

# **THE BRITISH SCHOOL OF GRAN CANARIA**



## **PARENT INFORMATION BOOKLET**

**KEY STAGE 3  
Y7-Y9**

**ACADEMIC YEAR 2019-2020**



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## 1. THE SCHOOL

Should you wish to contact School for general information, please do so via the school's office, however, for more specific issues or concerns the following contacts are also available;

Headmaster: [director@bs-gc.net](mailto:director@bs-gc.net)

Chair of Governors: [chairofgovernors@bs-gc.net](mailto:chairofgovernors@bs-gc.net)

The school is located on two sites.

### TAFIRA & OFFICE

Pupils between the ages of 3 and 18

Crta. Marzagán a Tafira s/n  
35017 Las Palmas de Gran Canaria  
Gran Canaria  
Tel: 928 351 167 Fax: 928 351 065  
e-mail: [oficina@bs-gc.net](mailto:oficina@bs-gc.net)

### SOUTH

Pupils between the ages of 3 and 11

Calle Mar de Azor 3, Urb. El Hornillo,  
35100 San Bartolomé de Tirajana  
Gran Canaria  
Tel: 928 142494 Fax: 928 148573  
e-mail: [south@bs-gc.net](mailto:south@bs-gc.net)

The British School of Gran Canaria is an independent, non-profit making, non-denominational school that provides a complete education for boys and girls of all nationalities from nursery to university entrance. The education is based on the British model and with the exception of Spanish language and humanities classes the medium for learning is English. The School and its studies are fully recognised by the Spanish authorities.

## 2. OUR SCHOOL'S CORE VALUES

- Honesty
- Fairness
- Responsibility
- Caring
- Recognising worth in others
- Respecting yourself
- Achieving potential

## 3. SCHOOL VISION

To recognize and release the unique potential of each student, equipping them with the skills, knowledge and values to meet the demands of an ever changing world, inspire social responsibility and a commitment to lifelong learning.

## 4. SCHOOL MISSION

The British School provides a quality, diverse, stimulating, academically challenging education in an English speaking environment; preparing students of all nationalities to become successful, enthusiastic, well prepared citizens of the future.

Our students are confident, creative, independent thinkers who thrive in an atmosphere where friendship, communication, honesty and trust are highly valued. Committed staff inspire our pupils to maximise their individual potential in a happy, safe and welcoming environment. We foster a sense of responsibility, self-control, mutual respect and tolerance, where academic success goes hand-in-hand with the personal and social development of each individual.

## 5. SCHOOL AIMS

The aims of the British School of Gran Canaria are;

- To provide an education, cultural understanding and international awareness based on standards set for British schools.
- To prepare our students for university education in Britain, Spain and other countries with high levels of academic achievement and a range of life and 21st Century skills.
- To provide pupils with a wide range of educational experiences and learning opportunities that will prepare them for adult life with confidence.
- To promote the school's Core Values so that the school community feels secure and happy, and where all relationships are based on co-operation, tolerance and mutual respect.
- To celebrate diversity within the school, local community and wider world.



## 6. EQUAL OPPORTUNITIES

At the British School we believe that all individuals, regardless of race, colour, religion, gender, sexuality or ability, are of equal value.

- We do not discriminate against anyone, be they staff, pupil or visitor to the school, on the grounds of their gender and gender identity, race, religion, nationality, ethnic or national origins, sexual orientation or marital and family status.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and we constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the diversity of our community and show respect for all the groups and individuals within it.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance; through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

For further information please refer to the school's [Equal Opportunities Policy](#).

## 7. CONSTITUTION

The School is formally owned by a body called "The British School Association". All parents whose children attend the School are automatically eligible for Association membership. Any member is entitled to attend, speak, propose motions and to vote at General Meetings of the Association. Parents who are Association members are also eligible for election to the Association Committee and the Board of Governors. The Board of Governors regulates all aspects of School policy (including fees, admissions, curriculum and staffing) while entrusting its effective implementation to the School's Head. The Board has fourteen members. Five are trustees who are responsible for the general long-term welfare of the School. There are two parent and two teacher governors. The Head and four co-opted governors complete the Board, which governs the School, subject to the approval of the Association.

The Association Committee convenes and manages the General Meetings. It is made up of seven members, all of whom are elected at the General Meetings of the Association.

An Annual Report is produced by the Board of Governors and circulated to all members, parents and staff.

## 8. BOARD OF GOVERNORS

### TRUSTEES (post held for 4 years/años)

- Sra Araceli Domínguez - Chairperson
- Ms Debbie Davies
- \*Ms Susan Cranfield – Secretary
- Mr Richard Martin
- \*Mr. Robert Hopkins – Treasurer

### PARENT GOVERNORS (post held for 2 years/años)

- \*Sr Jorge Gordillo
- \*Mrs. Julia Jeppesen Gutiérrez
- \*Mr Alfredo Almeida
- \*Mrs Clotilde Ortiz
- \*Mrs Raquel Cabrera
- \*Mrs Monica Vriethoff

### TEACHER GOVERNORS (post held for 2 years/años)

- \*Hannah Bushnell – January 2019
- Carol Eccleston – January 2019

### EX OFFICIO

- \*Mr Julian Clark - Headmaster

### LEAD GOVERNORS FOR KEY SCHOOL POLICIES

- Child Protection – Debbie Davis
- Safe Recruitment – Araceli Dominguez
- Health and Safety – Monica Vriethoff
- Anti-Bullying and Harassment – Susan Cranfield

All governors hold honorary positions and six are currently parents of students of the School. The Board normally holds a monthly meeting and subcommittee meetings when necessary, these groups making recommendations to the Board for its approval.

\*Parents of pupils in the School

January 2019



## 9. SECONDARY STAFF

|    |                         |  |
|----|-------------------------|--|
| JC | Clark, Julian M.        | Headmaster   |
| DA | Arocha, David           | Spanish University Coordinator & Laboratory Technician                 |
| AE | Boyle, Anthony          | Physical Education Teacher   |
| CB | Brunton, Charlotte      | Head of English  |
| RC | Clarke, Roslyn          | Assistant Head – Teaching and Learning                                 |
| EN | Coleman, Eilish         | Science and Maths Teacher  |
| EC | Comoret, Emeline        | French Teacher   |
| AC | Cooke, Anna             | English Teacher  |
| SC | Cuthbertson, Sarah      | Head of Key Stage 5 & History Teacher                                  |
| JE | Edmead, Jeanette        | Business Teacher   |
| CE | Eggar, Charlotte        | Assistant Learning Support Coordinator & Assistant Teacher             |
| NF | Froidevaux, Nathalie    | Head of PSHE, Enrichment and House Activities & Assistant Teacher      |
| CG | Garcia, Cristina        | Head of Key Stage 3 & Spanish Teacher                                  |
| CY | Godfrey, Chris          | Physical Education Teacher   |
| PL | Gravell, Pete           | Timetabler   |
| MH | Hirtes, Matthew         | Learning Resources Centre Coordinator                                  |
| DK | King, David             | Head of Humanities & Geography Teacher                                 |
| CK | Kloos, Cornelia         | Learning Resources Centre Assistant                                    |
| AL | Lahmanes, Amanda        | History and Cambridge Advanced English Teacher                         |
| CM | McDonald, Claire        | Music Teacher  |
| CD | Milward, Carole         | Exams officer & Maths Teacher  |
| TP | Pallaris, Thekla        | Head of Key Stage 4 & Chemistry Teacher                                |
| LP | Potticary, Linda        | Assessment Data, Tracking and Monitoring Coordinator & Science Teacher |
| JP | Poyser, Jane            | Assistant Head - Students  |
| KP | Price, Kelly            | ICT & Computer Science Teacher   |
| IR | Rodriguez, Ivan         | Spanish Humanities Teacher   |
| MF | San Frutos, María Jesús | Directora Técnica & Spanish teacher                                    |
| MZ | Sánchez, Marina         | German Teacher   |
| MS | Santana, María          | Head of Modern Foreign Languages                                       |
| MD | Sherwood, Marc          | Head of Science, Cover Manager & Science Teacher                       |
| SS | Stacey, Sian            | Head of Maths and Computer Science                                     |
| PS | Stillman, Philip        | Assistant Teacher  |
| TW | Wilson, Trystan         | Art Teacher  |



### Administration & Support Staff Tafira

|    |                         |   |
|----|-------------------------|---|
| HG | González, Mima          | HR and Health & Safety                    |
| MO | Socorro, Miguel Ángel   | Head of Finance                           |
| MR | Reyes, Marga            | Admissions & Management Secretary         |
| AF | Faber, Alicia           | Head Cook                                 |
| DH | Hay, Derek              | ICT Support Coordinator                   |
| AG | García, Álvaro          | ICT Support Assistant                     |
| CM | Martín, Cristóbal       | Maintenance                               |
| TS | Simmonds, Tara          | Saturday School Coordinator               |
| GH | Hernández, Gladys       | Receptionist                              |
| NG | González, Nereida       | Secretary, Exams Secretary & Requisitions |
| PB | Boullosa Álvarez, Pilar | Reprographics, Receptionist               |
| AA | Alejandro, Araceli      | Receptionist                              |
| JM | Martín, Jacob           | Assistant Maintenance                     |
| MN | Casiano, Miguel         | Cook                                      |
| SA | Alemán, Sandra          | Kitchen Support                           |
| SR | Robaina, Sonia          | Kitchen Support and Cleaner               |
| MM | Miranda, Montserrat     | Kitchen Support and Cleaner               |
| CC | Castillo, Candelaria    | Cleaner                                   |
| MG | Morales Milagrosa       | Cleaner & Patio Supervisor                |
| RC | Casiano, Reyes          | Cleaner & Patio Supervisor                |
| JR | Robaina, Jessica        | Patio Supervisor                          |

## 10. SECONDARY MANAGEMENT STRUCTURE

### STUDENT TEAM

#### Assistant Head – Students – Jane Poyser

Responsible for the coordination of the Student Team with regard to all aspects of student welfare, support, care and guidance across secondary.

#### Head of Key Stage 3 – Cristina Garcia

Responsible for the welfare, support, care and guidance of students in Y7 – Y9.

#### Head of Key Stage 4 – Thekla Pallaris

Responsible for the welfare, support, care, guidance and vocational guidance of students in Y10 – Y11.

#### Head of Key Stage 5 – Sarah Cuthbertson

Responsible for the welfare, support, care, guidance and vocational guidance of students in Y12 – Y13 including support for university applications outside of Spain.

#### Assistant Learning Support Coordinator – Charlotte Eggar

Responsible for leading and coordinating the support of identified students on the Learning Support register.

#### Head of PSHE, Enrichment Opportunities and House Activities – Natalie Froidevaux

Responsible for the design and implementation of the PSHE curriculum, the coordination of the secondary enrichment programme and the coordination of student house competitions and activities.



Spanish University Coordinator – David Arocha

Responsible for the guidance of support of Spanish university applications

**TEACHING AND LEARNING TEAM**

Assistant Head - Teaching and Learning – Ros Clarke

Responsible for the coordination of the Teaching and Learning Team with regard to all aspects of teaching and learning across secondary including curriculum, exams, assessment and tracking.

Head of Creative and Performing Arts - Ros Clarke

Responsible for leading the teaching and learning of Art, Music and Physical Education.

Head of English – Charlotte Brunton

Responsible for leading the teaching and learning of English and effective use of the LRC to enhance learning.

Head of Humanities – Dave King

Responsible for leading the teaching and learning of Business, Geography, History and Sociales.

Head of Maths and Computer Science – Sian Stacey

Responsible for leading the teaching and learning of Maths, Computer Science and ICT.

Head of Science – Marc Sherwood

Responsible for leading the teaching and learning of Science.

Head of Modern Foreign Languages – Maria Santana

Responsible for leading the teaching and learning of French, German and Spanish.

Assessment Data, Tracking and Monitoring Coordinator – Linda Potticary

Responsible for the analysis and use of school student data to support teaching and learning within Secondary.

Exams Officer – Carole Milward

Responsible for the management of all school examinations including timetables, supervision, compliance and external administration.

Directora Técnica – Maria Jesús San Frutos

Responsibility for liaison with Spanish educational authorities to ensure alignment and compliance with all national requirements and legislation.

Cover Manager – Marc Sherwood

Responsible for the control and supervision of daily cover requirements and substitutions.

Timetable Manager – Mr Gravell

Responsible for the construction of the annual teaching timetable for teachers and students.

## 11. SCHOOL DAY

|             |              |
|-------------|--------------|
| 8.45-8.50   | REGISTRATION |
| 8.50-9.25   | PERIOD 1     |
| 9.30-10.00  | PERIOD 2     |
| 10.00-10.35 | PERIOD 3     |
| 10.35-10.55 | BREAK        |
| 10.55-11.30 | PERIOD 4     |
| 11.30-12.05 | PERIOD 5     |
| 12.05-12.20 | BREAK        |
| 12.20-12.55 | PERIOD 6     |
| 12.55-13.30 | PERIOD 7     |
| 13.30-14.25 | LUNCH        |
| 14.25-15.00 | PERIOD 8     |
| 15.00-15.35 | PERIOD 9     |
|             |              |
| 15.50-16.50 | ACTIVITIES   |

## 12. CLASS ORGANISATION

| Age   | British School | British Key Stages          | Spanish System |
|-------|----------------|-----------------------------|----------------|
| 3/4   | N              | Foundation                  | Infantil       |
| 4/5   | R              |                             | Infantil       |
| 5/6   | Year 1         | Key Stage 1                 | Infantil       |
| 6/7   | Year 2         |                             | Primaria 1     |
| 7/8   | Year 3         | Key Stage 2                 | Primaria 2     |
| 8/9   | Year 4         |                             | Primaria 3     |
| 9/10  | Year 5         |                             | Primaria 4     |
| 10/11 | Year 6         |                             | Primaria 5     |
| 11/12 | Year 7         | Key Stage 3                 | Primaria 6     |
| 12/13 | Year 8         |                             | ESO 1          |
| 13/14 | Year 9         |                             | ESO 2          |
| 14/15 | Year 10        | Key Stage 4                 | ESO 3          |
| 15/16 | Year 11        |                             | ESO 4          |
| 16/17 | Year 12        | Key Stage 5<br>(Sixth Form) | Bachillerato 1 |
| 17/18 | Year 13        |                             | Bachillerato 2 |

ESO: Educación Secundaria Obligatoria





### 13. CURRICULUM

The British School of Gran Canaria aims to provide all pupils with a curriculum enabling them to experience a broad and balanced curriculum based on the British National Curriculum which encourages students to fulfil their potential in the many different areas relevant to their abilities, skills and interests, taking into account the needs of all pupils. The secondary school follows a two week timetable.

The subjects studied during Key Stage 3 and the respective numbers of periods are given below.

| SUBJECTS   | Y7 WEEKLY<br>TEACHING PERIODS | Y8 & 9 WEEKLY<br>TEACHING PERIODS |
|--|-------------------------------|-----------------------------------|
| Tutor  | 1                             | 1                                 |
| PSHCE  | 1                             | 1                                 |
| English language                                   | 8                             | 8                                 |
| Drama  | 1                             | 0                                 |
| Mathematics  | 6                             | 6                                 |
| Science  | 6                             | 5                                 |
| History  | 2                             | 2                                 |
| Geography  | 2                             | 2                                 |
| French or German                                   | 3                             | 3                                 |
| Information technology                             | 2                             | 2                                 |
| Art  | 2                             | 2                                 |
| Music  | 2                             | 2                                 |
| Physical education                                 | 3                             | 3                                 |
| *Spanish Language / Lengua Castellana y Literatura | 6                             | 6                                 |
| *Spanish humanities / Ciencias Sociales            | 0                             | 2                                 |
| Total (35-minute long periods a week)              | 45                            | 45                                |

\* Subjects taught in Spanish

For further information, please refer to the school's [Curriculum Policy](#).

### 14. ENGLISH TAUGHT SUBJECTS

Subjects taught in English follow the English National Curriculum, adapted wherever appropriate to our geographical location. Students in the upper school (Y10-Y13) follow syllabuses which lead to external examination.

### 15. SPANISH TAUGHT SUBJECTS

All students follow the Spanish National Curriculum for language (Lengua Castellana y Literatura) and humanities (Ciencias Sociales).



## 16. ENRICHMENT ACTIVITIES

Enrichment activities take place daily between 15.50 and 16.50. Please see calendar for dates.

Further details will be given in a letter to parents. Some are free and some are charged for on a termly basis and open to all students.

## 17. ENRICHMENT WEEK

A structured offsite and in-school activities programme is usually offered during the last days of the third term. This involves day visits and activities and residential trips. More information will be given during the third term

## 18. ASSESSMENT

Please refer to the master calendar for information on exam dates and reports. The assessment of each evaluation (relative weighting of exam and coursework) is based on 70% of exams and tests and 30% classwork and homework. In the absence of an exam in the second term, class tests will be given a heavier weighting than classwork and homework when calculating the grade.

Year marks will be calculated as the arithmetic average of the three terms grades in Spanish subjects only. Subjects are graded from 10 – 1.

## 19. ABSENCE DURING INTERNAL EXAMS

### Illness

Internal exams take place at the end of the first and third terms the dates of which can be found well in advance in the school calendar and on the school website. If a student falls ill during this period and cannot attend school, every effort will be made to re-timetable as many exams as possible so that the student can sit them on their return. Under exceptional circumstances of illness some exams may be sent home.

### Trips

Internal exams will not be rearranged to accommodate absence due to family trips except in exceptional circumstances.

## 20. PROMOTION AND VALIDATION

The promotion and validation of Spanish students is dependent on the achievement of certain minimum grades. The guidelines are given below:

### Promotion/validation of Y7–Y10

It is not the policy of the school to require that pupils repeat a year if they do not achieve a level of satisfactory or higher in all of their subjects. It is essential, however, that additional work be done during the Summer to ensure that he/she is better prepared for the next and more demanding course.

### \*Promotion/validation of Y11

Minimum 5.0 in Spanish Language and Spanish Humanities and passes of C or 4 or above at IGCSE in 4 subjects. Re-sit examinations are held in September for students who fail to gain 5.0 in Spanish Language and/or Spanish Humanities.

\*Failure to achieve these grades may result in the student having to repeat a year.

It is no longer necessary to validate Y12 and 13 because students can now enter a Spanish University with A-levels.

## 21. TUTORS

Every child at the school is assigned to a tutor. They play an important role in the pastoral care of the children. The students see their tutor at the beginning of each day for registration and throughout the week in subject classes. Should parents have any concerns about their child they should bring these to the attention of the tutor. Heads of Key Stage are responsible for student care and guidance.



## 22. HOMEWORK

Homework is an integral and important part of the teaching at the British School of Gran Canaria. It will be set weekly and a timetable will operate to ensure that homework is evenly spread. Homework is set because:

- it can add a substantial amount of study time
- it encourages student self-reliance and independence
- it can exploit materials and resources that are not accessible in the classroom
- it allows students to complete work started in school
- it allows students to practice skills acquired in class
- it permits the setting of tasks in accordance with the abilities of individual students
- it allows students to prepare for a new section of work
- it can strengthen links between home and school

Homework assignments for Y7, Y8 and Y9 should average about 20-30 minute per homework task (40-60 minutes per day). Homework should encompass a variety of tasks. It need not necessarily be written. Reading, discovering information, performing experiments, learning by rote - these are all acceptable homework. For homework to be done well, a good working environment needs to be provided, free from the distractions of the television, computer games and mobile phones.

At the beginning of the year each student is issued with a planner to make a brief note about each individual piece of work. Homework are also be uploaded onto Google Classroom to allow student and parent access from home. The planner is also used by teachers to make comments about progress. There may not always be something written. The diary may be used for praise for work well done and also to inform you when things are not going so well. Tutors will use a student's planner to write notes about incorrect uniform, lateness to school or to lessons, sickness during the school day, etc. Tutors will check Diaries on a weekly basis.

The role of the parent is crucial if a child is to gain success from homework. Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the student when homework is to be done as a student's free play is important too.
- Checking the time spent on individual tasks.
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure.
- Checking presentation and content of all homework being returned to school.
- Signing the homework planner each week.
- Providing the school with information about any problems through the homework diary or by contacting the school directly.

Your signature in the planner each week indicates that:

- You think your child is organised and is using their planner well.
- You are overseeing their homework and are happy with the quality, quantity and that it is being done on time.

If a child fails to do homework for no good reason he/she is likely to be given a detention after school, in addition to completing the missing work. Where a child fails persistently to produce homework, we would normally wish to discuss the problem with parents. Parents are asked to help with this matter by checking and signing the planner at the end of each week.

The planner is designed to last for the year and we hope that students will take care of it. If the planner is lost, however, a small charge will be made for a replacement.

## 23. ENGLISH

It is essential for the development of language skills that students continually practise their English. With the exception of language classes or subjects taught in Spanish, students are therefore required to speak in English at all times within the School. There is a system of rewards for those students who continually practise spoken English (Prizes awarded on Prize Day), and as part of the referral system there are sanctions for those students who do not.

## 24. POSITIVE REINFORCEMENT

The achievement of success is an essential factor in the development of personal esteem. We are continually involved in the process of positive reinforcement, complimenting wherever possible on good effort and work well done. Achievement and effort are publicly acknowledged at the end of the year awards ceremony.

For further information please refer to the school's [Behaviour Policy](#).

## 25. REFERRAL SYSTEM

If a student is performing poorly or underachieving through lack of effort the following system operates:

1. Teacher identifies a problem:
  - a) speaks to student
  - b) writes comment in homework diary



c) informs the Head of Key Stage

In cases of indiscipline:

Teacher identifies a problem:

- a) gives reprimand
- b) applies minor offence sanction
- c) applies serious offence sanction and refers student to the Head of Key Stage
- d) refers student to Assistant Head - Students

For further information please refer to the school's [Behaviour Policy](#).

## 26. SCHOOL RULES

The School's rules are designed to support the School's values in matters such as attendance and punctuality, positive behaviour, uniform and appearance, standards of academic work and to safeguard the welfare of the community as a whole. Parents who accept a place for their child at BSGC undertake to support the authority of the Heads of School and the Director in enforcing them. The School undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place

1. An explanatory note from parents should be provided for all cases of absence, lateness or incorrect uniform.
2. No student should leave the school premises during the day unless accompanied by a teacher or unless arrangements have been made with parents and the office has been notified.
3. Students should always walk quickly and quietly between classes. At the beginning of each class students should form an orderly queue outside the door and wait for the teacher before entering the room.
4. All food should be eaten in the dining room or in the playground. No eating or drinking in the corridors or in a classroom.
5. Sunflower seeds, lollipops and chewing gum are not allowed in the school.
6. Homework diaries should be taken to every class, kept up to date and signed by parents.
7. With the exception of language classes English should be spoken at all times in school.
8. The use of tippex is prohibited within the school.
9. Mobile phones, cameras and personal music systems may not be used within school without permission.
10. All students should behave in a polite and sensible manner, showing respect for their environment and all persons in the school.

For further information please refer to the school's [Behaviour Policy](#).

## 27. DISCIPLINE

The British School of Gran Canaria aims to produce an atmosphere in which pupils feel secure and happy in which they are encouraged to make the most of their educational experience and are able to develop relationships based on co-operation and mutual respect with other pupils and adults.

Pupils are expected to adopt the highest values and standards of behaviour both inside and outside the classroom and in any written or electronic communication concerning the school. We expect pupils to treat staff and each other with consideration, respect and good manners and to respond positively to the opportunities and demands of school life. They should care for the buildings, equipment and furniture and behave at all times in a manner that reflects the best interests of the whole community

It is our policy to challenge any form of anti-social behaviour. In every case the aim would be to reform such behaviour and a brief explanation is often sufficient. In more serious cases sanctions may be necessary.

For further information please refer to the school's [Behaviour Policy](#) and to the school's [Discipline and Exclusion Policy](#).

## 28. UNIFORM

The British School of Gran Canaria aims to ensure that staff and pupils are appropriately dressed for their respective activities within the context, expectations and framework of the school day.

All students from Nursery to Year 11 are expected to wear school uniform at all times (either daily or PE) during the school year, unless specific permission is given otherwise. Students in Year 12 and 13 do not use BSGC uniform but have a dress code to guide their attire. Pupils should arrive to, and depart from school in correct uniform or following the 6th Form Dress Code.

**Daily Uniform for Years 3 to 11** - Navy blue BSGC trousers, BSGC shorts or skirt, (no denims or other colours – black is not permitted), BSGC polo, BSGC jersey and dark shoes (no trainers), navy blue socks. During times of the year when the temperature is cooler, students are permitted to wear a BSGC jacket.

**PE Uniform** – white BSGC t-shirt, navy blue BSGC shorts, white socks and trainers, BSGC tracksuit.

Students must bring their PE kit on the days that it is required and change before and after the activity. Students who have PE in Period 1 are allowed to come to school in PE uniform but will be expected to change after the lesson.



Jewellery is not encouraged but if worn should be discrete. If earrings are worn they should be a simple ring or stud. With the exception of earrings, body-pierced jewellery is not permitted. Make up, including nail varnish, is not allowed, hair colour should be natural and hair styles conservative in appearance.

For further information please refer to the school's [Uniform and Appearance Policy](#).

## **29. SCHOOL POLICIES**

All school policies are available on the school's [website](#).