



School Year 2016-2017
School Handbook for Parents Nursery/Primary

European School Brussels IV
Drève St Anne 86 - 1020 Brussels
Tel: 02/340.13.90 - Fax: 02/340.14.99 - www.eeb4.be

IMPORTANT

The school web site includes up to date information on all aspects of the school life. If you have questions concerning anything at all to do with the school, please consult the web site.

Information will not be given out on paper to families but will be sent by email and appear on the web site. It is therefore most important to consult the site on a regular basis.

www.eeb4.be

TABLE OF CONTENTS

TABLE OF CONTENTS.....	3
INTRODUCTION	5
School ethos and values	5
ADMISSION.....	7
Age requirements	7
Choice of language section	7
Language tests for admission	7
GENERAL INFORMATION: SCHOOL DATES.....	8
School calendar.....	9
Simplified Timetable	10
School Fees 2016-2017	11
ADMINISTRATION.....	13
Appointments	15
CLASS TEACHERS AND ASSISTANTS.....	16
DE – Germanophone section	16
EN – Anglophone section	16
ET – Estonian section.....	16
FR – Francophone section	16
IT – Italian section	17
NL – Dutch-speaking section	17
BG – Bulgarian section	18
RO – Romanian section	18
SWALS L1	18
L2/Support teachers	18
Meeting with teachers.....	18
Your child’s class teacher will inform you what times he/she receives parents. All contact with teachers should be organised via your child’s agenda, and not through the school secretariat. LII teachers, LS teachers and other subject teachers may also be contacted via a small note in your child’s agenda or by direct email contact with the teacher.	18
SCHOOL ORGANISATION	19
Start of the school year.....	20
Badge.....	20
Family contact details.....	20
Parent-teacher meetings.....	20
Attendance certificates	20
Pedagogical material and equipment.....	21
Book and material lists	21
Agenda.....	21
Intermaths	21
Sport	21
Policies and structures of the school.....	22
Homework.....	22
Second Language.....	22
School Report	22
Supervision	22

Valuable Objects.....	22
Anti-bullying	23
Behaviour Management.....	23
Class Councils	23
School outings and trips	23
School Insurance	23
Educational Support: general, moderate and intensive & SWALS	24
Official documents at http://www.eursc.eu/index.php?id=140&l=2	24
General Support	24
Moderate Support.....	24
Students without a Language Section (SWALS)	24
Absences	25
Request for authorisation of absence.....	25
Absences on personal grounds	25
Other rooms and events.....	26
Library.....	26
School Medical Service.....	26
School Photographer.....	26
Role of Parents.....	27
Communication with the school	27
Participation	27
Parents Association - APEEE	28
After school care (garderie)	28
ANNEXE 1 – “MINERVAL”	29
ANNEX 2 – FIRST WEEK OF SCHOOL	30
ANNEX 3 – HOMEWORK	31
ANNEXE 4 – LANGUAGES.....	32
ANNEXE 5 – LEARNING A SECOND LANGUAGE	33
ANNEXE 6 – STUDENTS WITHOUT A LANGUAGE SECTION (SWALS)	35
ANNEX 7 – SUPERVISION	37
ANNEX 8 – VALUABLES AT SCHOOL.....	39
ANNEXE 9 – ANTI-BULLYING	40
ANNEXE 10 – CODE OF CONDUCT	42
ANNEX 11 – PRIMARY SCHOOL REPORT	43
ANNEX 12 – SCHOOL TRIPS AND OUTINGS.....	45
ANNEX 13 – FORM FOR NOTIFICATION OF ABSENCE.....	47
ANNEX 14 – FORM FOR REQUEST FOR PERMISSION OF ABSENCE	48
ANNEX 15 – SCHOOL MEDICAL SERVICE.....	49
ANNEXE 16 – SCHOOL INSURANCE.....	51

School ethos and values

The aims of the European Schools, symbolically sealed in a parchment that is buried with the foundation stone of every school, are consecrated in the words of Jean Monnet, one of the founding fathers of the European Union:

Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them into being a united and thriving Europe.

It is important to stress some of the distinguishing features of the system:

1. it was born under the initiative of the parents, over 60 years ago in Luxemburg;
2. it aims at facilitating the mobility of people who work for the European Institutions;
3. there is an intergovernmental governance of the system;
4. all Member States are entitled to the same education offer, the curriculum and the syllabuses are harmonized;
5. the teaching staff is mainly seconded by the Member States and it is ultimately for the national Inspectors of each country to control pedagogical quality;
6. The School is organized in language sections and has special provisions for pupils without a language section (SWALS) and pupils with special educational needs (SEN).

The objectives of the education provided in all the 14 existing European Schools are the same and are the following:

- to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- to provide a broad education of high quality, from nursery level to university-entrance;
- to develop high standards in the mother tongue and in foreign languages;
- to develop mathematical and scientific skills throughout the whole period of schooling;
- to encourage a European and global perspective overall and particularly in the study of human sciences;
- to encourage the creativity in music and the plastic arts and an appreciation of all that is best in a common European artistic heritage;
- to develop the physical skills and instil in pupils the appreciation of the need for healthy living through participation in sporting and recreational activities;
- to offer pupils professional guidance on their choice of subjects and on career/university decisions on the later years of the secondary school;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.

These principles translate into specific objectives for the different school levels and into a specific curriculum and school organization:

The nursery level aims to ensure that all children are given the opportunity to develop their potential. Provision is made for interpretive and directed learning, but it is recognized that purposeful play provides the most important learning situation at nursery level. The nursery level aims at the acquisition of skills in language, mathematics and physical control while giving attention to the social and moral development of the children.

In **the primary school** the focus is on mother tongue, mathematics and the first foreign language – L2, but art, music, physical education, exploring our world and ethics / religion are important – as are the “European Hours”, where mixed nationalities meet for a variety of activities. The same attention to the social and moral development of the children is given in the learning process at this level.

In this respect, extra-curricular activities, in sport, arts or science, play an important role in reinforcing the curriculum in all aspects but in particular those which have to do with the social and moral development of the children. They are organized by the Parent’s Association in co-operation with the school.

The European School Brussels IV is committed to all the values implied in the objectives and organization of the European Schools. The School believes in the participation of all stakeholders in the development of the school, in a multicultural perspective which celebrates diversity and is based in mutual respect. We also believe that every aspect of school life is permeated by these values and we work together to translate them at all levels, from the “healthy school” ethos to the planning for “European Hours”, while remaining each and every one of us role models in our every day activity of the values we believe in.

ADMISSION

Age requirements

Admission to nursery school takes place at the start of September in the calendar year in which the child reaches the age of 4 years.

Admission to the first class of primary school takes place at the start of September in the calendar year in which the child reaches the age of 6 years.

Entry into the following classes may be subject to the same conditions of age, increasing the number of years corresponding to the class.

In principle, no child can be admitted to school if he/she is more than two years older than the normal age (three years for 4th to 6th year of secondary).

Choice of language section

A fundamental principle of European schools is the teaching of mother tongue / dominant language as a first language (L1). This principle implies that the child be enrolled in the section of the mother tongue/ dominant language dominant if this section exists. In schools where the section for the mother tongue / dominant language does not exist, the student is enrolled as a rule in a section of a vehicular language (German, English or French).

Language tests for admission

Pupils must be enrolled in the language section of their dominant language. In case of doubt, the Director can ask for proof of the level of language, and if necessary, may request for a language test to determine the child's dominant language. The language test will be carried out by the teachers of the school. Based on the test results, the Director will make the final decision.

Families whose children are requested to take a language test will be contacted individually by the school.

GENERAL INFORMATION: SCHOOL DATES

2016-2017 - IMPORTANT DATES

September 2016

05/09	Beginning of school year Parents meeting for Nursery & P1 (19h)
06/09	Parents meeting for P2 & P3 (19h)
08/09	Parents meeting for P4 & P5 (19h)
12/09	Religion/Ethics starts
13/09	L2 starts (except in P1) Irish starts + L1 Swals Romanian, Croatian & Bulgarian starts
23/09	P3-4-5 European Hours start
27/09	Administrative Board

October 2016

11/10	
+	Photographer at school
13/10	
13/10	N/P Education Council (1/3)
28/10	Oral School report day (no school for Nursery or Primary) Selling of photos

November 2016

07/11	Pedagogical day (no school)
09/11	Start of L2 in P1
17/11	L2 meeting for all parents

December 2016

13/12	School Advisory Council (1/2)
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January 2017

25/01	Open doors for new parents (13h)
27/01	Administrative Board

February 2017

02/02	Access to school reports via School Management System (SMS)
14/02	N/P Educational Council (2/3)

March 2017

April 2017

26/04	Open doors for new parents (13h)
27/04	Joint Education Council N/P/S

May 2017

09/05	Europe Day
18/05	School Advisory Council (2/2)

June 2017

01/06	Class councils nursery
06/06	N/P Education council (3/3)
08/06	Class councils P1
13/06	Class councils P2
15/06	Class councils P3
20/06	Class councils P4
22/06	Class councils P5

July 2017

05/07	Access to school reports via School Management System (SMS)
07/07	End of school year

Start of school year 2017-2018: 05/09/2017

- More detailed information about some events/meetings or any change in the calendar will be communicated in due course. The school reserves the right to make changes or modify dates if necessary.

School calendar

Beginning of the school year	Monday, 05.09.2016
All Saints	From Monday, 31.10.2016 to Friday, 04.11.2016 inclusive ① ②
Christmas and New Year	From Wednesday, 21.12.2016 to Friday 06.01.2017 inclusive
Carnival	From Monday, 20.02.2017 to Friday, 24.02.2017 inclusive
Easter	From Monday, 10.04.2017 to Friday, 21.04.2017 inclusive
Labour Day	Monday, 01.05.2017
Ascension	From Monday, 22.05.2017 to Friday, 26.05.2017 inclusive
Pentecost	Monday 05.06.2017
Last Day of School	Friday, 07.07.2017

The Calendar of the school year 2016-2017 has been approved by the school Administrative Board by written procedure which started on 05/10/2015 and ended on 09/10/2015. It has 180 days of class.

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- ① The School report oral day will take place on Friday, 28 October 2016. **There is no school for nursery and primary on this day.**
 - ② The Pedagogical day will take place on Monday, 07 November 2016. **The pupils will not attend school on that day.**

Simplified Timetable

NURSERY SCHOOL – P1 – P2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start	8:15				
End	15:05		12:30	15:05	12:45
P3 – P4 – P5					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start	8:15				
End	15:05		12:30	15:05	

School Fees 2016-2017

	MATERNELLE	PRIMAIRE	SECONDAIRE
Agenda	3,30 €	3,30 €	3,30 €
Photocopies/Printing	26,50 €	33,00 €	33,00 €
Insurance	6,20 €	6,20 €	6,20 €
Sports Kit	--	20,00 € (T-shirt + short)	S1 : 5,00 € S2 : 6,00 € S3 – S5 : 7,00€ (T-Shirt uniquement – T-shirt only)
Swimming caps (only for the P3 & P4 students if requested)		5,50 €	
Entrance fee for the swimming pool		15,00 €	
Intermaths books	--	22,00 €	--
Portfolio	25,00 €	12,00 €	
Educational, cultural and sports activities for all nursery classes: <ul style="list-style-type: none"> ➤ 3 outings (Planckendael , Water museum or Fondation Folon + 1 trip of choice) – 62 € ➤ Sports day (at school) – 23 € 	85,00 €	--	--
Educational, cultural and sports activities for all primary classes: <ul style="list-style-type: none"> ➤ 2 outings (bus + museum/workshop) – 30 € ➤ Sports day (Blocry sports centre) – 23 € ➤ Classical music Arpeggio concert – 4 € 	--	57,00 €	--
➤ Additional cost for P1 Ferme de la Hulotte in Wavre	--	31,00 €	--
➤ Additional cost for P2 <ul style="list-style-type: none"> ➤ Dance workshop , Water museum by bus ➤ School outing by bus : Planckendael 	--	23,00 €	--
➤ Additional cost for P3 Workshop Water & prehistoric workshop	--	0,00 €	--
➤ Additional cost for P4 <ul style="list-style-type: none"> ➤ Cap Science workshops ➤ Technopolis 	--	15,00 €	--
➤ Additional cost for P5 <ul style="list-style-type: none"> ➤ School outing by bus: Blegny-Mine ➤ Cap Science workshops ➤ School outing by bus: Fort de Breedonk 		27,00 €	

Important notification:

When we encode your child in our billing programme for school fees, only one legal representative of the child may be specified as "responsible for the costs." By default, the legal guardian of the encoded child is the member of staff of the EU institutions. If the two legal representatives of the child work for the EU institutions, the legal representative encoded is the person who receives the family allowances as mentioned in the document Annex 1 that was requested when you enrolled your child.

Please note that the legal representative encoded in the computer programme cannot be modified during the school year. If you wish to modify the legal representative by default, please send an email to Mrs. Eolia PALMA (eolia.palma@eursc.eu) imperatively before 30.09.2016.

A request for change submitted after the deadline will not be taken into account for the school year 2016-2017.

We thank you in advance for respecting these instructions.

ADMINISTRATION

Director

Wulf SCHLABE

wulf.schlabe@eursc.eu

Executive secretariat

laure.nossent@eursc.eu

- Laure NOSENT

Tel : 02/340.13.94

Administrator

Dominique CHERON

dominique.cheron@eursc.eu

Accountancy secretariat

stephanie.maquaire@eursc.eu

- Stéphanie MAQUAIRE

Tel : 02/340.13.96

Deputy Head for nursery & primary

Markko MATTUS

markko.mattus@eursc.eu

Nursery & Primary secretariat

- Carolyn SAUNDERS

carolyn.saunders@eursc.eu

- Mariann KISS

mariann.kiss@eursc.eu

Tel : 02/340.13.90

Infirmary

- Eva PUTTKAMER

- Sophie CARLY

List-lae-infirmary@eursc.eu

Tel : 02/340.14.94

Psychologists

- Marie-Charlotte VAN DER MERSCH

Nursery / P1 to P4 / S3 and S6

marie-charlotte.van-der-mersch@eursc.eu

Tel : 02/340.14.04

- Ana MORENO

P5 / S1, S2, S4, S5 and S7

anna.moreno@eursc.eu

Tel : 02/340.14.32

Enrolments

Enrolment secretariat

- Gamze GALELI

gamze.galeli@eursc.eu

Tel : 02/340.70.07

Accountancy

Head accountant

- Eolia PALMA

eolia.palma@eursc.eu

Tel : 02/340.13.90

Accountant

For locally recruited teachers

- Albino GOMES

albino.gomes@eursc.eu

Tel : 02/340.13.97

Accountant

For seconded teachers and PAS members

- Cengiz GULER

cengiz.guler@eursc.eu

Tel : 02/340.13.90

Accounting assistant

Tuition fees and employers attestations

- Sandra BEYNE

sandra.beyne@eursc.eu

Tel : 02/340.70.02

IT – Technicians

ICT technicians

- Mourad EL ATROUSS
- Steven QUINA

mourad.elatrouss@eursc.eu

steven.quina@eursc.eu

Tel : 02/340.13.90

Head technician

- Slimane RAHOU

slimane.rahhou@eursc.eu

Tel : 02/340.70.11

Technician / Security & prevention advisor

- Thierry VANDE CAPELLE

thierry-daniel.vande-capelle@eursc.eu

Tel : 02/340.70.00

Library

Nursery – Primary

- Teresa PLANA currently replaced
by Stéphanie PIRET

teresa.plana@eursc.eu

stephanie.piret@eursc.eu

Appointments

Secretariat	If you need to contact the secretariat please do so by email: carolyn.saunders@eursc.eu (nursery/primary) Samantha.sioen@eeb4.eu (secondary)
Deputy Heads	The Management practise an open door policy however we kindly ask parents to check the deputy director's availability with their respective secretaries. For the Deputy Director of Nursery/Primary please contact carolyn.saunders@eursc.eu . For the Deputy Director for Secondary please contact Samantha.sioen@eeb4.eu
Headmaster	To make an appointment with the Director, Mr Wulf SCHLABE, please contact laure.nossent@eursc.org
Administrator	To make an appointment with the Administrator, Mrs Dominique CHERON, please contact stephanie.maquaire@eursc.eu

CLASS TEACHERS AND ASSISTANTS**DE – Germanophone section**

mdea	Levke BONSE
	Christina STERN (assistant)
mdeb	Jennifer WISHET
	Elisa REUSCHEL (assistant)
p1dea	Christoph SCHLESIGER
p2dea	Andreas MATTUSCHECK
p3dea	Annette BIRK RICKERT
P4dea	Kati KÜNNE
P5dea	Daniela THALER
p5deb	Gunda WÖBKING THALER

ET – Estonian Section

meta	Regina EIMRE
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EN – Anglophone section

mena	Emma DONALDSON
	Brett SILVER (assistant)
menb	Adrienne VRIESE
	Nadezda KOVALEVSKAYA (assistant)
p1ena	Harriet KIRBY
P1enb	Wynne BUCKNER
p2ena	Padraig RYAN
P2ena	Simon FINN
p3ena	Noel ROWLAND
P3enb	Alison BRANT
p4ena	Richard NAGEL
p4enb	Helen SAUNDERS
p5ena	Tom WADSWORTH
p5enb	Yvonne O'BRIEN

FR – Francophone section

mfra	Edith KAYOBOTSI
	Irena IMIELSKA (assistant)
mfrb	Isabelle CLAUTRIAUX
	Fatiha JIALA (assistant)

mfrc	Fatma ARACI
	Anna LADOMIRSKA (assistant)
mfrd	Eric PRINCE
	Sonia BRANCO (assistant)
p1fra	Benjamin LELOUP
p1frb	Dominique BOURGEOIS
p1frc	Maria MIMMO
p2fra	Pascal OVERLAU
p2frb	Daniel PALUMBIERI
p2frc	Clélie VANDERVORST
P2frd	Manuel CORNALI
p3fra	Fabienne PERNET
p3frb	Benjamin SERVAIS
p3frc	Catherine GADAIS
p3frd	Valérie AUBARD
p4fra	Fabio SOOPEN
p4frb	Marc-Henri LETESSON
p4frc	Nathalie RICHARD-LAVAL
P4frd	Marie-Hélène HURKMANS
p5fra	Eric MATROULE
p5frb	Françoise BOISSEVAL
p5frc	Myriam ERLER
p5frd	Fabien FUSCIELLO

IT – Italian section

mita	Adriano BETTINI
p1ita	Gino SPEZZANI
p2ita	Bernadette ZUDDAS
p3ita	Ugo CERAVOLO
p4ita	Emanuela CERRUTTI
p5ita	Valter MARTINI

NL – Dutch-speaking section

mnea	Atsje WIERSMA
p1nea	Hilde VANDENHENDE
p2nea	Freda De KONING
p3nea	Marjolijn VAN WASBEEK
p4nea	Frits VAN DER REE

p5nea	Koen FONTEYN
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BG – Bulgarian section

mbga	Nadezdha MINKOVA
p1bga / p2bga	Natalia STAYKOVA
P3bga	Teodora YANEVA
P4bga / p5bga	Aneliya NANKOVA

RO – Romanian section

mroa	Mihaela LAZAR
	Virginia GEORGESCU (assistante)
p1roa	Marinela DINUTA
p2roa	Maria VOICA
P3roa	Adriana VLAICU

SWALS L1

ET	Katri KUUS
HR	Sandra MATIJEVIC
RO	Petronela Rodica MITREA
BG	Antoaneta STAVREVA

L2/Support teachers

LS DE	Beatrix KRAMLER
LS EN	Regina NAGEL
LS FR	Cécile PEYCAM
LS FR	Caroline BLONDIN
LS IT	Maurizio D'AMELLA
LS NL	Karin VERBRUGGEN
L2 EN	Anne - Marie JAKOWENKO
L2EN	Annika VIHMAN
L2 EN	Kathleen ANDERSON
L2 EN	Anna HOECK

Meeting with teachers

Your child's class teacher will inform you what times he/she receives parents. All contact with teachers should be organised via your child's agenda, and not through the school secretariat. LII teachers, LS teachers and other subject teachers may also be contacted via a small note in your child's agenda or by direct email contact with the teacher.

Instructions for parents accessing the school site and underground parking

Any person (including staff members) wishing to enter the school site must present and be visibly wearing his/her identification badge (EU Commission, EU Parliament ...).

The school is open from 7h55. Nevertheless, supervision is available for students arriving exceptionally early from 7h40 until 7h55 in the “platform” area next to the canteen building. Students waiting on the platform are required to wait in this area until the opening of the school buildings, at 7h55.

The main entrance to the site is Drève Ste Anne 88, 1020 Brussels.

In order to facilitate mobility on the school site, we kindly ask you to read the following information:

We highly recommend our students to use public transport in order to get to school by either using the school bus system (information and registration via the Parents Association - www.bru4.eu) or by using public STIB transport (the closest metro station is “Bockstael”, then bus 53 - bus-stop *Schola Europea*).

In principal, parents are not granted general access on the school site during school hours unless they have an appointment with the management or with a teacher. Parents who have an appointment are requested to collect a visitor’s pass from the security guards.

The underground parking is strictly for school staff members only.

Access for bicycles

People commuting by bike should enter or exit the site dismounting their bikes, and never by the entrance or exit for the buses (Médori).

The underground car park is not accessible to parents/pupils bicycles. They shall be stored **only** in the designated areas (bike-rack on the pavement in front of the site entrance n°88).

Nobody is allowed to cycle on the school site with the exception of the school nurses.

Access for pedestrians

Pedestrian have access to the school, either via the entrance which is open until 8:30 (Drève Sainte Anne n° 88). The entrances for buses are strictly prohibited for pedestrians for obvious safety reasons. The supervisors instructions must be followed.

The bus parking (red covering) is not accessible to pedestrians during the hours indicated in the following table. During these times, buses are authorized to circulate on the parking.

AM : 7h40 to 8h30

PM			
	Lundi	14:30	16 :30
	Mardi	14:30	16 :30
	Mercredi	12:00	13 :30
	Jeudi	14:30	16 :30
	Vendredi	12:15	13 :15
		14:30	16 :00

Anyone accessing the school site acknowledges having read and adhering to this regulation.

Start of the school year

The new academic year starts on 5 September 2016 at 8h15. On this day, classes finish at 12h35. Only pupils enrolled in the after-school garderies will have lunch at the canteen. The school buses run on the first day of school. Please contact the Parents Association (APEEE) for any questions regarding the transport and canteen.

More information can be found in Annex 2: "First week of school" (Annex 2).

Badge

For safety reasons, nursery and primary pupil must wear a badge. Please print the official badge of the school which is available on our website under "Forms" and pin/stick it visibly to your child's jacket or sweater on the first day in a plastic holder.

Family contact details

All parents are requested to provide their family data including phone numbers e-mail and mailing address to the school secretariat via the Communication – Contacts form. All information regarding the school is sent to parents by e-mail. If a parent does not have access to the Internet they are kindly requested to inform the Secretariat immediately so that other communication measures can be taken.

Parent-teacher meetings

The first parent-teacher meetings of the year will take place on the following dates:

05/09	Parents meeting for Nursery & P1 (19h)
06/09	Parents meeting for P2 & P3 (19h)
08/09	Parents meeting for P4 & P5 (19h)

Attendance certificates

An attendance certificate will be given to every nursery and primary pupils at the start of the school year. If a family requires an extra certificate, please contact the secretariat by email.

Pedagogical material and equipment

Book and material lists

Parents are required to provide books and materials. All book and material lists can be found on our website www.eeb4.be. The class teacher can provide you with more information if necessary.

Agenda

Every pupil receives a school agenda in which every day he/she will note down any homework, messages, material to bring to school etc. The school agenda is also a means of communication between the teachers and the parents. Parents are requested to consult the school agenda every day to check for any messages and to always indicate any important changes such as the end of the day pick-up in the agenda.

Intermaths

The Intermaths books are obligatory for primary pupils. The books will be handed out via the class teachers. The Intermaths books cost €22 and are included in the general bill sent out to parents by the school.

Sport

An official school sports kit will be handed out to primary pupils during the first few weeks at school. The kit costs €20 and is included in the general bill sent out to parents by the school. Please note that the sports kit is sold as a pair of shorts and t-shirt together, and not as separate garments. **Parents are kindly asked to mark their child's name in their sports kit, as well as marking all other personal belongings!**

Policies and structures of the school

Homework

For more information on homework, please consult Annex 3.

Second Language

Pupils begin to learn a second language from the first year of primary, having one lesson of their second language per day. The second language is a choice of French, English or German.

Please consult the document « Languages » (Annex 4) and « Learning a second language » (Annex 5).

Please note that for pupils who fall under the SWALS category, the language of their section is considered as their second language.

School Report

Each year, nursery and primary pupils receive an oral report and primary pupils two written school reports. The oral assessment takes place in October. This is a meeting between the class teacher and the parents to assess the pupil's progress.

The written school reports are accessible to parents in February and July via the "My School Management System". Each parent receives a personal login and password to access this database.

The school reports are saved under "term reports".

The school report is an assessment tool for the teacher to inform parents of their child's progress. All subjects are evaluated in specific boxes with additional comments from the teacher. Parents must sign the last page of the report (distributed by the teacher) and return a copy to the school secretariat in order to complete the report.

See Annex 11 "school report".

Supervision

The nursery pupils are supervised by the teachers and assistants during the playtimes and meals.

Primary pupils are supervised by the teachers during the short breaks. During the lunch times and breaks they are supervised by external supervisors who are employed by the school.

A special procedure is followed during bad weather.

Valuable Objects

Students are not permitted to bring personal or valuable items to school. These objects may distract students and teachers in the classroom and are a cause of conflict in the playground. There is also a risk of loss, theft or damage.

Any personal items or valuables brought to school will be confiscated and will be returned to a parent or guardian.

Mobile phones are only tolerated at school if they are turned off and placed in the student's school bag.

In addition, the school cannot assume responsibility for any loss, damage or theft of personal items and therefore will not investigate if such an act should occur.

See Annex 8 - Valuables.

Anti-bullying

The school follows an anti-bullying policy. Bullying is the physical or psychological abuse of a pupil, who is repeatedly psychologically or physically hurt by others (for example systematically excluded by other pupils from activities, called nasty names, hit ...). Our approach is essentially proactive in encouraging a positive environment, supporting individuals, paying attention to the signs, being vigilant on the school site, intervening in cases of doubt. There is a procedure to follow when you suspect a child is being bullied.

See Annex 9 - Anti-bullying.

Behaviour Management

pupil who does not comply with the school rules must be educated and helped to integrate into the school community and its' learning process. The pupil in question will be warned, reprimanded or disciplined by a member of staff responsible. The most serious discipline problems will be reported to the Management.

See Appendix 10 "Code of Conduct".

Class Councils

Class Councils are meetings held at the end of the school year to make decisions on pupils' promotion according to the provisions of Articles 18, 56, 57 and 62 of the General Rules of the European Schools. If a pupil is struggling at school, a letter is sent to parents during the month of April to inform them of a "risk of repeating the year." This letter is by no means a final decision, but aims to inform parents of this possibility, and allows the school and parents act to help the pupil. Meetings with the class teacher will also be held to discuss the progress of the pupil.

All decisions regarding promotion are taken at the Class Council. The Class Council's decision may be communicated orally by the class teacher immediately after the meeting. The pupil's legal representatives shall be given notification in writing, at the address known to the school, by registered letter, by fax, by e-mail or by any other means of communication materialising in a written document sent to the addressee.

School outings and trips

The school organises school outings for all classes throughout the school year. These outings are linked to topics covered in class, and are compulsory. These outings take place during the day, however overnight trips of 3,4 or 5 nights are also organised as from the 3rd year of primary.

See Annex 12 - School outings and trips.

School Insurance

For detailed information on the school insurance please consult Annex 16.

Educational Support: general, moderate and intensive & SWALS

Official documents at <http://www.eursec.eu/index.php?id=140&l=2>

General Support

Pupils may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in school or illness or may be working in their non-mother tongue. Pupils may need additional help with acquiring effective learning strategies or study skills. Such support should preferably be given in or outside the classroom, to small groups and is short term. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned. It is planned and specific targets are set, including criteria for success and the information is included into the Group Learning Plan (GLP).

Moderate Support

Moderate Support is an extension of General Support and is provided for pupils with a mild learning difficulty or in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons. It is provided for a longer period than General Support and each pupil has an Individual Learning Plan (ILP).

The ILP includes specific learning objectives and criteria for evaluating pupil's progress and the success of the support. A pupil receiving Moderate Support is usually following the standard curriculum and assessed according to the given criteria and learning objectives for his or her class.

Intensive Support

Intensive Support is provided according to the descriptions in A and B below. In both cases support can be given in order to help the pupil develop his or her competences (subject knowledge, skills and attitudes). Support is provided in or outside the classroom and to small groups of pupils with similar needs or to individual pupils. All pupils receiving Intensive Support have an Individual Learning Plan.

A. This is given following an expert's assessment of the pupil's special individual needs and the signing of an agreement between the Director and the parents. Intensive Support is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs.

The provision of Intensive Support is recommended to the Director by the Support Advisory Group. Pupils can follow a modified curriculum or syllabus and then accompany their class, as long as this can be shown to be in the interest of the pupil's social and academic development.

B. In exceptional circumstances, and on a short-term basis only, a Director may decide to provide Intensive Support for a pupil without special educational needs, for example in the form of intensive language support for a pupil who is unable to access the curriculum.

Students without a Language Section (SWALS)

SWALS (students without a language section) are pupils for whom their language section, corresponding to their mother-tongue, does not yet exist. The school offers a special support to these pupils. This support is not systematic, but will be offered on the basis of a clear and demonstrable need. In some cases, the pupil will receive support in their mother tongue; in other cases it will be preferable to provide L2 support. (see Annex 6- SWALS)

Absences

Acceptance of a place at the school shall imply the right and the obligation to attend all courses of instruction listed in the curriculum.

Pupils must attend classes regularly and on time according to the schedule given at the beginning of the year.

Absence forms are available on our website: <http://www.eeb4.be/node/58> (Annex 13)

In case of a foreseen absence, parents are requested to complete the form "Request for absence" and send it to the Deputy Head by email at least one week prior to the absence.

If your child is absent, parents are requested to inform the class teacher via email, preferably before 8:30. This notification is essential in order to efficiently check your child's attendance at school. **A medical certificate must be provided to the Secretariat in the case of an absence of three consecutive days.**

Request for authorisation of absence

Requests for authorisation of absences must be presented in written, at least one week prior to the absence, to the Deputy Head via the secretariat, using the form « Request for authorisation of absence » found on the school website: <http://pri.eeb4.be/fr/node/293>. (Annex 14)

Absences on personal grounds

Article 30.3.c of the General Rules of the European Schools (2014-03-D-14-en-1) states:

- Only the Director may give a pupil permission to be absent from school.
- Except in cases of force majeure, the pupil's legal representatives must apply for such permission at least one week in advance. Applications must be made in writing, indicating the period of absence and giving reasons.
- Permission may be granted for a maximum of two days plus reasonable travelling time.
- Except in cases of force majeure, permission may not be granted for the week preceding or the week following school holiday periods or public holidays.
- In the case of the death of a close relative, a longer absence may be permitted.

Even if parents decide to go abroad during the school holidays, no pupil is permitted to leave on holiday before or after the official school holiday dates, whether it is for personal reasons, for cheaper financial reasons or in order to gain extra travelling time. **Holidays should be organised following the school holiday calendar.**

Other rooms and events

Library

All nursery and primary teachers have a time slot in the library with their pupils during lesson time. During this time pupils may read stories, participate in activities and borrow books.

During the school year our librarian, Teresa PLANA organises thematic exhibitions in the library as well as other activities.

School Medical Service

The school nurses, Sophie CARLY and Eva PUTTKAMER, work closely alongside our school doctor, Dr Dominique DUPONT. Regular medical check-ups are organised for pupils.

The nurses can be contacted at 02/340.14.94 or by email infirmerie.eeb4@eursc.eu.

The school psychologists, Marie-Charlotte VAN DER MERSCH and Ana MORENO can be contacted by email : charlotte.van_der_mersch@eursc.eu and ana.moreno@eursc.eu

For more information on the school's medical service, please consult Annex 15.

School Photographer

The school photographer comes during the month of October to take individual photos of all nursery and primary pupils, as well as class photos. More detailed information is sent to parents nearer the time.

Eureka!

The parents' association (APEEE) organises a lost and found room which is opened to pupils every Friday morning. The room is on the -1 level of the J Building (primary building). All lost and found items found on the school site are brought to this room. If the items are unclaimed at the end of the school year, the items are donated to a charity of the school's choice. Parents are kindly reminded to always label all clothing and personal items at school, this also helps to find any lost belongings!

For more information, please visit Eureka! Web-site: <http://www.bru4.eu/parent-initiatives/eureka>

Role of Parents

Communication with the school

There are several communicative structures at school such as the Education Council, the School Advisory Council and the Admin Board, in which which parents participate through their representatives as well as representatives of the Parents Association.

Any clarification, doubt, questions about individual pupils must be first be reviewed with the class teacher through the agenda or during a meeting with the teacher during his/her allocated time-slot for parents (requesting an appointment is necessary).

Beyond the school structure, there is the Secretary General of the European Schools, whom parents may contact if any decision contrary to the regulations approved by the Board of Governors is maintained by the School. In addition, parent representatives of all European Schools, through Interparents, are members of the Joint Teaching Committee, the Budgetary Committee and the Board of Governors, which are the participatory bodies of the European School system.

Please consult the Communication policy on our website www.eeb4.be.

Participation

The European School Brussels IV encourages parents to participate actively in the school life of their child through numerous events during the school year.

At the beginning of the school year, the Parents' Association distributes forms for each class to elect four parent representatives. These elected parents are then responsible for providing all necessary information on school-life to the other parents of the class. Information meetings with parents are regularly organized by the school and class representatives to discuss issues such as children's progress, class events, school trips etc.

Teachers may organise various events such as theatre performances, Christmas concerts, an end-of-year event etc. to which parents are invited and may be invited to participate. This depends on each classteacher and information will be provided via the class representatives.

Parents are invited to send any questions or comments they may have to the school secretariat by e-mail.

Parents Association - APEEE

The Parents' Association of the European School Brussels IV has the responsibility of providing some basic services to families (parents and children) of the school.

Our APEEE:

- Is responsible for transport, canteen and extracurricular activities;
- Represents the educational interests of families in decision-making bodies of the school;
- Supports any initiative that allows greater participation of parents in school life;
- Works with the school to find solutions to the problems of parents and their children.

Contacts:

APEEE BXL IV

Drève Ste Anne, 86

1050 Laeken

Tél: 02/340.14.92 (secretariat/ accountancy/extra-curricular activities (périscolaire))

Tél : 02/340. 14. 96 (transport)

Fax: 02/340.14.93

Site: www.bru4.eu

E-mails:

- Transport: transport@bru4.eu

- Cantine: cantine@bru4.eu

- Périscolaire: perisc@bru4.eu

After school care (garderie)

The European Commission organises an after-school care for children aged 4 to 12 years for staff of the European Institutions. The several “garderie” sites, both on-site and in central Brussels, are open from the end of school and most days when school is closed.

Children whose parents are not European Union staff may also be enrolled, depending on availability. Their enrolment should be done through the Parents' Association.

ANNEXE 1 – “MINERVAL”

School fees applicable to category II (financing agreements)

Nursery & Primary school €9752,35

School fees applicable to Category III (regular minerval)

2016/2017	
Otan+ONU	
Before 2013	After 2013
5.968,14 €	7.313,90 €
8.206,28 €	10.056,72 €
11.190,38 €	13.713,70 €

2016/2017		
Privé		
	Before 2013	After 2013
Nursery	2.984,07 €	3.656,95 €
Primary	4.103,14 €	5.028,36 €
Secondary	5.595,19 €	6.856,85 €

The Financial Regulations of the European Schools allows for a reduction of 50% of the fees for the second child enrolled (of the same category) and a reduction of 75% for the third and any subsequent children (of the same category), provided that the sum is not less than 50% of the fee for the nursery (i.e. 1.248,46 € for the regular minerval and 2.496,96 € for the specific minerval).

Recalculation of fees in the event of a change of employment category

In conformity with the arrangements set out in memorandum 1999-D-88, a pro rata fee will be recalculated from the month on which the pupil changes from one category to another. The minerval will be paid from the month following the change of category up to the following July inclusive, one month being considered as one tenth.

MONTH	Arrival of a pupil Fee to be paid	Departure of a pupil Fee to be paid
September	100%	10%
October	90%	20%
November	80%	30%
December	70%	40%
January	60%	50%
MONTH	Arrival of a pupil Fee to be paid	Departure of a pupil Fee to be paid
February	50%	60%
March	40%	70%
April	30%	80%
May	20%	90%
June/July	10%	100%

This pro rata recalculation fee is also applicable to Category II children leaving/arriving during the course of the school year.

ANNEX 2 – FIRST WEEK OF SCHOOL

Monday, 05 September 2016 : Beginning of the school year

7h55-8h15	Pupils go straight to their classrooms. Class lists will be displayed on the windows of the entrance hall. Parents of new pupils (nursery and primary) may accompany their children to class.
8h15	Lessons begin. Parents are requested to provide a drink and snack for their children for the morning break.
12h35	End of lessons. Pupils are collected by parents/take the school bus home (if enrolled)/go to the garderie (if enrolled). There will only be lunch at the canteen for children going to the garderie.
19h00	Meeting with class teacher for Nursery & P1

Tuesday, 06 September 2016

7h55-8h15	Pupils go straight to their classrooms. Parents of new pupils (nursery and primary) may accompany their children to class.
8h15	Lessons begin. Parents are requested to provide a drink and snack for their children for the morning break.
15h05 or 15h55	End of lessons at 15h05 for Nursery & Primary pupils. End of lessons for secondary pupils either at 15h05 or at 15h55 determined by your child's schedule and the options he/she has chosen.
19h00	Pupils are collected by parents/take the school bus home (if enrolled) /go to the garderie (if enrolled). Meeting with the class teacher for P2 & P3 parents

Wednesday, 07 September 2016

08h15	Pupils go straight to their classrooms. Parents of new pupils (nursery and primary) may accompany their children to class.
12h35	End of lessons. Pupils are collected by parents/take the school bus home (if enrolled)/go to the garderie (if enrolled). There will only be lunch at the canteen for children going to the garderie.

Thursday, 08 September 2016

08h15	Pupils go straight to their classrooms. Parents of new pupils (nursery and primary) may accompany their children to class.
15h05 or 15h55	End of lessons at 15h05 for Nursery & Primary pupils. End of lessons for secondary pupils either at 15h05 or at 15h55 determined by your child's schedule and the options he/she has chosen.
19h00	Meeting with the class teacher for P4 & P5 parents.
19h30	Meeting "Back to class" for S1 & S2 parents.

Friday, 09 September 2016

08h15	Pupils go straight to their classrooms. Parents of new pupils (nursery and primary) may accompany their children to class.
12h40	End of lessons for Nursery & Primary pupils. Pupils are collected by parents/take the school bus home (if enrolled)/go to the garderie (if enrolled). There will only be lunch at the canteen for children going to the garderie.
Lunch Break	For secondary pupils
15h05 ou 15h55	End of lessons for secondary pupils either at 15h05 or at 15h55 determined by your child's schedule and the options he/she has chosen.

ANNEX 3 – HOMEWORK

These are the official guidelines for the European Schools.

PURPOSE OF HOMEWORK

It is useful at the outset to remind ourselves of the aims of homework.

- Homework encourages the pupils to take personal responsibility for their schoolwork by their own independent study and research. Homework should stimulate and satisfy their curiosity. From time to time it gives them the chance to complete work which was left unfinished in class.
- For the parents, homework is a link between school and home. It affords parents a special opportunity to take an interest in their child's schoolwork, to foster his independence and to praise his endeavours.
- For the teacher, homework is a means of furthering the child's autonomy, allowing him/her to develop memory skills and to organise his/her work for him/herself.

PRINCIPLES

- School must recognise the importance of children's leisure time and the place of extra-curricular activities in the development of the child. After a day's work, which is already quite long, children need rest and relaxation. This is the responsibility of the family.
- Homework must not be a simple prolongation of the work done in school. It must have a creative dimension, encouraging the child's independence in his/her intellectual and creative activity.
- The school must avoid imposing upon parents the role of teacher at home. Parents, for their part, should not assume it. Such a situation falsifies relationships around the child. Parents take a lively interest in the child's homework and supervise its satisfactory completion.
- In principle, homework should not be set during the holidays. Weekends, on the other hand, are useful for the completion of homework set several days in advance. Care should be taken, however, not to overload children with homework at weekends, which is a time particularly valuable for family activities.
- To avoid giving children too much homework some measure of co-ordination between teachers is necessary. Therefore only L2 homework will be given on Thursdays. A time limit must be set, even if the homework is not finished.

On average, the time should not exceed:

20 minutes per day for Years 1/2;

30 minutes per day for Year 3;

45 minutes per day for Years 4/5.

This timing recognises the increasing importance of personal study as the child approaches entry to the secondary school.

- Homework must be checked and corrected by the teacher and an appreciation given. As the conditions in which homework is done differ from family to family, quantitative assessment of the work is usually not appropriate.

CONCLUSION

The teachers provide more details on the homework they set for their classes during the Parents' evenings held during the 1st term.

ANNEXE 4 – LANGUAGES

In the European Schools a pupil can study up to five languages.

NURSERY CYCLE :

Language 1 (L1) is taught from the admission to nursery age; L1 is the section in which the pupil is enrolled. For SWALS, Language 1 is different to the language of the section.

PRIMARY AND SECONDARY CYCLES:

L1 is taught from the first year of primary school and is the language of the section in which the pupil is enrolled. For SWALS, the language of the section is the Language 2 (L2).

L2 is taught from the first year of primary school: the language has to be either DE (German), EN (English) or FR (French) and must be different to the pupil's Language 1.

In classes 3-5 of secondary school, the 2nd Language of the student 2 (DE, EN or FR) is the lingua franca for history, geography and economics.

Language 3 (L3) is taught from the first year of secondary school; it can be any of the official languages of the countries of the European Union not studied as L1 or L2.

Language 4 (L4) is taught as an option from the fourth year of secondary school; it can be any of the official languages of the countries of the European Union not studied as L1, L2 or L3.

Language 5 (L5) is taught as an additional course from the 6th year of secondary school.

OFFICIAL LANGUAGES OF THE EUROPEAN UNION:

Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Irish, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovakian, Slovenian, Spanish and Swedish.

ANNEXE 5 – LEARNING A SECOND LANGUAGE

INTRODUCTION

Since their creation, the European Schools have offered pupils the possibility of learning a second language upon entry into the primary school.

Pupils can choose from the three Working Languages of the European Union:

- English
- French
- German

For each child this will become their Second Language (L2) in the Secondary School until they obtain the European Baccalaureate. Except in 6th and 7th year where L2 can be a language other than the Working languages.

a) Aims

These are defined as follows:

- To give the child an appreciation of the possibility and pleasure of understanding and speaking another language
- To facilitate the child's integration into the European School system and to enable him to understand the language and culture of other children
- To allow the child, when in Secondary School, to follow stipulated subject in their second language
- To develop a sensitivity towards the language in general and in various contexts
- To develop an awareness of the culture of their second language through the knowledge and experience of a mother-tongue teacher

b) Foreign languages at the European School IV

1 st year Primary	Second language (LII) and third language (LIII) plus Irish, which is compulsory for Irish pupils
3 rd year Secondary	Teaching of human sciences (History, Geography) in LII
4 th year Secondary	Fourth language (LIV) plus History, Geography and Economics in LII

c) Learning context

The linguistic diversity of the school population (family background, professional etc,...) automatically results in children arriving at the school with varying levels of competence.

Naturally the acquisition of language is influenced from the start by the child's family situation, the school environment and, of course, by the child's particular aptitude and ability.

Thus, within each linguistic group are pupils ranging from complete beginners to those who are, in effect, orally bilingual.

This diversity creates a situation which is stimulating and which enables pupils to learn from one another.

THE ORGANISATION AND OBJECTIVES OF TEACHING IN THE PRIMARY SCHOOL

a) Organisation

At each level of the primary school, children receive one lesson per day.

In the 1st year, the course commences after the All-Saints midterm holiday. This enables the child to integrate well into his/her mother tongue class and allows time for adjustment to the primary school timetable.

Each language lesson is composed of children of different nationalities; the course is taught in another classroom. The second language teacher arranges a meeting with parents to explain the objectives and content of the syllabus and is available to meet parents individually.

The maximum number of pupils permitted in second language classes is twenty-five.

A compulsory back-up course ("rattrapage"), consisting of 90 minutes of instruction per week, is organised for those who have recently joined the 3rd, 4th and 5th year.

b) Objectives and implementation

The method of teaching second language conforms to the following overall objective:

The study of the four functions of the language: listening, speaking, reading and writing, instilling an appreciation of the culture of the language as well as communication skills.

In the 1st and 2nd years, the content of the syllabus deals mainly with the acquisition of oral and aural skills and introduces the first contact with written language together with activities and games.

In the 3rd, 4th and 5th years the lessons, while no less active, attempt to develop oral ability and, in so far as the knowledge already gained in mother tongue allows, to build on relevant abilities in reading and writing.

CHOICE OF LANGUAGE

The choice of second language is left to the parents.

In view of the importance attached to this choice in terms of its impact on the school life of each child, here are a few points which may help parents in coming to a decision:

It is recommended that the second language chosen in Primary School (English, French or German) should be the language which is most easily accessible.

Which means;

The second language spoken at home or the language of the host country or the language with which the pupil is likely to come into regular contact with (through family, friend, or on holiday...)

Point 1: once the second language has been chosen, it remains unchanged for the whole of the pupil's primary and secondary schooling.

Point 2: for the Social Studies course in the 3rd year Secondary; and subsequent optional courses (see 1b), it is presumed that, owing to this continuity during the primary and secondary school, the pupil will have acquired a certain level of written and oral competence.

CONCLUSION

After more than sixty years of experience in the early teaching of a second language, the European Schools have acquired considerable expertise in the field.

Should parents require further information or help in making this important choice of second language, the Deputy Head of the Primary School and his staff is there to be of assistance.

ANNEX 6 – STUDENTS WITHOUT A LANGUAGE SECTION (SWALS)

The European schools were set up so as not to penalise children in terms of their education on account of their parents' European commitment. Pupils are offered easy and fruitful integration into their new environment, whilst also maintaining and developing their linguistic and cultural roots, thus ensuring that they can return, or return if necessary, to their country of origin at any time.

The multilingual character of the education provided, which involves guaranteeing that each pupil has **the right to continue to learn his/her mother tongue** (in so far as it is possible to find the appropriate pedagogical resources: suitably qualified teacher, distance learning), but not the right to choose from amongst all the L1 available, is based on two fundamental principles:

- a) Mutual respect for the equal value of every language
- b) The importance attached by psycholinguistics to the learning of L1 (mother tongue or dominant language), which needs to be properly assimilated to make the child fit and intellectually mature enough to learn other languages.

In the European schools students without a language section (SWALS) are integrated into other language sections (English, French and German) and also receive daily tuition in their mother tongue. In the European school Brussels IV – SWALS pupils have a dominant language which is either Bulgarian (S1 and upwards), Croatian (all ages), Estonian (P1 and upwards) or Romanian (P5 and upwards).

SWALS pupil's dominant language is considered as his/her **L1** and is compulsory. It will be provided for a minimum of 5 periods a week in the nursery and primary cycle. (In the primary SWALS pupils receive mother-tongue during the periods when their other classmates have L2).

The **language of the section** is considered as pupil's **L2**. Pupils are taught all the subjects in the language of the section EN, DE or FR (except for L1).

As regards SWALS, they face a dual difficulty: firstly, maintaining the standard of their mother tongue and secondly, the need to acquire more quickly as high a standard in L2 as their fellow pupils, enrolled in 'their' section. In order to facilitate the integration of SWALS pupils into their new language section, the school offers "**Language Support**" lessons during which they are helped with the language of their section (FR, EN or DE).

The language support is organized during school hours and given by Educational support or L2 teachers; the children are withdrawn from different subject classes (e.g. religion, discovery of the world etc.) and then they get intensive individual or in small groups EN, DE or FR course. The class teachers also differentiate the curriculum and help the children to catch up with other classmates.

Parents of SWALS pupils are informed about the organization of Language support at the beginning of the school year.

- ❖ **The right to mother tongue teaching implies the obligation of enrolment in the mother tongue/dominant language (L1) section where it exists or the teaching of this language which is organised for SWALS in schools where such a section does not exist (Ref.3).**
- ❖ **If there is any doubt, the school can request that proof of the standard of linguistic attainment and abilities be provided or can administer language tests. In the case of erroneous information at the time of enrolment, allocation to a language section or to a SWALS group can be corrected. The director decides on admission (Ref.3).**
- ❖ **In the event of disagreement, the director shall seek, at the parents' request in particular, the expert advice of the relevant inspector(s). It is up to the director to take the final decision (Ref.3).**

More info in the official documents:

2003-D-7710-en-3 - INTEGRATION OF STUDENTS WITHOUT A LANGUAGE SECTION.

**2007-D-443-en-3 - DIGEST OF DECISIONS OF THE BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS
1912-D-2007-en-3 - THE ISSUE OF LANGUAGES: MANDATE GIVEN BY THE BOARD OF GOVERNORS AT ITS
MEETING IN MONDORF-LES-BAINS**

'Issue of Languages' Working Group; Meeting of the Joint Teaching Committee (Nursery, Primary and Secondary) in Brussels on 28 February 2008.

ANNEX 7 – SUPERVISION

The European school Brussels IV aims to ensure full and appropriate supervision of all pupils throughout the school day. This Supervision Policy provides guidelines to ensure children's safety. Supervision should be preventive in nature and measures should be taken to eliminate any situation that could threaten the pupils' safety. The safety of our children is of primary concern.

SUPERVISION BEFORE SCHOOL

Supervision is ensured by teachers (who work on a supervision rota) starting at 07:55 every day.

Nursery Parents may drop their children off swiftly at the entrance (Gates Drève Sainte-Anne 88) of the school, where the children will then be directed by the teacher/assistant on duty.

Primary Parents may drop off their children off swiftly at the entrance (Gates Drève Sainte-Anne 88) of the school, where a teacher/ supervisor on duty will ensure the smooth flow of pupils to the classrooms.

Pupils coming by bus are directed by the supervisors and bus monitors to the main school building, where they are then directed by the teacher/assistant on duty.

SUPERVISION AFTER SCHOOL

All nursery and primary pupils taking the bus after school are accompanied by the class teacher or an assistant.

Parents are asked to collect their children promptly at the end of the school day. Pupils waiting for their parents are supervised for **twenty minutes after the end of school** by a teacher/assistant on duty at the gates Drève Sainte-Anne 86.

SUPERVISION DURING LESSONS

Pupils are supervised at all times in the classroom by the class teacher (and also by the assistant in nursery classes). Should the teacher have to leave the classroom unexpectedly, another member of teaching or administrative staff will come in to supervise the pupils during the teacher's absence.

Pupils are allowed to go to the toilet without supervision; however these toilets are usually situated close to the classrooms ensuring that the pupil will not have to go far by themselves.

SUPERVISION DURING THE SHORT BREAKS

Teachers (and assistants in the nursery) have a supervision Rota for the short breaks. Pupils are usually supervised by an appropriate number of teachers/assistants for each short break. These teachers/assistants ensure supervision until the pupils are collected by their class teacher at the end of the break.

SUPERVISION IN THE CANTEEN

Nursery: Pupils are supervised by their class teacher and assistant who stay with them during the entire lunch period and then accompany them to the playground.

Primary: Pupils are supervised either by their class teacher and/or by external supervisors who come for the lunch period. The class teachers and supervisors ensure that the pupils make a swift transition from the canteen to the playground.

SUPERVISION DURING THE LUNCH BREAK (TARTINISTES) AND THE RECREATION TIME.

Nursery: Pupils are supervised by the assistants and external supervisors who work during the lunch period. The supervisors and assistants stay with the pupils until they are collected by their class teachers at the end of the break.

Primary: Pupils are supervised by external supervisors who work during the lunch period. The supervisors stay with the pupils until they are collected by their class teachers at the end of the break.

SUPERVISION DURING BAD WEATHER

Nursery: The pupils are supervised by the assistants and external supervisors in the nursery common room.

Primary: The pupils are supervised in their classrooms by external supervisors.

Supervision will be carried out in school taking into account the school values, school rules, behaviour policy, anti-bullying policy and the child protection policy. In harmony with these policies, the school will ensure the children's safety at all times during school life.

ANNEX 8 – VALUABLES AT SCHOOL

Pupils are NOT allowed to bring personal or valuable items to school.

The school cannot take responsibility for loss, damage or theft of personal items. Pupils are responsible for their own personal property.

Any electronic devices brought to school must be kept out of sight and turned off during the school day. They may be used only before and after school outside the school premises. Mobile phones may be confiscated if used on the school premises and will only be returned to a parent or guardian.

The school is not responsible for broken/ lost/stolen valuables such as iPods, mobile phones, toys, etc.

Toys are not to be brought to school. These distract the pupils and the teachers during lessons and are a cause of conflict in the playground. There is also a risk of loss, theft or damage for which the school cannot be held responsible. Any toys will be confiscated by the class teacher or management, and returned to a parent/guardian.

The following rules must be applied during at school:

- 1- Personal toys, hard leather balls, other types of balls, cards etc are not allowed to be brought to school.
- 2- Dangerous objects are strictly FORBIDDEN.
- 3- Certain dangerous « games » may cause serious injuries to which the students and its family are responsible.
- 4- Any form of " trade " is forbidden at school.
- 5- MP3's, electronic games and other objects which are not related to the student's schooling are forbidden. Mobile phones are only tolerated at school if they are turned off and placed in the student's school bag.
- 6- Chewing gum is not allowed in school.

ANNEXE 9 – ANTI-BULLYING

In our school bullying is not accepted. Anyone who is aware of it should make sure that the victim as well as the aggressor is given appropriate help and support.

BULLYING

Systematic physical or psychological violence by an individual or a group against another individual or group not capable of defending himself / themselves.

EXAMPLES

Physical violence

- Hitting a person
- Taking things away from a person
- Destroying a person's belongings

Psychological violence

- Calling someone unpleasant names, teasing or insulting someone.
- Spreading false rumours about a person
- Excluding a person from activities by others

ACTION TO BE TAKEN

A proactive approach should be taken to prevent problems from developing by raising awareness and suggesting strategies that promote a positive, supportive environment.

At a school level:

- Provide for supervision, noting, reporting, investigating and dealing with incidents of bullying behaviour
- Give special attention to the **school climate** so that it reflects **respect, tolerance, caring, trust and support**. Everyone in the school community should be mindful of their interactions with one another so that this positive behaviour is reflected.
- All members of the school community have the responsibility not to ignore instances of bullying behaviour and to **intervene when necessary**.
- In some cases **expert assistance must be sought**.

At a classroom level

Each teacher should **raise awareness** of bullying within their class so that:

- Pupils understand that **bullying is unacceptable** and not to be tolerated.
- Victims and bystanders understand that they should **report incidents of bullying** to their peers, teachers or parents. Note: the shame that is so often associated with telling, needs to be addressed. A distinction needs to be made between telling tales to get somebody into trouble and seeking help to avoid injury.
- Bystanders understand that wherever possible they should help / protect their peers whom they see are being bullied. By ignoring the incident they are not only condoning the behaviour, but are themselves acting in an irresponsible manner.

At an individual level

Teachers must

- Provide support, advice and suggestions to bullied pupils and their parents.
- Respond to all incidents of aggressive behaviour and apply the procedures and sanctions that have been agreed upon.
- Involve parents of offending pupils who do not readily modify their behaviour

- If possible, develop skills in assertiveness, conflict resolution and **mediation**.

WHEN BULLYING IS SUSPECTED THE FOLLOWING ADVICE IS GIVEN

To Non-Teaching and Teaching Staff

- **Watch for signs of distress**, especially in new pupils
- Be vigilant when walking around the school.
- Be aware of trouble spots.
- Intervene when in doubt.
- If you suspect bullying is going on, follow the procedure below.
- Be very clear to all that parents do not deal directly themselves with bullying issues at school, but follow the **agreed procedure**.

To Parents

- Watch for signs of distress in your child, e.g. irrational and changeable behaviour; reluctance to go to school; change in appetite and/or sleeping habits; frequently feels unwell; torn, damaged or missing clothes or belongings
- If you notice behavioural changes in other children and / or bullying, report it to the School
- Listen to your child's concerns remembering you do not have to have immediate answers.
- If you suspect bullying (or being bullied) is going on, **discuss it as soon as possible** with the class teacher and / or educational counsellor, the direction or any teacher of your choice in the first instance. **Do not attempt to deal with it yourself**.
- Remember your child may also be a bully.

To Pupils

- Remember that what one pupil sees as fun, may be hurtful to another.
- Ask yourself: "**Would I like to be treated that way?**"
- Do not stand by when bullying occurs.
- Talk on behalf of the victim who may be too scared to speak effectively and / or report the incident to a teacher.
- If you feel you are being bullied, do not bottle it up, but **talk to someone** you can trust, like a parent, teacher, friend or educational counsellor.
- Remember it is not your fault if you are being bullied.
- Encourage and support the victim to stand up for himself/herself and to be assertive and encourage your classmates to do the same.

PROCEDURE TO FOLLOW IN SCHOOL WHEN THERE IS A CASE OF BULLYING

A meeting is held where **all concerned** (teachers, psychologist, Deputy Head and/or Head) decide on the specific reaction of the school to the case in question. All teachers who deal with a pupil will be informed confidentially

The school will check all relevant history of the case and determine an appropriate strategy for:

- the victim
- the bully
- the rest of the class (if appropriate)
- providing background information, advice, and resources for teachers
- providing background information and advice for parents

A brief report about the history, incident and strategy will be kept in the child's files.

INTRODUCTION

Pupils at the European School Brussels IV have the right to an education, which offers them every opportunity to attain their full potential. The management, teaching staff and support staff are here to create the circumstances to allow this to happen. The whole school community assists in this process.

GUIDING PRINCIPLES

In order for the above to be achieved it is essential that every member of the school community acknowledges and reflects **the values** promoted by the school:

- Respect self, fellow pupils, teachers and other adults
- Respect the people of other cultures and nationalities
- Respect their own and other people's property
- Be courteous, well-mannered and well-behaved
- Be honest, trusting and hard-working
- Take responsibility for words and actions
- Be friendly and co-operative
- Show tolerance towards others

THE PRINCIPLES IN ACTION

These values and principles underpin our school ethos and are seen to be met when pupils observe the following:

I will:

- come to school on time
- be prepared, by doing my homework and bringing all the books and items I need for work and play
- do my work to the best of my ability
- work with others in my group
- do as my teacher or supervisor asks
- use friendly, appropriate language
- walk inside school buildings quietly and calmly
- take care of my books and school equipment
- respect other people and other cultures
- deal with problems by talking to each other
- take care and show responsibility for our playground

I know that the following behaviour is unacceptable:

- physical violence
- vandalism
- bullying, threatening behaviour
- using bad language
- being disruptive in class, when lining up or in the corridor
- using/bringing dangerous items (like matches, sharp things as knife etc.)
- using a mobile phone during school hours

This Code of Conduct has been written with the safety and well being of the children in mind, and to enable the school to function efficiently.

ANNEX 11 – PRIMARY SCHOOL REPORT

According to the decision of the Board of Governors on 22 and 23 May 2002 to generalise the use of the school report, the assessment of pupils' learning and development in the European Schools is evaluated in terms of competences.

This is a harmonized system which has an approach based on the acquisition and application of pupils' skills and highlighting the progress already made, progress to be made, strengths and weaknesses in each subject, efforts to be made by the pupil and the strategies put in place to help the pupil.

The harmonised school report is a means of communicating pupils' results to parents and exists in all official languages of the European Union.

Our school will use the new school report created by the European Schools' pedagogical unit in the languages of our 7 existing sections. The communication system with parents involves a specific timetable, which starts in October, and appropriate reading of the results of the student: it has become more than simply marking the pupil, but describing the skills acquired; these results are spread over the school year.

During the **first weeks**, the school organizes an evening meeting where class teacher present the evaluation system to parents as well as the skills that will be implemented during the school year and the pedagogical strategies used in order to ensure learning.

Before the **end of November**, an individual meeting with families allows the class teacher to inform the parents orally about the pupil's behavior in school life (participation, organization, working methods) and his/her behaviour in the classroom. The introductory page provides an overview of this evaluation. It has only one commentary box to record the overall progress of the student. In case of any particular difficulties encountered in particular subjects, the school and the parents should seek the best ways to work together, and consider the possibility of some support at school.

In February, the first written report shall be communicated to parents. This report consists of a page of transversal competences, assessments conducted during the first semester as well as the specific competences for each area. An evaluation method of four options is used:

+	Certain competences are not aquired.
++	Certain competences are partially acquired.
+++	THE COMPETENCES ARE SUFFICIENTLY ACQUIRED
++++	The competences are acquired and used independently by the pupil.

This system of evaluation highlights the current situation of the pupil. The school does not merely respond to the global question of "has the child worked well?" or "is the pupil good at maths?", but rather gives a detailed decsritoipn of the competences already acquired and being used in the current school work. This implies that the teacher provides a detailed observation of the pupil's behavior and progress.

The number of "+" indicates the degree of assimilation in the areas covered by the subjects of the applicable level of schooling.

The pupil's strengths and weaknesses in each subject and the efforts required to progress are highlighted in the comments.

The white boxes add, if necessary, personal advice and recommendations regarding effort, needs, attitudes, working methods.

Areas where there is no "+" refers to skills that have not yet been covered or have been partially covered in class.

During the second semester, new learning methodologies are covered in order to:

- Use different skills which were not evaluated in February (no cross);
- Rework some skills already evaluated to allow all pupils to progress.

Parents may at this point request a personal appointment to speak with the teacher(s) concerned in order to develop support mechanisms.

It is possible that some areas are not followed by a "+". This means that they have not yet been sufficiently covered in the first semester and they will be evaluated at the end of the year.

In April, if there is even a slight risk that the pupil may repeat the year, parents will receive an official letter from the school management. This allows a sufficient timeframe to try to help the child in his schooling and avoid a "redoubling".

At the end of the school year, all pedagogical areas are reviewed in order to show progressions made, and to point out any possible regressions.

1st semester	2 nd semester
++	++
++	+++
++	+

Same evaluation as in February.

Progression has been made since February.

There is a regression since February.

On the basis of this synthesis, the Class Council will decide on the promotion to the next class or a possible redoubling.

In the spirit of a formative evaluation, this report is not intended to judge the pupil based purely on his/her results but rather through an assimilation of all his/her skills in order to continue his/her schooling harmoniously.

During the year, parents have the opportunity to request an appointment with the classroom teacher or another teacher for their opinion and advice.

ANNEX 12 – SCHOOL TRIPS AND OUTINGS

Our school trips and outings policy is based on the following document: **2002-D-54** “Guidelines for school outings and trips organized by the nursery and primary departments of the European Schools”.

OBJECTIVES:

- ❖ **Outing** – 1 day school’s educational trip;
- ❖ **Trip** – from 2 to 5 days school’s educational trip

School outings and trips have specific educational, didactic and social value. They are school activities. They have a clear connection with the social, pedagogical and/or didactic objectives of teaching / curriculum and are prepared and followed up in classroom activities. Very often they are European in nature and are organized across the different language sections in a school.

The number of outings as a whole could take up a maximum of:

- 10 school days in the nursery classes and in primary years 1 and 2
- 20 school days in primary years 3, 4 and 5.

RESPONSIBILITY FOR SCHOOL TRIPS

- **The directorate** approves the trip, ensures compliance with the pedagogical objectives and checks to its satisfaction that the general arrangements and the financing offer all the necessary guarantees.
- The **coordinator** designated for each school trip is responsible for the preparations and during the actual trip.
- **The teacher** uses project pedagogy, supervises the group for which he/she has responsibility and undertakes to follow the procedures laid down by the School.
- **Parents** are required to inform the School prior to departure of any health problems which their child may have (Annex 3 – the Medical form).

The parents give their agreement in writing to

- their child’s going on the trip.
- paying the costs of the trip.
- acceptance by their child of the rules laid down by the school.
- medical treatment.
- medical intervention in an emergency.

PUPILS’ PARTICIPATION

- School trips and outings are compulsory. In special circumstances and for duly substantiated reasons this obligation may be waived.
- Pupils who are given special permission not to go on a school trip are expected to attend lessons in other classes.
- Exclusion from participation is possible in the event of medical risk in the school doctor’s opinion. Should a pupil’s behaviour be problematic to the extent that it endangers fellow pupils or the child himself/herself, the Directorate may exclude the pupil. His/Her parents or legal guardians will be informed of this decision in good time.

INFORMATION TO PARENTS

The parents should be informed beforehand either by class teacher, trips coordinator or the deputy head.

DOCUMENTS

Parents need to fill in a **consent form** allowing their children to participate in the school residential trip, visit or short outing. See a form at the end of this document (Annex 1)

DISCIPLINE

School rules apply during the school trips and outings. The school expects all the pupils to behave properly and to give a good image of the school. The pupils must follow at any time all the indications of the supervising teachers. Not complying with the school rules or the supervising teachers’ indications may result in exclusion

from further trips or in the participant being sent home (parents are informed beforehand and come to take the child). Pupils going to the residential trips have to sign the code of conduct for the trips (Annex 2).

SUPERVISING TEACHERS

The minimum ratio teacher / pupils must be 1 for every 15 pupils. In every visit there must be a designated group leader - coordinator. Supervising teachers should know the group of pupils well which they are accompanying.

SUPERVISION

Supervision will be ensured by the teachers and accompanying adults at all times.

General guidelines for good practice:

- have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities;
- carry a list of all group members; regularly check that the entire group is present;
- explain to pupils what to do in the rare case of losing the group
- be contactable at all times (phone/pager etc)
- be competent to control the group, ensuring the pupils show good behaviour following the school rules and conditions of participation;
- have appropriate access to First Aid;

SUPERVISION – TRAVEL

Supervising teachers shall ensure that:

- pupils wear seat belts (and other security elements, i.e. helmets when riding a bike);
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops;

SUPERVISION - NIGHT TIME

On school trips involving overnight stays, supervising teachers shall ensure that:

- teachers have sleeping accommodation on the same floor immediately adjacent to the pupils' accommodation;
- there is a teacher present or close by to wherever the pupils are;
- where pupils' doors are locked, teachers have immediate access, as necessary, to a master key;
- pupils are aware of the emergency procedures / escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

ACCIDENTS:

In the event of an accident:

- the coordinator informs the School and the family as quickly as possible.
- if the pupil has to return home, the coordinator makes necessary arrangements.

Medical expenses resulting from an accident will normally be reimbursed by the relevant Health Services (Sickness insurance of parents, accompanying adults and teachers - School insurance).

In case of an accident in Belgium, pupils and teachers are covered by the school's insurance. Even though pupils are covered by our insurance contracts when participating in a school trip, it is convenient that they bring along their own insurance documents (European Health Insurance Card, SIS card, etc.)

PAYMENT: More information about payment will be sent to parents.

ANNEX 13 – FORM FOR NOTIFICATION OF ABSENCE

This form is available under "Nursery/Primary / General Information / Communications / Forms" on the school website.

	
EUROPAŠ KOLEI EUROPAISCHE SCHULE EYROPAINO EKONEIO EUROPAIN SCHOOL ESCUELA EUROPEA ECOLE EUROPEENNE SCUOLA EUROPEA EUROPEŠKÁ ŠKOLA ESCOLA EUROPEA EUROOPPA-KOULU EUROPAŠ KOLAN	
2008-B4-018-fr-1 Original: Ell	
<u>Notification d'absence</u>	
Nom de l'enfant :	Classe :
Date(s) de l'absence Du ___/___/___ au ___/___/___	
Mon enfant était absent pour le motif suivant: 	
Certificat médical Si oui, annexer une copie	<input type="checkbox"/> Oui <input type="checkbox"/> Non
Date: ___/___/___	Signature: _____
2008-B4-018-fr-1 - Notification d'absence	Page 1 sur 1

ANNEX 14 – FORM FOR REQUEST FOR PERMISSION OF ABSENCE

This form is available under "Nursery/Primary / General Information / Communications / Forms" on the school website.

	EUROPAS KOLEI EUROPAISCHE SCHULE ΕΥΡΩΠΑΪΚΟ ΣΧΟΛΕΙΟ EUROPEAN SCHOOL ESCUELA EUROPEA ECOLE EUROPEENNE SCUOLA EUROPEA EUROPEE SCHOOL ESCOLA EUROPEA EUROOPPA-KOULU EUROPASKOLAN
<p><u>2008-B4-018-fr-1</u> Original: Ell</p> <p style="text-align: center;"><u>Notification d'absence</u></p>	
Nom de l'enfant :	Classe :
Date(s) de l'absence	
Du ___/___/___ au ___/___/___	
Mon enfant etait absent pour le motif suivant:	
<p>Certificat médical <input type="checkbox"/> Oui <input type="checkbox"/> Non si oui, annexer une copie</p>	
Date: ___/___/___	Signature: _____
2008-B4-018-fr-1 - Notification d'absence Page 1 sur 1	

ANNEX 15 – SCHOOL MEDICAL SERVICE

Tel: 02/340.14.94

INFIRMARY

The role of the school infirmary is to provide first aid in the case of any accident or serious illness which may occur during the school day. The school nurse will administer first aid then, if necessary, will telephone the parents and, where necessary, phone for an ambulance to take the pupil to the Accident and Emergency Department at the hospital.

It is not the school infirmary's job to administer, in place of the parents, a course of treatment already prescribed for a child. To enable the nurse to devote the necessary time to any pupil who may arrive in distress or who needs immediate attention, parents are asked, in conjunction with their doctor, to cope themselves with minor, everyday ailments such as sore-throats, mouth-ulcers, rashes, verrucas, cuts or sprains which occur outside of school.

MEDICAL SERVICE

As part of the school medical service, some pupils will receive a medical examination during this school year. Parents will be informed by letter when these medical examinations will take place.

The object of these medical examinations is to ascertain the general health and overall maturity of the pupil, to keep the parents informed of the results and, where necessary, to suggest ways in which to help the child to better adapt, not only to school but also at home and in terms of social adjustment.

The service which the medical service offers is purely preventative: obtaining good working conditions (school buildings), early detection of physical handicap etc. The school medical service is not primarily there to deal with a child with a high temperature or with accidents.

For obvious safety reasons, all parents are kindly asked to return the yellow Medical Questionnaire, duly completed, prior to their child's first day at school. Thank you!

If your child suffers from a chronic or seasonal illness requiring daily medicine or treatment, could you please inform the school doctor, in writing, giving details of the illness and the medicine or treatment required, whether the child can administer this himself/herself and the treatment to be given in case of urgency.

REMINDER OF THE ARRANGEMENTS IN THE CASE OF A CHILD HAVING AN ACCIDENT AT SCHOOL

The school medical service will transport children to hospital only if they have a serious accident which warrants emergency hospital treatment.

The school does not have the means to take children to hospital every time treatment is necessary (for example: for stitches, x-rays or a plaster, etc...).

This is why, in the majority of cases, the school medical service, in keeping with instructions given by the direction of the school and in accordance with the school administrative boards, informs parents* if their child has an accident and asks them to come to school to take their child to the hospital of their choice. This also allows parents the chance to communicate to the medical authorities all relevant information concerning allergies or adverse reactions to certain serums.

In these instances, the medical service gives the family an accident declaration form. This declaration should be returned to the school secretariat within 48 hours, together with the medical certificate completed by the hospital or doctor indicating the diagnosis and any necessary medical intervention. The school can then declare the accident to the school insurance company.

It goes without saying that should the school be unable to contact parents, the necessary arrangements will be made to transport the child to hospital for treatment.

In agreement with the school administrative boards, we ask for parents' cooperation at all times in their interests of their children and to facilitate the work of the school medical service.

*Please inform the school secretariat of any change of e-mail address, home or work telephone number together with the appropriate extension.

ANNEXE 16 – SCHOOL INSURANCE

Reminder of the provisions of Article 34 of the General Rules of the European Schools

"The school takes out a collective insurance policy to cover the parents' or guardians' civil liability in all cases where action could be taken against them as a result of an accident caused by their child(ren) to other pupils or to third parties."

"This insurance policy will also cover reimbursement to pupils who are victims of accidents, or to their legal representatives, of expenses (medical treatment, hospitalisation ...) resulting from such accident in addition to payment of a lump sum compensation under the terms of the policy which can be inspected in the school office."

"As party to the cover shown above, the head of family is responsible for 85% of the premium level under the insurance policy."

"The insurance referred to in this paragraph is limited to personal accidents on school premises or on the way to and from school. "Cover for damage to property and out-of-school activities shall be the responsibility of the parent or guardian who may negotiate suitable endorsements to the policy direct with the insurance company."

Extra-curricular activities organised by the school in liaison with the Parents' Association are also covered by the insurance policy.

Under certain conditions, Ethias will reimburse damage sustained to pupils' spectacles worn at the time of an accident as follows: frames - up to 25,00 € plus total cost of the lenses.

The parents' share of the premium amounts to 6,20 € per annum per child enrolled at the school, this sum to be paid to the school.

IMPORTANT!! Parents are reminded that, in the event of their child sustaining an accident at school, they must make photocopies of all relevant bills and receipts. These copies must be attached to the detailed account from the mutuelle or the caisse maladie in order to obtain the reimbursement.

The school is not responsible for any valuables or personal belongings brought to school by pupils, nor for bicycles, scooters and motorcycles, even though a parking space is provided for them by the school. The school is not insured against theft.

Parents are asked to mark children's clothing to avoid lengthy investigation when unmarked clothing is handed in.