



D'OVERBROECK'S OXFORD

A NORD ANGLIA EDUCATION SCHOOL

**D'OVERBROECK'S INTERNATIONAL
PARENT HANDBOOK 2025-2026**

Welcome to d'Overbroeck's International

d'Overbroeck's is all about people. Our aim is to make all aspects of school life as straightforward as possible for parents and students and that we all work together to provide the best possible outcome for each student. This booklet intends to give you practical information relating to various aspects of school life. I hope that you will find time to read it and that it is a source of information throughout a student's time with us.

If you have questions or need guidance at any time, please contact your child's personal tutor who will provide you with the relevant information. Staff contact details are included in the student handbook.

Contact Details

d'Overbroeck's International
111-113 Banbury Road
Oxford
OX2 6JX

For any general query or to report your child's absence from school please call the International School Office on 01865 688500 or email internationalSchool@doverbroecks.com

d'Overbroeck's Principal

Patrick Horne

patrick.horne@doverbroecks.com

Senior Leadership Team

Head of the International School
Mikaela Parker

mikaela.parker@doverbroecks.com

Deputy Head
Seoras Strain

seoras.strain@doverbroecks.com

Assistant Head
Charlotte Bloomfield

charlotte.bloomfield@doverbroecks.com

Useful contacts



Head of Boarding
Hannah Mungall

hannah.mungall@doverbroecks.com

International Admissions

InternationalAdmissions@doverbroecks.com

Office Email:

internationalSchool@doverbroecks.com

School Website

www.doverbroecks.com

Proprietor of d'Overbroeck's

d'Overbroeck's is a part of Nord Anglia Education. The registered proprietor is Nord Anglia Education, Nova South 160 Victoria Street London, Westminster SW1E 5B
email: enquiries@nordanglia.com

Chairman of the Governing Board

George Ghanous

To contact a member of staff, our email addresses are in the form:
firstname.surname@doverbroecks.com

Term Dates 2025 - 2026

Students cannot arrive or leave their boarding house before 7am or after 9pm.
If necessary to accommodate early/late travel, students should stay with guardians.

NB: On house closure days, students must vacate their rooms by 9am.

Autumn Term

Term Starts

Thursday 4th September 2025

Boarders arrive at school (111 Banbury Road, Oxford, OX2 6JX) on Wednesday 3rd September from 9am for documentation checks. They will go to the boarding houses later that day.

Half Term

Friday 24th October to Monday 3rd November 2025 (inclusive)

Boarders leave after lessons on Thursday 23rd October; the boarding houses close on Friday 24th October at 11am from school. Boarders return on Monday 3rd November from 2pm to school.

Term Ends

Friday 12th December 2025 (lunchtime)

Boarders leave after lessons on Friday 12th December; the boarding houses close on Saturday 13th December at 11am

Spring Term

Term Starts

Monday 5th January 2026

Boarders arrive at the boarding houses on Sunday 4th January from 2pm

Half Term

Friday 13th February to Sunday 22nd February 2026 (inclusive)

Boarders can leave after lessons on Thursday 12th February as Friday 13th February is an INSET day and so no lessons will take place. Boarders depart on Friday 13th February at 11am from school. Boarders return on Sunday 22nd February from 2pm to the boarding house

Term Ends

Friday 27th March 2026 (lunchtime)

Boarders leave after lessons on Friday 27th March; the boarding houses close on Saturday 28th March at 11am

Summer Term

Term Starts

Monday 20th April 2026

Boarders arrive at the boarding houses on Sunday 19th April from 2pm

Bank Holiday

Monday 25th May 2026

This forms an exeat weekend as there is no school on the bank holiday, but the boarding houses remain open

Half Term

Saturday 23rd May to Sunday 31st May 2026 (inclusive)

Boarders leave after lessons on Friday 22nd May; the boarding houses close on Saturday 23rd May at 11am

Boarders return on Sunday 31st May from 2pm

Term Ends

Thursday 2nd July 2026 (lunchtime)

Boarders leave after lessons on Thursday 2nd July; the boarding houses close on Friday 3rd July at 11am from school

Who do I approach if there is an issue concerning my child that I wish to discuss?

The short answer is anyone you wish to see will be happy to talk the situation over with you. You can contact us by phone, email or personal visit.

For routine matters please call the Office. Otherwise, your first contact should usually be your child's personal tutor. Personal Tutors are always willing to discuss any academic, pastoral or social issues. Sometimes an email is all it takes.

Personal Tutors 25-26

Your child's Personal Tutor is the first point of contact for any query or concern that you may have relating to your child's academic performance or wellbeing. The Personal Tutor will make contact with you within the first couple of weeks of the school year.

Head

Mikaela Parker

mikaela.parker@doverbroecks.com

Deputy Head

Seoras Strain

seoras.strain@doverbroecks.com

Assistant Head

Charlotte Bloomfield

charlotte.bloomfield@doverbroecks.com

We are always here to support our students at d'Overbroeck's. Should you have any worries about any aspect of your child's educational wellbeing, please use this Contact Protocol so that we can process your concerns in the correct manner and in an order which allows us to address each situation appropriately.

Initial contact with Personal Tutors is vital as these are the first staff to see students every day. As appropriate, the Deputy Head Pastoral, Deputy Head Academic, or the Head may become involved to support and achieve a positive resolution.

ARRIVAL IN THE UK

Before your child leaves home please make sure that they have:

- Personal Insurance
- Your 'Consent to Travel' form
- Information about your transfer to Oxford
- Checked your luggage weight allowance

Heathrow (LHR)

We recommend that students arrive at London Heathrow Airport (LHR). It is the most convenient airport for Oxford. Travel time from Heathrow to Oxford is about 1 hour.

Other Airports

Gatwick (LGW) – 2h - 2h 30 min travel time

Stansted (STN) – 2h to 2h 30 min travel time

Birmingham International (BHX) – 1h 45 min to 2h travel time

Luton (LTN) – 1h 20 min to 1h 30 min travel time

Baggage Allowance

There are different rules for each country and airline. It is important that you check with your airline before travelling as different carriers have different policies on the number of hand baggage items which may be taken into the aircraft cabin.

Immigration Control

When you arrive you will find two lines:

- 1) for EEA Nationals (European Union countries) including South Korea, Japan, Iceland, Liechtenstein, Norway, Switzerland, Australia, New Zealand, Canada, UK, USA and Singapore
- 2) All other passport-holders (like China & Thailand)

Consent to travel

Immigration officials may ask you for proof that your parents have given consent for you to travel alone to the UK. Your parents should complete the Consent to Travel form (see attached document in the email). You should carry this with the rest of your travel documents.

Documents you will need

To make getting through immigration easier, make sure you have all the documents you

need to show at immigration in your hand luggage:

- Your passport
- Your 'Consent to Travel' form
- The address and telephone number of the boarding house where you will be staying in Oxford
- The phone numbers for d'Overbroeck's (page 3 of this document)
- EHIC card where appropriate (if you are from the European Union)

Baggage collection

After immigration you will be able to collect your baggage. If any of your baggage is missing, find a member of staff from the airline which you travelled on and fill in a lost baggage form.

Customs control

When you collect your baggage, you must go through customs control. If you are not sure what you can bring into the UK, check with the UK Visas & Immigration website at <https://www.gov.uk/uk-border-control/at-border-control> before you leave home.

Arrivals hall

Once you pass through Customs, you will then go to the Arrivals Hall.

Once you pass through Customs, you will then go to the Arrivals Hall.

Private taxi transfer: Look for someone **holding a sign** with your name on it.

Making your own way to Oxford: Follow the signs to the Bus Station and look for the 'Oxford Bus stop

Getting to Oxford

Private taxi transfer booking

If you would like a private taxi transfer, you will need to book one through us using the Private Taxi Transfer form (See page 15). Our designated taxi company will collect students at any time of day or night and bring them to Oxford.

At the Arrivals Gate, look carefully for a driver who will be **holding a card with your name on**. If you do not see your driver, stay near the Arrivals Gate and wait. After 20 minutes, if you still cannot see a person holding a sign with your name on call one of the Contact numbers on page 3 of this booklet and we will help you. **Don't worry, sometimes the driver is a little late.**

Approximate costs (these may be subject to change):

Heathrow (single passenger) - **£125.00**

Heathrow (shared) - **£85.00 each**

Gatwick (single passenger) - **£180.00**

Gatwick (shared) - **£95.00 each**

Stansted (single passenger) - **£218 each**

Stansted (Shared) - **£114 each**

Luton (single passenger) - **£165**

Luton (Shared) - **£87.50 each**

Making your own way to Oxford

If you are not using our transfer service and are going to Oxford by yourself, we still need to know how you will get here and what time you will arrive. Please complete the Making your own way to Oxford form (See page 15) telling us how and when you will be getting here.

Bus

If you arrive at Heathrow or Gatwick airport, there is a direct bus to Oxford. For more information go to <https://airline.oxfordbus.co.uk/>.

If you arrive at Luton or Stansted, for more information please look at <https://www.nationalexpress.com/en/airports/>. Please note that there are fewer departures from Luton and Stansted to Oxford than from Heathrow or Gatwick.

Where to go once you get to Oxford

When you arrive in Oxford you will need to go to either the school or your boarding accommodation (depending on the time of your arrival). You can take a local taxi. The taxi

rank is a short walk from Oxford bus station. You should expect to pay between £10 and £15. Give them the address of the accommodation where you are staying.

Boarding House address and contact details

Please ensure you go to your correct boarding house when you arrive.
All boarding students should arrive on Wednesday 3rd September 2025.

The addresses and contact details for the boarding houses are below:

Name of House	Address	Contact numbers
<ul style="list-style-type: none">Nash House	106 Banbury Road OX2 6JU	Mobile: 07990 076303
<ul style="list-style-type: none">St Philip's	Spring Hill Road, Begbroke OX5 1RX	Mobile: 07818 490730

Other Forms / Links to complete before arrival

- Private taxi transfer
- Uniform – please see uniform section below. **Please order by Friday 8th August.**
- Swimming / cycling consent form
- Food allergy and intolerance
- Language profile
- Student marketing materials (photographs and video) consent form

Accommodation Opening Dates

All boarding students should arrive on Wednesday 3rd September 2025.

The boarding houses will only be open from the official arrival times below. Students arriving before these dates must arrange alternative accommodation with family or their guardian.

St Phillips Boarding House If arriving between 9am and 5.30pm - Students should arrive at the International Section teaching site: 111 Banbury Road
If arriving after 5.30pm - Students should go straight to St. Phillips boarding house.

All other boarding houses Are open from 9am onwards, student should arrive by 7pm at the latest

Important: Students will not be permitted to move into accommodation before these dates.

Please notify us of any late arrivals or delays by emailing:
studentadministration@doverbroecks.com

THE SCHOOL DAY

The school day commences with registration at 8:30am, although boarding students arrive for breakfast at 8:00am. Day students should aim to arrive between 8:15-8:25am because we cannot guarantee access or supervision.

Morning tutor time is an important registration point and for important pastoral activities as part of our programme of Personal Development (PD).

Teaching begins at 8:45am and finishes at 4.00pm. There are three breaks during the day: at mid-morning, lunchtime and mid-afternoon, giving plenty of opportunity for recreation and refreshment as well as time to attend lunchtime clubs, meetings and activities.

The Tutor Group meets every morning with their Personal Tutor. The group works collaboratively through a variety of activities that develop global awareness and support a sense of community in the school. Examples of Tutor Time activities include discussions of current worldwide issues in the media, cultural celebrations around the world, upcoming extra-curricular activities, house events and competitions. In addition, students will have an individual one-to-one appointment with their Personal Tutor on a bi-weekly basis to discuss their academic progress and wellbeing. The Personal Tutor plays a significant role in the students' journey at d'Overbroeck's international school, and they are the first point of contact to support their academic progress and wellbeing

In addition to normal timetabled lessons, students have an activity programme delivered on a Thursday mid-morning to enable them to pursue a wide range of extra-curricular activities within the school day.

The school day finishes at 4.00pm for all students although after school extra-curricular activities will have a later finish time. There is no Saturday school.

THE INTERNATIONAL SCHOOL DAY TIMETABLE

Period	Start Time	Duration
Morning registration	8.30	15
1	8.45	45
2	9.30	45
Morning break	10.15	15
3	10.30	45
4	11.15	45
Lunch break	12.00	90
5	13.30	45
6	14.15	45
Afternoon break	15.00	15
7	15.15	45
End of school day	16.00	finish
After school clubs	16.15-17.15	60

THE A-Z of SCHOOL LIFE

Aims and Ethos

We have two clear aims at d'Overbroeck's; they are for students to:

- be happy and confident, so you excel academically and thrive
- personally have the curiosity, skills and adaptability to be ready for a successful future

We believe in the power of:

- social informality and academic rigour collaboration and originality individuality and mutual respect laughter and belonging
- outstanding teaching

Absence and Attendance

School Hours

Registration for all students is 8.30am (although boarders will arrive for breakfast at 8.am). Formal school finishes at 4.00pm, though after school clubs and activities have a later finishing time.

Attendance

We comply with the legal requirement to complete attendance registers twice a day, morning and afternoon, using the school procedures. It is assumed that students will be in attendance each day and, once registered, they must remain on the school premises and are not permitted to leave on their own initiative during the school day or after school.

If a student needs to leave during the school day (e.g. to see a doctor or dentist) they must have permission from the Head or Deputy Head. Any student leaving school in these circumstances must sign out in the school office and then sign in upon their return (if returning the same day).

The minimum expected attendance for a child in a UK school is 95%. This is to enable the best academic outcomes. All schools have a responsibility to monitor attendance closely, record details about student absences, and share any concerns with the local attendance team, for example, if attendance should drop below 95%. Early departures from term are not usually authorised. Maintaining good attendance is crucial for both academic success and visa compliance.

Holidays during Term Time

Absence is not automatically authorised for holidays taken during term-time. The Head is able to authorise absence for exceptional circumstances only, but this has to be requested in advance in writing. Cases will be considered on an individual basis.

Online teaching

The intention is that there will only be online teaching during a national or local lockdown (or other enforced school closure). Online teaching will not be provided for students if they leave early at the end of term. If a student is unwell, their priority should be rest and recovery and, to support this, we will not be providing online lessons for students who are absent due to illness.

For parents of day students only

Absence

If a student is absent through illness or for any other reason, parents need to contact the school office before the start of the school day either by email or by telephone. For morning registration, if a parent has not contacted us within 30 minutes of the student's start time to give a reason for absence, we will contact the parent or other listed contact.

We ask that parents contact us on each day of a child's absence to confirm that they will not be coming to school on that day.

Parents will need to ensure that any absence is followed up by a written communication explaining the circumstances, such communication being retained in the student's file.

Staff responsible for student registration will follow up reasons for lateness and absence. Persistent poor punctuality/absence will involve pastoral staff, student and parents.

The minimum expected attendance for a child in a UK school is 95%. This is to enable the best academic outcomes. All schools have a responsibility to monitor attendance closely, record details about student absences, and share any concerns with the local attendance team, for example, if attendance should drop below 95%.

Lateness

We expect students to arrive in time for 8.30am registration each and every school day - not at the end of the registration period or, even worse, at some time during Period 1. Sometimes lateness is unavoidable, but lateness without a good cause and persistent lateness will result in a school detention. We will, of course, let parents know about any emerging problems in this area. If a student arrives late to school, they should report to the office to sign in. They must then move to their lesson, informing their Personal tutor of their arrival at the earliest opportunity.

Before and After School Arrangements

Once they have entered the school premises students are not permitted to leave until the end of the school day except with special permission.

After school, students should either make their way home promptly or attend an after-school club or activity. No day students should be on the premises unsupervised after the clubs and activities end. We ask that parents contact us as soon as possible with an ETA if they are held up for whatever reason.

Closure during Severe Weather

Every effort will be made to keep the school open during severe weather. However, should the school need to close in such circumstances then we will contact you by text and email and post an announcement on the website. We will also send you a text and email on re-opening. A decision on closure will always be taken by 7.30am on the day of closure. In circumstances of such closure, lessons will be available through Microsoft Teams.

Assemblies

There will be weekly assemblies that rotate between a number of different themes - academic, pastoral, houses. Assemblies are prepared by a variety of individuals and groups including the Head, Deputy Head Pastoral, Personal Tutors, other members of staff, students and selected outside speakers. The aim of our assemblies is to provide an opportunity for students to develop a community spirit, a common ethos and shared values.

Bags

Students must bring only minimum items to school, and everything MUST fit into the bag storage units around school. No bags should be found anywhere else without their owner.

Bank account

Please arrange with your child's guardian to open a British bank account. It is a good idea to organise this before they arrive in the UK. Some pocket money is needed, but it is not advisable to bring large amounts of cash. Safes are provided in the boarding house rooms must students must tell staff on arrival so that they can be supported in storing any valuable items safely, including money.

Banks local to d'Overbroeck's are:

HSBC - 65 Cornmarket Street

0845 740 4404

Lloyds - 1-5 High St, Carfax

0345 602 1997

NatWest – 43 Cornmarket Street

0345 788 8444

British Etiquette Top Tips for International Students

1. Be Polite: Always say "please," "thank you," "sorry," and "excuse me." It's okay to say "No thank you."
2. Wait Your Turn: Stand in line and don't jump ahead.
3. Be On Time: Arrive on time for classes and meetings.
4. Personal Space: Keep a bit of distance when talking to people.
5. Bathrooms: Keep the bathroom tidy. You can flush toilet paper down the toilet in the UK. Toilets are designed for sitting, so there's no need to squat. Use the special bins for sanitary products.
6. Say Sorry: Brits say "sorry" a lot, even if it's not their fault.
7. Understand Humour: British jokes can be dry and sarcastic.
8. Public Transport: Stand on the right side of escalators and offer your seat to those who need it (elderly, pregnant, or disabled people).
9. Table Manners: Keep elbows off the table and chew with your mouth closed. It's okay to leave food on your plate. Don't be afraid to refuse food or ask for more – but do this politely.
10. Respect Privacy: Don't ask personal questions unless you know the person well.

Books and Stationery

Exercise books will be handed out by subject teachers as required. Students must ensure that they are kept in good order, so that they can refer to them throughout their course of study.

Students will normally be issued with at least one textbook in each subject that they study unless there is an acceptable alternative. Please see the section on Textbooks below.

Bullying

We do not tolerate any form of bullying. We take the issue of bullying very seriously and aim to prevent, identify and challenge bullying in all its forms, overt or covert. If you have any worries about bullying, please get in touch with your child's Form Teacher immediately. For more information, please see the Anti-Bullying Policy on our website or from the following link: <https://www.doverbroecks.com/parent-essentials/policies-inspections>

Celebrations

At d'Overbroeck's International we take every opportunity to celebrate our student's efforts and accomplishments. We do this through house points, praise postcards and end of term and annual awards.

Clothing

The weather in the UK is changeable and in one day can be both sunny, cold and wet. Please make sure that your child has a light waterproof and a good warm coat with hats, gloves, scarf and jumpers.

Clubs and Activities

A timetable of clubs and activities will be issued each term.

Cultural Identity

We value your nationality and culture. Please do bring items that represent your nationality, such as musical instruments and traditional costumes, for special events and celebrations.

Culture Shock

'Culture shock' describes how people feel when they move from their home country that they know well, to another culture that is new and different. It is an experience that is described by many people who have travelled abroad to live and study. It includes the shock of a new environment, meeting lots of new people and living in a new place. It also includes the shock of being away from your family and friends and the people that you would normally go to for help and advice. You can even miss familiar sights, sounds, tastes and smells.

When you arrive in the UK you may also be jet lagged, tired, and find even the smallest things upsetting. Do not worry, these feelings are normal and will pass.

STUDENT CODE of CONDUCT

At d'Overbroeck's, we have high standards and expectations of good behaviour in all aspects of school life.

1. **Health and Safety:** We expect students to act safely and look out for the safety of others. This includes complying with staff instructions on trips, activities, excursions, the rules in school and boarding. We expect students to talk to staff about anyone they are worried about.
2. **School Grounds and Building:** The school and boarding are shared spaces which we all have a responsibility to keep clean and tidy. We expect students to use the appropriate (recycling) bin for rubbish, look after all property, and hand in any items that they find to reception.
3. **Languages:** We celebrate multilingualism, but it is isolating to not understand others, so we expect students to speak English if they are not in a group where everyone speaks their mother tongue.
4. **Ethos:** We are a friendly and inclusive school and respect differences, so if a student sees or hears any maltreatment of others then we expect them to act responsibly and report this to staff.
5. **Preparation:** Staff will make sure that they are prepared so we expect students to be well prepared, organized and have everything that they need when they come to school. Forgotten items, such as kit and homework are disruptive to their learning and to others in the school. We all need to follow a uniform / dress code, plan and prepare, so that we are ready for learning and activities.
6. **Learning:** We will provide your child with outstanding teaching that supports their progress and needs. Phones and notifications interrupt focus and concentration so we expect students to please know the site- specific rules and guidance around them.
7. **Representing:** Your child is a valued member of our community, and we will look after them in all aspects of school life. We expect students to act as ambassadors for the school and keep to UK laws, no vaping, smoking or drinking alcohol.
8. **Achieving:** We will help your child excel academically, so we expect them to keep in mind that they are here to learn. We want students to share achievements with us in and out of school so that they can be celebrated, and we expect students to always strive to do their best.
9. **Reflecting:** There may be times when mistake is made and a member of staff will put in place a sanction. We expect students to take this opportunity to be reflective, learn from the mistake and make targets which they put into action, to help make better choices in the future and develop personally.

For more information, please refer to the [behaviour, rules, rewards and sanctions policy](#) on our website. It provides detailed information about expectations of student behaviour; how good behaviour is rewarded and the sanctions which may be imposed in response to contraventions of policy. Parents and students are advised to read this in full.

Rules and Regulations

We aim to develop self-awareness and self-discipline amongst our students; consequently, we are not a school that believes in rules for their own sake. Nevertheless, rules are necessary for the proper functioning of any community and, while we keep these to a minimum, we do expect them to be observed. In short, we have very strong boundaries on the issues that really matter.

One crucial area that everyone needs to understand is our policy on [SMOKING, ALCOHOL AND DRUGS](#). This clearly states that:

- Adults or students must not attend school or boarding under the influence of alcohol, illegal drugs, solvents or similar substances. Alcohol and any illegal drugs must not be brought onto any school premises. Any breach of these rules will be regarded as gross misconduct.
- Smoking or vaping is not permitted in the buildings or grounds anywhere at d'Overbroeck's or indeed in the vicinity of d'Overbroeck's International. Students found to be in possession of cigarettes or smoking will be dealt with as per the policy below.

Drug Awareness

Drug awareness is addressed through the Personal Development Programme with an age- specific focus considering areas such as how to stay safe and dealing with peer pressure. We aim to enable students to make informed, healthy choices by developing an understanding of the risks associated with the taking of drugs and alcohol and in relation to complying with the law. We enlist the support of external speakers to support us in the delivery of this important area.

We have a zero-tolerance approach to drugs, including the possession, use and supply. Please be aware that we will inform parents of any suspicions of misbehavior involving drugs, alcohol or tobacco outside of school as well. We reserve the right to conduct random bag searches and drug testing of individuals as appropriate in line with school policy.

For more information, please refer to the [Substance Abuse Policy](#) on our website: .

Counselling

The first person to approach if a student has any problems is their Personal Tutor, or indeed any teacher that they feel they can talk to. We do, however, have a part-time counsellor available and we will refer students to our School Counsellor if we feel that they would benefit from some professional assistance. Students are also able to contact our counsellor directly.

Cycling to School

Day students who live sufficiently close to school can walk or cycle to school but all students wishing to cycle need require a consent form completed by their parent/s. This confirms that they will:

- Wear a helmet
- Wear appropriately visible clothing
- Ensure appropriate lights are fitted
- Not listen to iPods while cycling
- Not cycle inside the school boundaries
- Cycle safely at all times
- Park their bike safely and lock it up properly

Infringements of these regulations will be reported to parents and may result in sanctions.

Detention

Students who infringe any of the school regulations will be dealt with in accordance with our positive behaviour policy and procedure. In minor cases where there is an academic concern, this generally involves a compulsory appointment with their teacher at a subject clinic or catch-up session at lunchtime but, in more serious cases, it may involve referral to the Head of Department or Senior Leadership Team for detention. A sanction in school is an opportunity to reflect and restore behaviours, supporting better decision-making for any similar future events.

Head of Department detentions are normally held during lunchtime and Senior Leadership Team detentions after school between 4:00pm and 5:00pm. Parents of day students requiring a detention are generally informed by email. Dates may not normally be changed once set.

Diversity, Equality and Inclusion

In line with the schools' ethos and values, we celebrate individuality and promote an atmosphere where all students feel that they belong and have respect for one another's visible and hidden characteristics. In lessons, boarding and wider school life all students are treated fairly and with respect.

Dress Code

We aim to strike a balance between a school identity and individual choice. School uniform should always be worn and be in a clean and neat state. Students will select the correct size of the mandatory uniform when they arrive at school, and it will be charged to your school bill.

If students want to order any optional items then students can order these online once they arrive at school.

Uniform List

Please buy the uniform items online from [Blue Blood](#). The link is [d'Overbroeck's International School](#)

Delivery **Address: d'Overbroeck's International, 111 Banbury Road, OX2 6JX**

Please use your **child's name** in the delivery details. We will keep the package safely and give it to your child when they arrive at school.

Mandatory

Daily wear

- Polo shirt x 5 short and / or long sleeved, depending on student preference
- Hoodie / V-neck jumper and / or cardigan x 2 or 3 of these, students can choose between hoodie, jumper or cardigan, or have a combination

PE kit:

Short-sleeved Eco Tee sports top (for indoor /summer sports) x 2

Midlayer long sleeved sports top x 1

Shorts x 1

Tracksuit bottoms x 1

White sports socks x3

Rain jacket x 1

White sports socks x 1

Navy football socks x1

Optional items:

Baselayer leggings
Baselayer shorts
Baselayer top
Rucksack or holdall
Skort (shorts/skirt)
Shin pads

Required, but school do not provide:

Trainers
Football boots

- No sports uniform should be worn to school unless the student has PE or activities on that day.
- Long acrylic or gel nails are not to be worn due to health and safety concerns. Plain / neutral nail polish and short nails are acceptable.
- Jewellery and make-up should be discreet. Large jewellery items are unsafe for a school environment, and we will ask students to remove them if they are worn, including piercings.
- Non-school uniform days will happen periodically through the school year as a charity fundraising event. Make up and jewellery regulations remain the same. Clothes must be clean, neat, modest and in good repair and appropriate for the day's activities. Very short skirts and shorts, midriff / tank tops and ripped jeans are not allowed.

School equipment

Students must come to every lesson suitably equipped with basic materials and with any specialist equipment required by the subject. The standard equipment expected is as follows, pens, standard and coloured pencils, rulers, erasers, and a calculator in their pencil case for each lesson. A number of lessons might be conducted on an electronic device, such as a tablet, students need to ensure they are fully charged at the start of each school day.

Extra-Curricular Activities and Sport

There is an extensive and wide-ranging programme of regular activities that encompasses sport, drama, art, music, the Duke of Edinburgh Award scheme – and much more besides. Some 35 or so activities are on offer throughout each term and we hope that the range and variety will mean that there is something for everyone.

Activities take place after school, every night of the week and on Thursdays in the period before lunch. There are opportunities to participate in some sports fixtures which run throughout the week as arranged.

Fees and Other Bursary Matters

If you have any queries concerning your school account or if you need to communicate with Bursary concerning payment of a bill, please in the first instance contact:

fees@doverbroecks.com

Food

d'Overbroeck's International aims to practice a nut-free policy, although we recognise that this cannot be guaranteed. This policy serves to reduce the risk to children and adults who may suffer an anaphylactic reaction if exposed to nuts to which they are sensitive.

We explain to all students the importance of being aware of the risks posed to others by food containing nuts, and appropriate sanctions are implemented if this guidance isn't followed. Therefore, we appreciate your support in ensuring that any food item containing or potentially containing nuts does not enter the school.

In addition to nuts, there are many other foods that can cause allergic reactions.

Snacks may be brought into school, but these should be healthy and should not include fizzy drinks. Students are not permitted to order takeaways to be delivered to school but can purchase snacks from Summertown in 10i or the City Centre in 11i after school.

Chewing gum is completely banned as it is non-biodegradable and can present a health and safety hazard– the buildings are carpeted and well-appointed and we do not wish our environment to be spoiled by chewing gum.

All students should bring a refillable water bottle to school daily. Water should be brought into school in sports cap bottles and consumed in class with the teacher's permission. Such bottles can be replenished from the water coolers. No other food or drink is to be consumed in classrooms except in special circumstances.

Fundamental British Values

d'Overbroeck's welcomes the cultural, religious and ethnic diversity of its students, and uses relevant learning opportunities to promote and develop mutual tolerance, understanding and respect, and therefore, actively supports Fundamental British Values (democracy, the rule of law, individual liberty, and mutual respect and tolerance of others). Furthermore, these values are deeply embedded in our school's ethos and in all aspects of school life.

Guardians

In order to help us to promote and safeguard the welfare of every student at the School, we require parents to appoint an education guardian (Nominated Guardian) if the student: (A) is sponsored by the School whether or not their parent is living in the UK and has a UK address (other than in the case of a 'Parent of a Child Student'); or (B) if the student is not sponsored by the School but their parents or those with parental responsibility:

- (1) do not live in the United Kingdom (that is, they live overseas); or
- (2) live in the UK but reside further than 3 hours' drive from the School or
- (3) are away for any period during term time of more than one (1) week.

This applies to all students irrespective of their nationality or age and is in accordance with the Children Act (1989), the Protection of Children Act (1999) and the Care Standards Act 1 (2000). These legislative acts protect the rights of children to receive 'proper and appropriate care'. During term time the School is responsible for the students' welfare and takes on delegated parental responsibilities while students are at the School. However, there are times when the School needs to be able to hand over these parental responsibilities to another adult, such as when the boarding houses are closed for holidays or other reason, and in emergency situations such as in the case of accident, illness, suspension, exclusion or need for other urgent support.

Please read the full policy on our website [here](#).

Homework

Homework is an essential part of academic study, both as a way of extending independent learning beyond the classroom and as a tool to help staff assess their students' progress and help advance pupil progress. We take a balanced approach to homework: students are required to complete all homework on time and to the best of their ability, but at the same time we recognise that they need to have sufficient time to relax with friends and family and to pursue their interests and hobbies.

Teachers set a wide range of homework tasks, depending on the subject being studied. Some of the tasks which teachers may set include: research and presentation of information; learning and revising (with a written component); extension of classwork activities; problem solving; reading set texts.

Homework is always set in accordance with the published homework timetables.

Our expectation is that the average amount of time spent on completing homework tasks should fall within the following ranges:

- Year 10: 30 minutes per day
- Year 11: 45 minutes per day

Teachers understand the need to set and mark homework on a regular basis and to be realistic, specific and encouraging in their feedback. Most marking will be comment-based, so grades will not always be given for homework. All students can access their homework tasks via the Assignments section on Teams, this acts as a digital homework planner for students. Parents of day students can also help through encouragement and advice, and by monitoring their child's Teams' Assignment section.

Where homework has not reached the required standard, students will be asked to re-do it. Non-production of homework will be reported by subject teachers to personal tutors and will be subject to the follow-up procedures contained in the Behaviour Policy, depending on what each situation warrants. Genuine difficulties will be addressed initially by subject teachers, but this may be supplemented by attendance at an after-school homework club or lunchtime clinic. This is not a punishment but is designed to provide an environment in which children can complete homework and seek the supervisor's advice as appropriate.

Houses

All students at d'Overbroeck's International are allocated to one of our three Houses: Morris, Cooper and Austin. They can earn house points for themselves and their house and participate in all kinds of house competitions from swimming and athletics to debating, drama and music.

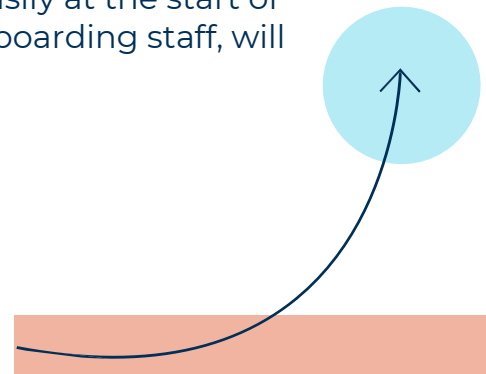
Health and medical information

It is essential that we hold accurate medical details for all our students. We ask parents and guardians to provide the school with as much detail as possible about any health or medical issues before arrival, including any special educational needs.

If a student's health/medical needs change, or if there are medication changes during the year, please ensure that the form teacher or the school nurse are informed by email (medical@doverbroecks.com). In addition, we would also like to draw to your attention the following statement which features in the School's Terms and Conditions: 'If your child requires urgent medical attention while under the School's care, we will if practicable attempt to obtain your prior consent. However, if it is not practicable to contact you we will make the decision on your behalf if, for example, consent is required for urgent treatment recommended by a doctor or other medical practitioner including anaesthetic, an operation or a blood transfusion (unless you have previously notified us in writing that you object to blood transfusions).'

Registering with a Doctor

It is important that all our students have access to medical attention promptly and easily when they need it. All new students who are not already registered with a GP in or near Oxford will need to be registered with the school's medical practice. This applies to both international and UK students. We make all the necessary arrangements for this to happen quickly and easily at the start of the academic year when your child, with assistance from boarding staff, will complete an online form.



Please note that boarders are not allowed to keep medication in their rooms (with the exception of Salbutamol inhalers or EpiPens). At the start of the academic year, they will need to hand in any medication they have with them to a member of the boarding staff to be safely stored in line with our Administrations of Medication policy which can be found on the school website.

The contact details for the school's medical practice are:

The Banbury Road Medical Centre
172 Banbury Road Oxford
OX2 7BT
Telephone: 01865 515731

International students and the National Health Service

Our international students can get free basic health treatment under the National Health Service (NHS) from the beginning of their stay as long as they have registered with a doctor (General Practitioner). All international students will have paid the '[Immigration Health Surcharge](#)' as part of making their visa application. On arrival in the UK, international students will be issued with a Biometric Residency Permit (BRP) card which they should keep somewhere safe. They may need to produce it in order to be able to access healthcare in the UK.

Dental treatment

Boarding students who need to see a dentist at short notice should make an appointment with a local dental practice as quickly as possible. If necessary, the Boarding staff can help with making an appointment.

This is likely to be with the Summertown Dental Practice, which is on the Banbury Road, not far from our Sixth Form building and boarding houses. The practice's address and contact details are as follows:

Summertown Dental Practice
279 Banbury Road, Oxford OX2 7JF
Telephone: 01865 512467

The Summertown Dental Practice offers both private and NHS options, for which different charges apply.

Prescription medicines

It is school policy to manage prescribed medicines (e.g., antibiotics, inhalers, etc.) following consultation and agreement with, and written consent from, the parents. For more information, please see our Administration of Medicines Policy on the school website: '[Administration of Medicine Policy](#)'.

Non-prescription medicines

It is our policy that boarding students should not be given any over the counter

medication apart from Paracetamol, Ibuprofen, Strepsils, Cetirizine Hydrochloride (antihistamine), cough syrup, Bisodol Diffiam mouth wash and rehydration sachets (and only if parental consent for each individual medication has been given). Parental consent is recorded. The only situation where a Boarding student may be allowed to use another over the counter medication is if they have been unable to get a GP appointment within 48 hours and the School Nurse has advised it as an appropriate step. Students from TIS may obtain appropriate advice from a Pharmacist but must be accompanied by a member of staff. For more information, please see our Administration of Medicines Policy on the school website: '[Administration of Medicine Policy](#)'.

Instrumental Music Tuition

The Music department is happy to arrange instrumental tuition in a wide range of instruments, including voice, for any student, whether or not they are studying Music at GCSE. Instrumental tuition is charged at £51.00 per 35-minute session, and we aim to give 30 lessons each academic year (c. 10 lessons/term, depending on the length of each term).

If you would like us to arrange some instrumental tuition for your son or daughter and have not previously completed the Vocal and Instrumental Lessons Form, please contact the Director of Music, Richard Poyser (Richard.Poyser@doverbroecks.com) for more information

Insurance Schemes

d'Overbroeck's has partnered with Howden Insurance to provide insurance options to parents and guardians of our students for the upcoming academic year. The following insurance options are available:

- Personal Accident Insurance – all students are
- automatically covered Personal Possession Insurance –
- available to purchase by all students Pupil Absence Insurance – available for UK students only
- International Pupil Insurance – available for International students only

Information about the insurance options can be found on our website:

www.doverbroecks.com/about/policies-inspections/

Learner Values

d'Overbroeck's supports our students to develop both academically and personally, not just in school, but also in time outside of lessons. Here are some examples of school values that shape the character of a d'Overbroeck's student: teamwork, creativity, individuality, community, respect, positivity and service to others. We actively encourage these values in all aspects of school, as well as life outside of school.



Lost property

This is so much easier to return to its rightful owners if it is clearly named. We would therefore ask all parents and students to ensure that items are properly named whether sports kit, jumpers, water bottles or anything else that could easily be lost or mislaid.

If a student loses something, they should check carefully with friends and with the Office. If it still cannot be found, they should report the loss to their Personal Teacher as soon as possible.

Students must remove all of their personal possessions from lockers, storage units and pegs at the end of each term. Items left behind in the holidays may be disposed of without further notice.

Mobile phones and student personal devices – Code of Practice

Students may bring a mobile phone into school for security reasons, but phones and headphones / air buds should not be used between 8.30am and 4pm.

- Phones and other devices must be switched off during the school day unless staff have granted permission for them to be turned on.
- Phones and devices are handed in overnight in the boarding houses for students in Year 10i. Students in Year 11i will hand their phone and devices in to the boarding staff to keep safely overnight for a set period of time if there are concerns about sleepiness, engagement in lessons, or use of device/s inappropriately.
- Phones and other devices must never be brought to any examination.
- Phones/ tablets must under no circumstances be used to video or photograph anyone without their express permission.
- No student should phone home for a medical or any other issue without speaking to the office first.
- Any phone that goes off during a class or is used in a lesson will automatically be confiscated and retained in the office until the end of the school day.
- Students should NOT wear headphones whilst cycling to school for obvious
- safety reasons. Any phone or device that is used contrary to these rules will be confiscated until the end of the school day. Staff should hand any phones confiscated into the School Office who will return them to the student at the end of school. Repeated infringements will result in sanctions being applied; in extreme cases students will be prohibited from bring any kind of smart phone to school and will be limited to phones that make calls only for security purposes.

Monitoring student progress

We monitor our students' progress closely as they progress through d'Overbroeck's International school, to make sure that they are meeting their academic objectives. Parents are kept fully informed of developments at all stages of our reporting process. The key points in the progress monitoring system are as follows:

- At the start of the academic year, students on an IGCSE course take the

Yellis baseline assessment, which we use to set potential final grades, in the various subjects that they are studying.

- Throughout the academic year, students will then be assessed on a regular basis, both through in-class assessments and via more formal testing. The results of these formal tests and formative assessments are included in our progress monitoring.
- Teachers are asked to provide a range of grades for each student, depending on their year group, including Current Operating Grades (COGs), Approach to Learning (inside and outside of lessons), Attainment Grades and Predicted Grades for each of their students when they write reports. The grades you receive are based on students' work across the half term, rather than just an individual assessment.
- Students in their final report of 10i and in all their 11i reports, are given a Predicted Grade, which is an indication of the grade that they would be able to achieve at the end of the year if they continue with their current approach and trajectory. These grade predictions may go up or down, reflecting the student's most recent record of work and attainment. This enables students, as well as parents and staff, to monitor their progress over the course of the academic year.

It is the role of the Deputy Head, Heads of Faculty and Heads of Department, supported by personal tutors and other relevant staff in the school, to ensure that students are working towards and are able to meet their academic goals. As such, the various grades outlined above are reviewed on a regular basis, and action will be taken where students are not working to the expected standard. This could involve, for example, asking the student to attend subject support sessions on a regular basis.

Music

As well as offering a two-year GCSE course and one-to-one instrumental lessons, the Music Department provides numerous performance opportunities for students of all levels. We run a variety of whole-school ensembles, including an orchestra, string and wind groups, a chamber choir, and A Cappella singing groups, as well as bands and chamber ensembles. Students regularly have the chance to perform both solo and group pieces, including formal concerts in Cohen Hall and informal recitals in the Swan Building. For those who enjoy drama, dance, and singing, the school musical is a biennial event produced in collaboration with the Drama Department. The Music Department's ethos is one of support, inclusivity, and encouragement, while also striving for high-standard performances.

One-to-one subject tuition

Where students would like to study an additional subject which is not part of their timetabled lessons, for example an additional language, it may be possible to arrange additional one-to-one tuition in that subject. This additional tuition will take place after the end of the teaching day or during lunch break, and the charge for any additional tuition is £51 per hour (subject to change). Parents who are interested in arranging additional one-to-one tuition for their child should email the school directly.

Online learning and computer hardware advice

As part of the school's IT provision, all staff and students are issued with a 'Microsoft 365' account, which gives them access to Microsoft's suite of programmes, including Teams, Word, PowerPoint, Excel, OneNote, Outlook and OneDrive. Upon arrival at the school, students are inducted into these programmes and shown how to access useful key materials, such as class slideshows, electronic whiteboard notes and handouts. These can all be accessed outside of school for revision purposes, to catch up with missed work due to absence, or to help with homework. As your child's homework will be set in Teams, you will also be able to access and read your child's homework assignments by using their login.

The use of IT provides considerable opportunities to enhance learning and prepare students for common practices in education and the workplace in their future. In addition, the events of 2020-2021 demonstrated the importance of computer literacy amongst our students and strengthened the need to put digital engagement at the forefront of education. As such we are keen to embrace the use of IT in the classroom and to develop the IT literacy of our students.

d'Overbroeck's operates a 'Bring Your Own Device' (BYOD) policy. This means that students should bring their own computing device to school in order to connect to the school's Wi-Fi for the purposes of completing school-related work and activities. For TIS students, we currently recommend the Surface Pro 7, although the nature of our BYOD policy allows students to use any alternative devices. We do find that non-windows 10 devices i.e. Apple MacBooks and iPads do lack some functionality and can exhibit compatibility issues with some Microsoft software.

As a minimum, the following requirements should be met:

- Fully compatible with office 365 (including Teams and
- OneNote) Has a touchscreen and a stylus supporting inking

It is important to note that any misuse of IT facilities, such as using other people's passwords or accounts, 'hacking' into other people's folders or files for any reason, downloading or viewing inappropriate material or downloading and installing software onto a school computer, will bring very serious consequences. Causing harm to individuals or bringing the school into

disrepute through misuse of social networking sites such as Facebook will also bring the severest consequences. All computer use is subject to our acceptable use policy, a copy of which is sent out by the school office. This is explained in more detail in our [e-Safety policy](#), which can be found on our website.

Pledge

The students at TIS have identified the below as our shared key values and agree to adhere to them as we study and live together in our international school community.

D'iversity
Open minded
Very kind to others
Everyone's included
Respectful
Brave & bold
Responsible for
your behaviour
Overcoming problems
by asking for help
Enthusiastic
Care about others
Kindness 
Stay positive

Policies and Further School Information

We have sought to keep the information contained in this handbook to a manageable level. A comprehensive compendium of all school policies can be found on the website <https://www.doverbroecks.com/about/policies-inspections/>.

You should take the time to familiarize yourself with all the policies relevant to your child's time at d'Overbroeck's.

These include:

- our Educational Aims and School Ethos our Terms and Conditions
- our Health and Safety Policy, including those for health and safety on school trips and activities,
- our Curriculum Policy our Attendance Policy
- our Behaviour, Rules, Rewards and Sanctions Policy our Anti-Bullying Policy
- our Safeguarding Policy and how we promote the welfare of children our Disability Inclusion Policy and current accessibility plan
- our Relationships and Sex Education Policy our E-Safety Policy
- our Complaints Procedure
- our Admissions and Exclusions policies

Parents who would like to receive further information or paper copies of our school policies and procedures are very welcome to request these from the Sixth Form Office.

Past inspection reports can be found also be found on the above web page. [Policies Inspections | d'Overbroeck's Oxford | Nord Anglia](#)

Presentation of Academic Work

d'Overbroeck's is a proud Microsoft School, meaning that as a primarily digital school, much of the work that is produced by students is completed using the OneNote software. However, we recognise the need to maintain high standards in student written work and provide opportunities for students to take pride in their work and present it accordingly. Scrappy presentation is often an indication of lack of care and poor content.

All written work is to be done in blue or black ink or ballpoint. Students are NOT to use red ink or another colour or pencil in written work (except for diagrams and maps). Mistakes are to be neatly crossed through and rewritten or removed with an ink eraser. Tippex / correction fluid must not be used – it is not allowed in public exams and is against school rules.

Progression to our Sixth Form

We encourage our students to view their d'Overbroeck's' journey ending in Year 13 and anticipate that they will progress from Year 11 to Sixth Form, subject to meeting our academic requirements for progression to the Sixth Form.

Students will be supported to have increasing independence and academic skills as they prepare for Sixth Form life through our Personal Development programme, one to one meetings with their Personal Tutor and specialist sessions with the Sixth Form team. We also arrange for one to one careers skills assessment and consultation through our Future Skills provider.

Of course, staff, in particular Personal Tutors, are always happy to guide and advise on issues such as A level subject choices. Our aim is that students and parents should feel very well informed and prepared for the transition to the Sixth Form in very good time.

To find out more about our Sixth Form, please visit www.doverbroecks.com/sixthform

Public Examinations

What exam board does the school use?

We use different examination boards for different subjects. This is common practice in most schools. The school is an approved centre for all the major exam boards in the UK. If required, the Exams Office (jo.simpson@doverbroecks.com) or Deputy Head (seoras.strain@doverbroecks.com) will be happy to provide details of which board/specification we teach in each subject.

Exam Access Arrangements

Any questions regarding exam access arrangements should be directed to our SEND co-ordinator, Matthew Dixon (matthew.dixon@doverbroecks.com) and/or Jo Simpson. The school will continue existing exam access arrangements subject to an updated assessment. The Joint Council for Qualifications (JCQ) require that a student be assessed whilst at the school where they sit the exams.

Teaching during examination periods

We believe that there is a lot of very valuable work that we can do with students in the last few weeks before their exams take place, and so we continue teaching and running revision classes right up to the last examination in each subject. As such we do not operate study leave. During periods of public exams in May/June, the rules on attendance in classes are as follows:

Reports

Reports are sent home every term, to provide parents with information about how their child is doing in each of their subjects, what they are doing well and the areas in which they need to improve. All of these reports include grades for the student's approach to learning and attainment. For Year 11i, they also include predicted grades, provided in the form of IGCSE grades, using a 9-1 grade structure. All reports also include comments from personal tutors, senior leadership team and, in the case of boarders, from their house parent.

Rewards

In order to acknowledge and celebrate positive examples of students' learning and conduct, teachers will use the strategies outlined below.

- **Little and often:** House points are awarded for the completion of learning activities to a good quality, valuable learning contributions and supportive behaviours to other students or staff.
 - one house point – a good piece of work, contribution or gesture.
 - two house points – a very good piece of work, extended writing / project, contribution or gesture.
 - three house points – an excellent / outstanding piece of work, extended writing / project, contribution or gesture.
- **Medium and occasional:**
 - Accumulation of the first 50 (bronze), 100 (silver) and 150 (gold) house points certificates. Awarded in end of term assemblies as they are achieved.
 - praise postcard to parents, agents and guardians for significantly high-quality performance and / or conduct, for example: assessments, presentations, project work, sporting and supporting the wider community.
 - learner attributes certificates awarded in a celebratory assembly at the end of each half term.
- **Large and rare:**
 - house award - awarded to the house who achieves the most house points across the year.
 - secondary school awards - awarded at the end of the school year under the following categories:
 - outstanding contribution to school life
 - subject awards
 - outstanding contribution to performing arts
 - outstanding contribution to boarding
 - sporting excellence
 - Head of School certificate - awarded at any time during the school year at the Head of School's discretion for exemplification of the international school's values and mission.

Safeguarding and Child protection issues

The following members of staff have designated responsibility for issues relating to safeguarding and child protection at TIS:

- Patrick Horne –Principal
- Joanne Croft – Pastoral Care
- Tracey Cummings - Director of Safeguarding
- Mikaela Parker – Head of International
- Hannah Mungall - Head of Boarding

Concerns over safeguarding and child protection issues may be communicated to any of the above members of staff who will deal with them according to the school's policy on Safeguarding and Promoting the Welfare of Children. If you feel that a student is in immediate danger or at risk of harm you can also make a referral to the Oxfordshire Multi- Agency Safeguarding Hub (MASH) directly on 0345 050 7666 or mash-childrens@oxfordshires.gcsx.gov.uk, or contact the police (Tel: 999 for emergency, 101 for non- emergency).

Please note that the school's policy on [Safeguarding & Promoting the Welfare of Children](#) is posted on the website: Copies are also available on request from the Principal's PA, Joana Smith (Tel: 01865 688601 or email: joanna.smith@doverbroecks.com).

Tests and Examinations

In-class tests and exams are held regularly in every subject. In addition, more formal class tests are held every half term, for students in Years 9i and 10i, and in both November and March for students in Year 11i. There is, in our view, no better preparation for public examinations than the kind of full-scale 'dress rehearsal' that is provided by mock examinations, in which students are presented with papers that replicate the format, structure and time-constraints of the real thing – followed by careful feedback on their performance and specific advice on how it can be improved.

Textbooks

It is established as a matter of principle that each child should have a textbook (and potentially additional revision guides/ study guides) in each subject unless there is an acceptable alternative (some subjects, for instance, may prefer to produce their own resources more specifically tailored to the needs of their students) and that he or she should be given responsibility for the book and should be permitted to take it home as necessary.

Textbooks costs are charged to each students' school account.

Trips and activities – health & safety issues and parental consent

Our policy and procedures relating to parental consent and health and safety considerations on activities and trips organised by the school are set out below. The school's standard provision – both academic and non-academic – is intentionally very wide. Some activities will take place during the normal working day; however many are ran after-school and at weekends. The full list of activities we offer will, of course, vary from year to year. However, most fall into the range of what we regard as activities commonly on offer in secondary schools. In placing a student at d'Overbroeck's, therefore, we take it that parents regard this range of activities as acceptable. The aim of this section is to make sure that parents and guardians know:

- What types of activities we arrange for our students;
- Which activities require your explicit permission and which activities we regard as part of our standard provision – and for which we assume we
- already have parental consent; what information you can expect us to provide information about activities during the course of the academic year.

(A) Activities for which further parental consent will be sought

There are some specific occasions when we shall ask for parental consent before allowing a student to take part in an activity. They are as follows:

- any course or visit which involves a stay in overnight
- accommodation any activity for which a charge of more than £50 will be made
- some more adventurous sports and activities

This last category includes sports and activities such as fencing, shooting, paintballing, kickboxing, martial arts, scuba diving, skiing, climbing (other than on a climbing wall), canoeing, polo, horse riding, caving and punting. In cases such as these, we feel that parents may like to have the chance to say whether they are happy for their son or daughter to take part. We shall inform you of the full details of such activities, and students will not be allowed to take part unless parental consent has been obtained in writing or by email.

(B) Activities for which we shall not seek further consent

Examples of activities for which we will not routinely ask consent which have taken place in recent years include:

Academic activities:

- visits to museums, galleries, theatres, the House of Commons, science
- fairs, etc; careers conventions, industry (the BMW works in Cowley, Cadbury World, Jaguar), university open days, social science conferences;
- local trips in Sciences, Geography, Art, Photography, History of
- Art, etc; 'team building' exercises and Young Enterprise events and fairs.

Non-academic activities:

- All activities that are run in conjunction with our weekly and weekend activities programme, which do not fall into Category A

(above).

We undertake to inform parents of the details of such activities when their son or daughter will be taking part. Needless to say, parents who have reservations about any aspect of our standard provision - and who may for whatever reason wish to withdraw their son or daughter from one or more types of activity - are welcome to contact us.

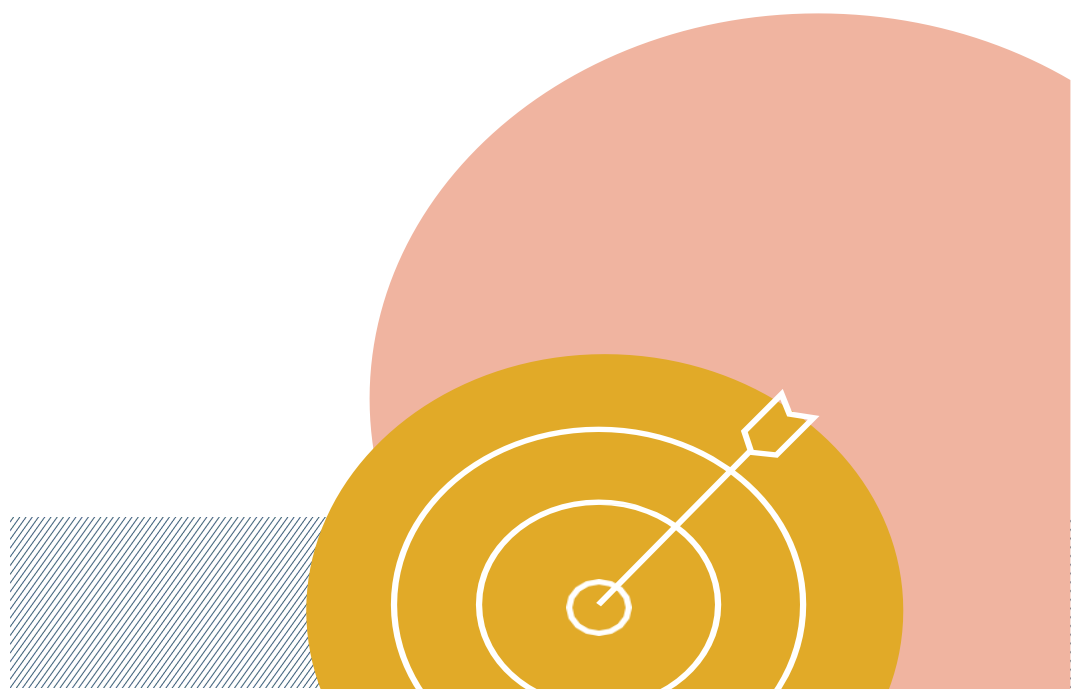


Participation in the Activities programme

In Year 10i students will be given the opportunity to take part in at least two after-school clubs and a Thursday activity. Year 11i students will have the opportunity to participate in at least one after-school club and a Thursday activity. Students may choose freely from the full range of options on offer, subject only to their first-choice activity not being over-subscribed.

Visitors

All visitors need to report to Reception, sign in and out and wear a valid security badge. Students must not bring any friend or anyone else into any part of the buildings or grounds at any time without the express authorisation of the Head or Deputy Head. Please could parents avoid coming into Reception without prior notification wherever possible.



THE CURRICULUM

Our aim at d'Overbroeck's International is to nurture our students, developing knowledge, skills and talents in a supportive environment which stretches and provides healthy amounts of challenge. This promotes our students to take responsibility for their own life and learning. The aim is for our students to become confident, independent global citizens who can make use of their full potential, wherever it may lie. To achieve this, we offer a full and broad curriculum with a strong academic core which, in addition to covering the full range of subjects, supports our students in developing as individuals and understanding their role in the world in which they live. Therefore, to ensure they make maximum progress and are prepared for higher education and lifelong learning, all students experience a balance and range of curricular subjects and extra-curricular opportunities.

Two-year IGCSE programme – Years 10i and 11i

Students who join the two-year IGCSE programme study at d'Overbroeck's International for both Years 10i and 11i. On the two-year IGCSE programme, students study the core examined subjects of English as a Second Language and Mathematics, as well the non-examined subjects of TRACK, Personal Development and PE. In addition, they study six different option subjects, at least two of which must be sciences. Additionally, students take an IGCSE in their own first language, where available, and those with the ability also take IGCSE Further Pure Mathematics or GCSE English Language. In total, this means that students can achieve between 8 to 11 IGCSEs / GCSEs.

Students in Years 10i and 11i study (each lesson is 45

- minutes long): 6 lessons of EAL per week
- 4 lessons of Mathematics per week
- 4 lessons of each optional IGCSE subject per week
- 1 lesson each of TRACK, Personal Development and PE per week

During their GCSE years, pupils will also receive guidance on preparation for public examinations, careers and their options for Sixth Form and further education.

One-year IGCSE programme – Year 11i

Students who join the one-year IGCSE programme study at d'Overbroeck's International School for in Year 11i, and cover the core examined subjects of English as a Second Language and Mathematics, as well the non-examined subjects of TRACK, Personal Development and PE. In addition, they study three different option subjects, at least one of which must be a science. Additionally, students take an IGCSE in their own first language, where available, and those with the ability also take IGCSE Further Pure Mathematics or GCSE English Language. In total, this means that students can achieve between 5 to 8 IGCSEs / GCSEs.

Students in Years 10i and 11i study (each lesson is 45

- minutes long): 6 lessons of EAL per week

- 6 lessons of Mathematics per week
- 6 lessons of each optional IGCSE subject per week
- 2 lessons of TRACK and 1 lesson each of Personal Development and PE per week

EAL at d'Overbroeck's International School

There are over 60 international students in the International School at d'Overbroeck's, representing over 20 different nationalities. The majority of these are speakers of English as an Additional Language (EAL). International students contribute hugely to all aspects of school life, and the diversity they bring to our community is highly valued by staff and students alike. For many years, international students at d'Overbroeck's have been highly successful in progressing on to top UK boarding schools from our International School as well as to our Sixth Form. A key part of this success is based upon our EAL students achieving a high level of proficiency in English.

High quality EAL provision

The EAL department exists to ensure that high quality EAL support is available to all international students who need it. All of our EAL teachers are qualified to postgraduate diploma level in English language teaching, either DELTA or DIPTEFLA, and are highly experienced in teaching EAL and preparing international students for the challenges of studying in the UK.

In terms of quality assurance and on-going professional development we are members of BAISIS (British Association of Independent Schools with International Students) and we are active participants in the Oxford NALDIC RIG. (National Association of Language Development in the Curriculum, Regional Interest Group).

A core responsibility of the EAL department is ensuring that international students obtain the English language qualification(s) necessary for them to progress to the next stage in their studies:

- In Year 10i and 11i: IGCSE English as a Second Language and GCSE English Language (where appropriate)

EAL students are also supported in accessing the academic curriculum through the development of their subject specific academic English language skills by means of ongoing liaison between EAL teachers and the subject teachers.

Year 10i Programme (Two-year IGCSE course) - First Year

Our two-year IGCSE course is designed for students, generally aged 14 – 15, who arrive with an intermediate level of English language knowledge (from B1 on the Common European Framework / 4 on the IELTS scale).

There is setting of students according to ability in English. Stronger students can take GCSE English Language.

Year 11i Programme (One-year programme)

Our one-year IGCSE course is designed for students, generally 15 – 16 years of age, who arrive with a high intermediate level of English language knowledge (from B2 on the Common European Framework / 5 on the IELTS scale).

There is setting of students according to ability in English. English as a Second Language IGCSE is one of the core components of the Year 11i programme at The International School. Students on the two-year programme will have the option of English Language GCSE.

Personal Development

The International School's personal development programme aims to support and enable our pupils to thrive in a rapidly changing world. The learning opportunities outlined fall within three core themes: health and wellbeing, relationships, and living in the wider world. These themes provide the context to develop concepts, skills and attributes that are aimed to enable our students to stay safe, be responsible British and international citizens, and have a positive impact to their community and more widely.

The specific contexts provide opportunity to explore attitudes, values and beliefs about themselves and to develop the skills, language and strategies necessary to manage these issues, should they encounter them in their lives. The specific topics will inevitably change over time, and as such will be updated accordingly.

We provide Relationships and Sex education as part of the personal development programme. The PD curriculum is designed to help young people to develop self-esteem, self-responsibility as well as the understanding and attitudes that will help them to form caring, stable, and healthy relationships.

AIMS and CONCEPTS

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. A **Healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Parents and guardians are often the prime educators for young people on many aspects of their personal development, and we are mindful of the wide cultural spectrum that our students come from. We are committed to working closely and collaboratively with parents, to build on what students have learned at home and to develop an active partnership in which parents feel involved and well informed. Examples include:

- informing parents about upcoming topics in personal development, e.g. via What's On
- actively seeking input from parents in the development of, and review of, the Relationships and Sex Education Policy and opportunity to view resources being used in the teaching of RSE
- informing parents about relevant changes in aspects of DfE guidance around Relationships and Sex Education and inviting their feedback
- inviting parents to join webinars/conversations about aspects of personal development, e.g. webinar on wellbeing during exams: A conversation with the pastoral team; webinar by Jon Taylor about internet safety, variety of careers webinars, etc.

Personalised Learning

One of our most important aims at d'Overbroeck's is to tailor what we do to the needs of the child – our aim is for each individual to meet their academic, social and personal potential. All children have learning needs that are particular to them as individuals, and one of our strengths as a school is our small class sizes, which enable us to tailor the learning experience to the individual student. So, if a child has a gift or talent for a subject, or other learning needs, we have strategies in place to meet these.

Where students need to be challenged academically, we can employ three main strategies to do so:

Extension: this is about depth. We encourage students to apply higher order thinking skills. Students follow the standard curriculum but develop a deeper understanding.

Enrichment: this is about breadth and means going beyond the usual limits of a subject or topic. We will deliver enrichment through a programme of activities which might include, for example: entering and preparing for competitions such as the UKMT Maths Challenge, Salter Science projects, public speaking and debating; school concerts and dramatic productions; theatre visits; master classes; trips; one off days, e.g. Financial Awareness.

Our enrichment programme is usually open to all students in that they may all apply to take part. In some cases, there may be an element of selection e.g. where a limited number are needed for a team.

Acceleration: this is about pace. It involves students working at the level of an older age group. We will adopt this strategy only in exceptional circumstances where it is essential to meeting the needs of a particular student.

We will also support students through the usual pastoral mechanism of personal tutors, and staff are supported in differentiating effectively through ongoing CPD.

We are happy to offer places to those children who will require curriculum support if they fulfil our wider academic criteria and if we are satisfied that we can offer them a complete package of such support. Clearly, we will only accept students for whom we are confident that, as a school, we can make appropriate provision.

Our aim is to remove barriers to learning and to enable those students who require support to enjoy equal access to the curriculum and to achieve results commensurate with their abilities, so far as this is practically possible. We also want to build confidence and self-esteem and equip students with the necessary practical skills for future success

Teaching staff are committed to, and experienced in, providing a classroom environment which enhances the learning opportunities of all students. This means that although some children may benefit from one-to-one support sessions, many will find that their needs can be met through the medium of small mainstream classes with differentiated activities. An Individual Education Plan is put in place by the Learning Support Coordinator for all students who are receiving learning support at the International School. This is reviewed termly, and we monitor need and progress very carefully.

Academic Explorations

In Years 10i and 11i, students have one lesson a week called Academic Explorations. These are special lessons where students go to the Sixth Form to explore and learn about a variety of different subjects (e.g., politics, media studies, and psychology) in a creative and open-ended way. Students are encouraged to ask questions, think critically, and come up with their own ideas. Teachers guide them by asking thought-provoking questions and providing support, but the students are the ones who lead the learning process. It's all about discovering new things and making connections between different ideas, alongside studying a new subject that they may like to pursue at A level.

TRACK

The TRACK programme (Theory of Research, Active Citizenship and Knowledge) has been developed in-house and is exclusive to the d'Overbroeck's International. Students have one lesson of TRACK per week, the purpose of the programme is to help students to develop key skills for their future studies in the UK or abroad. The TRACK programme has been created by teachers from a range of different disciplines, helping students to develop their critical thinking and research skills to consider world issues in a structured way with a focus on active citizenship. There are four main elements:

- Global Citizenship
 - Community Action and Service
 - Theory of Knowledge
 - Project work

During the project work module, students choose a topic area (homelessness, language and communication, food, water and the environment) and work as a team to research the causes of the problem, a negotiated and agreed viable plan, and some form of meaningful action.

The TRACK programme aligns very with our school ethos of focusing on developing individual students to be the best they can be as well as supporting our globally-minded and curious community. Through their TRACK lessons, students build a range of skills, including:

- Critical thinking
- Research skills
- Independent study
- Communication
- Debating
- Collaboration
- Presentation skills
- Life skills (including time management and organisation)

Through their TRACK lessons, students are encouraged to engage in discussion and debate in a way that they may not be used to in their home

culture. We place an emphasis on students delivering presentations, then discussing their ideas and thoughts in groups, guided by their TRACK teacher. Throughout the programme, students learn to synthesise their arguments and find evidence for their own opinions based on things others have said. This helps to set them up for success not only in their future academic careers, but also for the wider world of work.

Higher Project Qualification (HPQ)

The HPQ is a GCSE-level qualification which develops academic skills and extends students' knowledge of one of their areas of study or an area of personal interest outside their main programme of study through the creation of a 2,000-word academic report. In order to successfully achieve the qualification, students are required, with the support of a supervisor who is a teacher at the school, to:

- Choose an area of academic interest to research and
- write about Draft a project proposal for formal approval by the HPQ Coordinator
- Plan, research and carry out the project, ultimately producing a 2,000-word academic report on their area of interest
- Deliver a presentation to a non-specialist audience, both on their topic area and their research journey
- Provide evidence of all stages of project development and production for assessment through the production and ongoing maintenance of their HPQ Production Log.

For the vast majority of students who do the HPQ, it is the first time that they have undertaken focused academic research and writing. To support them with this, they are trained in the skills that they will need to complete the project by the HPQ Coordinator during a weekly academic skills lesson, and receive ongoing supervision from a teacher at the school. The skills that students develop by doing the HPQ equip them for further academic study at A-level, university and beyond, including academic curiosity and independence; time-management, planning and reviewing progress; and using appropriate technologies with confidence.

To join the HPQ programme, students are required to have a sufficiently high level of English to be able to do academic research and produce a piece of academic writing. Participation in the HPQ programme is therefore selective.

The Extended Curriculum

A range of clubs and activities is on offer both during the school day and afterwards, designed to broaden pupils' experience and improve their skills and knowledge. Pupils have opportunities to participate in activities that may be closely related to the subjects they study during the day, for example in our range of subject clinics and clubs, or that may open up a new experience as in our debating society, chess club or the Duke of Edinburgh Award scheme. One session per week is also devoted to extra-curricular activities, with students being required to opt for a different activity each term.

Homework forms an important part of the extended curriculum. It will be concerned with research, problem solving, the reinforcement of learning, and encouraging pupils to use their initiative. Homework follows an agreed appropriate timetable, known to parents, pupils and staff.

Cross-curricular activities will also be developed in which pupils investigate particular themes that transcend conventional subject and timetable boundaries.

COMPLAINTS PROCEDURE FOR PARENTS OF PUPILS

Please refer to our website for the latest version of our **Complaints Procedure for Parents of Pupils.**

SCHOOL POLICIES AND FURTHER INFORMATION

We have sought to keep the information contained in this handbook to a manageable level. A more comprehensive compendium of d'Overbroeck's policies may be found on the website (www.doverbroecks.com).

Parents (and prospective parents) who would like to receive further information or paper copies of our school policies and procedures are very welcome to request these. Among other things, this includes our policy and procedures relating to health and safety, including those for health and safety on school trips and activities, our policy on safeguarding and promoting the welfare of children (which is published in full on our website), our disability inclusion policy and current accessibility plan, our anti-bullying policy, our e-Safety policy, our recent public exam results, etc.

We are very happy to provide such information to parents and prospective parents on request. Please don't hesitate to ask us.

