issues that parents may wish to discuss.

6. SCHOOL DIRECTORY

6.1 Specific enquiries regarding your child's learning or well-being

For specific enquiries regarding your child's learning or well-being, please initially contact your child's:

- Primary Class Teacher;
- Secondary Tutor or Secondary Subject Teacher.

6.2 General Enquiries

School Front Desk: contact@bsl.tg or telephone +228 22264606 or +228 22 61 20 99
Administration: admin@bsl.tg.

6.3 Admissions and Finance

Admissions Officer, Sylvie E. MENSAH: admissions@bsl.tg
Admissions Whatsapp: +228 91960000
Bursar, Ezikaya OGOUNBODE: bursar@bsl.tg
Cashier, Sammy AGNANTODJI: sammy.agnatondji@bsl.tg
Chief Accountant, Hubert VONOR: h.vonor@bsl.tg
Account Assistant: Elom KOUZAWO: elom.kouzawo@bsl.tg

6.4 Senior Leadership Teams

Whole School:

Head of School, Tom VIGNOLES: tom.vignoles@bsl.tg

Primary SLT:

Head of Primary, Gareth JONES: gareth.jones@bsl.tg
Assistant Head of Primary, Judith OPIYO: judith.opiyo@bsl.tg
Early Years Coordinator, Catherine FONYUY: catherine.fonyuy@bsl.tg

Secondary SLT:

Deputy Head: Student Development and IBDP Coordinator, Jane SNELL: jane.snell@bsl.tg
Deputy Head: Academic, Francis ANQUANDAH: francis.anquandah@bsl.tg
KS3 Pastoral Coordinator, Emmanuel KAGABO: emmanuel.kagabo@bsl.tg

Business SLT:

Bursar/Head of Finance, Ezikaya OGOUNBODE: bursar@bsl.tg
Estate Manager, Chantal CREPPY: estate@bsl.tg

6.5 Student Support

SENCO, James O'HAGAN: james.ohagan@bsl.tg
University & Careers Coordinator: David NYAMIKOU: David.nyamikou@bsl.tg (till Aug 26);
Anna ANQUANDAH: anna.anquandah@bsl.tg (from Aug 26)
Director of ELI, Grahame LOCKEY: eli@bsl.tg
Librarian, Emmanuel PASSIGUE: library@bsl.tg