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## **THE FOUNDATION**

The British Schools Foundation (BSF) is a registered, non-profit organisation established for the purpose of promoting quality international education worldwide. Its principal function is the governance of its member schools.

The Board of Governors of the Foundation acts as the Board of each member school and is charged with ensuring the highest standards in all aspects of school life, from academic performance, to employment practices, quality of facilities and the promotion of the general good within the school community.

The Foundation sets school policies and approves school budgets; and in turn delegates the day-to-day management of the school to the Headteacher. Decisions within the organisation, are thus academically driven, and place the well-being of students and staff above any other considerations.

While the Foundation is non-profit in nature, each individual school has been established with the support of investors, who expect a reasonable and long-term return on their investment. These returns are only provided subject to the approval of the Board of the Foundation, and only when it is considered it will not adversely affect the quality of education provided and the financial stability of the school.

## **SCHOOL CHARTER**

In accordance with BSF's governance responsibilities, the Board of Governors has resolved on the following charter which sets out the objectives, principles and guidelines to be followed by member schools.

It is the responsibility of the Headteacher to ensure the school follows these guidelines and that school policies and procedures are derived from and consistent with this charter.

## **MISSION AND PRINCIPLES**

### **School Mission**

To provide world class education.

### **Core Principles**

- Motivate students to explore and achieve the extent of their intellectual and physical abilities.
- Uphold the values of honesty, integrity and respect for others.
- Provide a vibrant, happy and secure environment.
- Recruit, retain and develop high calibre staff.

- Promote the general good within our community.
- Safeguard the long-term development and reputation of the school.

## **EDUCATIONAL OBJECTIVES**

### **Personal Development**

Top of the school's priorities is the personal development of its pupils. The study of academic subjects is as much a means for developing key skills as it is for acquiring subject-specific knowledge. The following are key attributes that pupils should develop at the school and the learning of which must be integrated into classroom work and school life.

**Independence.** Pupils must be taught and encouraged to think independently and to become self-reliant.

**Teamwork & leadership.** The school views teamwork and leadership as interdependent and complementary skills. Pupils must become used to working in teams and groups. They should learn to appreciate good leadership and be provided with opportunities to develop their own leadership skills.

**Self discipline.** Self-discipline stems from the benefits and satisfaction of hard work. The school must develop pupils' capacity for purposeful effort by focusing on and rewarding effort over achievement.

**Presence.** Presence refers to the positive presentation of one's self and one's work before others. Pupils must be encouraged at all times to develop and refine the oral, written and visual presentation of themselves and their work.

**Awareness.** Personal success and well-being correlates strongly with self-awareness. Within the scope of each teacher's own capability, pupils should be taught and encouraged to reflect on and appropriately express their emotions. The school must provide opportunities for quiet thought and reflection.

**Decency.** Behaving decently towards others is everyone's unquestionable responsibility. The school must ensure that the promotion of kindness, honesty and integrity is a daily part of school life and that all poor conduct is quickly addressed.

**Courage.** Courage empowers people to do well for themselves and for others. The school must teach pupils to overcome their fears and make well-considered and calculated risks in a healthy, constructive way.

### **Academic Development**

Although pupils are expected to do well academically, it is not the philosophy of the school to focus on academic achievement per se. Academic achievement is a result of ability, effort and good practice.

**BSF Curriculum.** The school follows the BSF Curriculum, which emphasizes the learning of reading, writing, mathematics and a second language in the primary ages, providing the breadth and depth necessary to meet the charter's personal and academic development goals.

**BSF Curriculum standards.** The school is sufficiently selective to expect that all pupils reach as a minimum the academic standards corresponding to their age for all core subjects as defined in the BSF Curriculum.

**Maximising potential.** The school must implement an on-going process of identifying each individual's academic potential and devising a plan for reaching it.

Independent learning. Pupils must develop the ability to learn independently, and acquire the ability eventually to be in charge of their learning, including deciding what to learn, setting goals, producing an effective learning plan, and devising an appropriate form of evaluation.

## **STANDARDS**

### **Conduct & Behaviour**

The conduct and behaviour of every member of the school is important both for the good of the school community and as part of individual development and should be guided by the following: Positive disposition. The school upholds the belief that a friendly and positive disposition leads to a better community and an environment that is more conducive to success.

**Positive disposition.** Every member of the school, pupils and staff alike, are responsible for creating a kind and friendly environment within the school. Members of the school should treat each other as they would have others treat them. Staff and older pupils should be aware of the extra responsibility they have of setting a positive example.

**Dress code.** The school's dress code is based on the principle that it helps everyone focus on schoolwork and activities, it enhances a sense of community and it projects a positive image of the school. Whether uniform or dress code, pupils and staff alike are expected to adhere to guidelines with care and attention when in school or out representing the school.

**Punctuality & attendance.** Punctuality is a sign of courtesy towards others. All members of the school are therefore expected to be punctual and adhere to school dates and their commitments at all times. Anyone unable to do so at any time, for any reason must give advance warning in good time.

**Discipline.** The school operates a proactive and positive approach to discipline with suitable rewards for good conduct and behaviour. Poor conduct is addressed in a measured and incremental way with a focus on the benefits of positive behaviour. Neither physical punishment nor any form of abuse between anyone is permitted under any circumstances.

**In the community.** Members of the school should be aware that their conduct outside of school still reflects on the school. Any conduct that brings the school into disrepute will be treated as misconduct within school.

### **Teaching Practice**

**Ambition.** The school believes that high expectations contribute significantly to higher standards. Teachers are encouraged to have high aspirations for their own teaching practice and for every pupil's attainment. Pupils should encounter challenges often.

**Planning and differentiation.** Lessons and pupils' work should be planned in advance and should cater for the full range of abilities in the class. Lessons should include material that can

be understood by all and also aim to include work that challenges every pupil. Teachers should endeavour to understand pupils' learning styles and, in so far as is possible, cater for them in lessons.

**Assessment.** Pupils' assessment should be based primarily on evidence. Pupils should understand clearly what they are supposed to be learning and should participate as much as is reasonably possible in the goal setting and evaluation process. Achievement should be individually tracked and readily available.

**Uniformity.** Uniformity is valued where it does not significantly affect teachers' individual teaching styles or pupils' individual needs. Standard formats should be used for lesson plans, schemes of work, marking, performance tracking and encouraged wherever it does not impinge on pupils' individual learning needs.

**Child-centred learning:** The school expects a child-centred approach to teaching. Teachers must acknowledge each child's individual strengths, weaknesses, needs, interests and their relative stage of development and use them as a basis for their teaching practice.

**Physical environment.** The school favours a purposeful physical environment. Teaching areas should be interesting and purposefully stimulating. The school in general and classrooms in particular should be aesthetically pleasing, attractive and well organized. Everything should be left tidy at the end of each day. Displays should be interesting and attractive and should be used primarily to display exemplary work.

**I.T.** Information technology now permeates almost every aspect of practical and professional life. For this reason, the use of technology needs to be extensive and taught mainly in context, integrated within other areas of the curriculum in a useful, practical way. Teachers themselves are expected to be proficient in the use of computers and confident acquiring new IT skills.

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