

# Wolfert van Borselen School Group

## Students' charter 2018 - 2022

### GENERAL

#### 1. **SIGNIFICANCE**

A students' charter provides an overview of students' rights and obligations. These in turn lead to rights and obligations for staff members. Students and staff members are required to act in accordance with the provisions of this students' charter.

#### 2. **AIM**

A students' charter enables clarification of students' legal status.

A students' charter is drafted to achieve the following aims:

- To prevent problems
- To provide answers to questions that may arise
- To present solutions to problems that may arise
- To ensure consistency

#### 3. **DEFINITIONS**

For the purposes of this charter, the following terms will have the following meanings:

- students:  
all students enrolled at this school (with the exception of students transferred under contract to a school for adult general secondary education (VAVO))
- parents/carers:  
parents, guardians, actual carers
- teachers: staff members with teaching duties
- support staff:  
staff members with duties other than teaching
- mentor:  
teacher responsible for counselling a student or group of students throughout the school year,
- principal or executive principal:  
the executive principal of the Wolfert van Borselen School Group, chair of the management board
- head of school or school principal (at RISS):  
member of the management board for a school within the school group
- deputy head of school or deputy principal (at RISS):  
member of the school management team, assists the head of school

- ❑ team/core team leader (Head of section at RISS):  
member of the school leadership responsible for a team/core team of teachers
- ❑ team/core team or tutor team:  
a group of teachers working in one or more year groups under the leadership of a team/core team leader
- ❑ the management board:  
the principal, the head of finance and management and the heads of school (school principal at RISS)
- ❑ school management team:  
the head of school and the deputy head or heads of school or principals or deputy principals
- ❑ school leadership:  
the school management team and team/core team leaders
- ❑ school:  
a school belonging to the Wolfert van Borselen School Group
- ❑ school group:  
the Wolfert van Borselen School Group
- ❑ governing body:  
the competent authority: *het Bestuur Openbaar Onderwijs Rotterdam (BOOR)* (governing body of the public-authority schools in Rotterdam)
- ❑ student council:  
at each of the schools, a group elected by the students to represent their interests
- ❑ participation council:  
the body representing the staff, parents and students of the entire school group as referred to in section 3 of the Education Participation Act
- ❑ school counsellor:  
a specialist in the field of counselling appointed by the management board to act as the school counsellor
- ❑ BOOR counsellor:  
an individual appointed by the school's competent authority to deal with complaints under the provisions of the Rotterdam Public-authority Primary and Secondary Schools' Complaints Procedure (*Klachtenregeling Openbaar Primair en Voortgezet Onderwijs Rotterdam*)
- ❑ test:  
an examination of competence as referred to in paragraph 11.1. This may be either an oral or written exam.

#### 4. **PROCEDURE**

The students' charter is drafted by the management board in consultation with a delegation of students representing each of the schools in the school group and is then submitted to the participation council for its approval, in accordance with the provisions of the Education Participation Act. This means that the student representatives on the participation council have rights of consent, and the staff representatives have advisory rights. The competent authority adopts the students' charter once it has been approved by the participation council.

## 5. **DURATION**

The students' charter is adopted for a period of four school years, but may be amended for urgent reasons after two years. On its expiry it may be reviewed by the various managerial and representative bodies in the school and adopted, with possible additions, for a further period of four school years.

- 5.1 The students' charter may be changed during this four-year period on the initiative of the student council, the parents' or staff representatives on the participation council and/or the management board. In this case, the procedure referred to under article 4 applies.

## 6. **APPLICATION**

This charter is binding for:

- students
- teachers
- trainee teachers
- volunteers
- parents/carers
- support staff
- the school leadership
- the governing body

## 7. **PUBLICATION**

The students' charter is published at school and is available to parents, teachers and staff at the start of the school year. It is also available on the school group's website. Students and their parents/carers will be informed of any changes to the charter's provisions. On the basis of and supplementary to the students' charter, each school is required to set its own rules of conduct. These are published on the school's website.

- 7.1 Each year, the students' charter, the rules of conduct and the status of these two documents are brought to students' attention during mentor group sessions.
- 7.2 To meet statutory requirements, the school group regularly publishes updates of the school prospectus on its website. The students' charter is part of the school prospectus.
- 7.3 An English version of the students' charter is available at the Rotterdam International Secondary School (RISS). The RISS also has its own rules of conduct (the *Student Handbook*).

## **RULES ABOUT TEACHING**

### 8. **FOR TEACHERS**

- 8.1 Students are entitled to teachers who make an effort to teach them properly. This means that teachers should
- ensure that course material is taught in reasonably even portions across the lessons
  - present and explain subject matter properly
  - choose suitable learning materials (textbooks etc.)
  - ensure that homework assignments bear relevance to the subject matter taught in class
  - devote attention to students who have fallen behind or have special needs
  - devote attention and give extra course material to students who internalise the basic course material faster than others
  - wherever possible, take account of students' burden of testing.
- 8.2 If in the opinion of one or several students a teacher is failing to fulfil their duties properly, the matter should first be raised with the teacher by the student or students themselves. If the teacher's response is unsatisfactory, the student or students should submit their complaint to their mentor or team/core team leader.
- 8.3 The school leadership must respond to the complaint no later than ten school days after it has been submitted.

## 9. **FOR STUDENTS**

- 9.1 The students are obliged to make an effort to enable a smooth teaching and learning process. This means that the students should
- ensure that they are on time for lessons and other school activities
  - take an active part in lessons
  - behave in a way that is not disruptive for other students
  - act with courtesy and good manners
  - have in their possession everything they need for their lessons, including textbooks, exercise books, pens and pencils and any other learning materials.
- 9.2 A student who disrupts or holds up a lesson may be required by the teacher to take a time out, for example in the corridor outside the classroom. In this case, the teacher is still responsible for the student. A student who seriously disrupts the lesson may be required by the teacher to leave the classroom and report to a third party. See 12.4.

## 10. **TEMPORARY EXCLUSION FROM THE CLASSROOM**

- 10.1 If a student is instructed to leave the classroom and report to a third party, they must pick up their bag and go directly to the location designated for this purpose. If no such location has been designated, the school provides an alternative (e.g. the team leader's office). At the end of the lesson, the student reports to the teacher who excluded them from the classroom.

## 11. **TESTS AND EXAMS**

- 11.1 Progress with the course material may be assessed in various ways, for example:
- mock tests – tests that do not count for the final mark
  - oral or written quizzes
  - achievement tests
  - progress tests
  - interim exams
  - interim modular exams
  - exams
  - practical assignments
  - individual assignments

- examinations of competence
  - reports
  - book reviews
  - science practicals
  - presentations
  - essays and written assignments
  - projects
- 11.2 Teachers must tell their students at least five school days in advance that they plan to give them an achievement test or progress test. In order to ensure adequate scheduling of tests (see 11.8), the teacher first consults the class, then enters the planned test in Magister or other digital learning environment. They also have to give a detailed description of the subject matter to be tested. Mock tests and quizzes do not need to be announced in advance. Short projects (taking a maximum of three weeks) should preferably not be planned at times when students are likely to have a lot of tests (for example in the periods just before reports or marks have to be handed in).
- 11.3 Before giving a test of any kind, the teacher says exactly how the mark or assessment counts towards the final mark.
- 12.4 At the end of the school year, students move up to the next class if their marks meet the criteria for promotion to a higher class. The school is required to inform students and parents of these criteria by 1 October at the latest. How the final report mark is set in the upper grades of pre-vocational secondary education (VMBO) and junior general secondary education (MAVO) and in the second stage of senior general secondary education (HAVO), pre-university education (VWO) and the bilingual programmes is described in the Programme of Testing and Completion and the criteria for promotion to a higher class. Both these documents are issued to the students concerned and can be accessed on the school group website.
- 11.5 Quizzes cover subject matter dealt with in no more than a few lessons, and may be held unannounced. An unannounced quiz deals with the homework assigned in the previous lesson and may be either written or oral.
- 11.6 Tests and the subject matter they cover should be in reasonable proportion. Any test may only examine subject matter dealt with and completed in a lesson given at least two school days before it is held.
- 11.7 Tests that build on a previous test may only be held if the previous test has been discussed in class and students notified of the mark or assessment and how it was arrived at.
- 11.8 On any one school day, students may be given no more than
- two achievement tests, interim exams or interim modular exams, or
  - one achievement test and one pre-announced quiz, or
  - three pre-announced quizzes, or
  - three unannounced quizzes.

And in any one week, they may be given

- no more than 8 tests or exams (see 11.1) for which they are given a mark and for which they need to prepare in their own time. For tests or exams that take several weeks, this is the week in which they have to hand it in.

This rule does not apply to the periods specified in the Programme of Testing and Completion (PTA), or if a student has to resit or catch up on a test or exam. In exam weeks, students may have three tests on one day. The school leadership ensures that the tests planned on each day do not place an unnecessarily heavy burden on the students. This article (11.8) applies to tests and exams that are not part of the school or school leaving exams, with the exception of

the practical tests that are part of the examination of competence in VMBO (basic vocational/middle management/combined).

- 11.9 Teachers are required to notify students within five school days of the results of written quizzes, within ten school days of the results of achievement tests, interim exams and interim modular exams and within fifteen days of the results of projects, reports, book reviews, written assignments and so on. Teachers may only exceed these deadlines in consultation with the head of school and the team/core team leader. They should enter the marks into the school administration system (Magister) no more than five days after notifying their students of the results. Students may inform the team leader if a teacher fails to meet the above deadlines. The team leader will then discuss the matter with the teacher.
- 11.10 Students have the right to be informed of the basis on which a test is assessed. They are entitled to discuss with the teacher any test or other assignment for which they have received a mark.
- 11.11 Marks awarded for school work may be no lower than 1.2 and no higher than 10.0. The mark 1.0 is reserved exclusively for missed tests (see 11.17). A different grading system is used at RISS: for the IGCSE exams, students may be awarded grades between U and A\* and for the International Baccalaureate (IB) between 1 and 7.
- 11.12 Students who do not agree with the marks they have been given for a test must first lodge a complaint with their teacher. If the teacher's response is unsatisfactory, the students may put the matter to the team/core team leader or deputy head of school.
- 11.13 Students who miss a test must hand in a note from their parents/carers giving a valid reason. If the teacher finds this reason unacceptable, they must put the matter to the team/core team leader.
- 11.14 A student who has missed a test for a reason acceptable to the teacher or school leadership is obliged to sit the test within four school weeks, unless the school has set specific dates for this purpose.
- 11.15 Students who have been unable to sit a test must themselves take the initiative to catch up, making the necessary arrangements within no more than 14 days. See 11.17.
- 11.16 Unless the school leadership decides otherwise, students are always required to catch up on tests that lead to a mark or assessment.
- 11.17 Missed tests are first registered in the school administration system as 'catch-up'. If the student fails to sit the test within four school weeks, the test will be entered into the school administration system as 'missed', with the mark 1.0.
- 11.18 If a student fails to comply with article 11.15, the school leadership will decide on an appropriate penalty. The provisions of article 11.17 notwithstanding, the teacher may award a mark of 1.0 for missed schoolwork, provided the school leadership agrees.
- 11.19 The penalty for cheating – in whatever way – is the mark 1.1 for the work in question.
- 11.20 Before any of the tests or exams referred to in 11.1 may be set, the following must be made abundantly clear:
- the subject matter to be tested. The subject matter students need to study should be clearly and explicitly specified; teachers cannot take it for granted that students will know what subject matter they need to study;
  - how the mark will count towards the report mark,
  - for projects: the norms the project should meet,
  - for projects: when, where and how the project should be handed in.

- 11.21 The provisions of the examination regulations for MAVO, HAVO, VWO and the bilingual programmes take precedence over the provisions of article 11.
- 11.22 Every student in the third and fourth years of VMBO and MAVO, the fourth and fifth years of HAVO and the bilingual HAVO programme, and the fourth, fifth and sixth years of the VWO and bilingual VWO programme must be issued with a copy of the examination regulations by 1 October at the latest. The examination regulations are part of the Programme of Testing and Completion and can also be found on the school group's website.
- 11.23 Students who expect to miss a test because they know they will be absent on the day it is to be held should inform their teacher beforehand.

## 12. ***HOMEWORK***

- 12.1 The teachers who teach in a certain class ensure that the total amount of homework for all subjects is within reason. They should also take account of tests and the time needed to complete projects and other assignments.
- 12.2 Students who have been unable to do their homework should tell the teacher before the lesson starts. They need to hand the teacher a note signed by their parents/carers explaining why they couldn't do their homework.
- 12.3 The teacher informs the team/core team leader if they find the reason given by the parents/carers for a student's failure to do their homework unacceptable.
- 12.4 If the student cannot hand in a note from their parents/carers explaining why they couldn't do their homework and the student is unable to make the reason sufficiently clear, the teacher may impose a penalty. The severest is exclusion from the classroom, but the teacher should first take less radical measures.
- 12.5 If a lesson is cancelled, the homework for that lesson moves up to the next lesson in the subject in question. This does not apply to tests. If a test has to be moved up, the provisions of article 11.8 must in any event be complied with. On returning to school, the teacher sets a new date for the test, in consultation with the students.
- 12.6 Attendance is compulsory for students required to follow afterschool homework or catch-up lessons.
- 12.7 Teachers should assign homework clearly and in good time.
- 12.8 Students should have the opportunity to check their homework.

## 13. ***OVERVIEW OF RESULTS AND REPORTS***

The following provisions apply to non-examination years only. Regulations on publication of the results of school exams and national examinations are contained in the Programme of Testing and Completion.

- 13.1. The school keeps a continual record of student' results in Magister, the school administration system. Reports may also be issued giving students an overview of their performance in all the subjects for which they have been given marks or an assessment in a given period.



- 13.2 Without exception, marks up to .49 behind the decimal point are graded down and marks from .50 behind the decimal point are graded up. The RISS does not work with decimals (see 11.1).
- 13.3 To arrive at the final mark for a particular subject, the various tests, assignments and so on are weighted by the factor 1, 2 or 4.
- 13.4 Teachers are required to tell the students beforehand how the final mark for their subject will be calculated.
- 13.5 A final mark may not be set on the basis of a single test or exam. Exceptions to this rule are subjects in the second stage of HAVO and VWO which are completed in a given year. For these subjects, the final report mark is the same as the final mark for the subject or half-subject in question.
- 13.6 Each department sets out its programme of tests (specifying their nature, number and weighting) in its departmental agreements. Every teacher is required to comply with these agreements.

#### 14. ***MOVING UP A CLASS AND REPEATING A YEAR***

- 14.1 Right from the start, preferably at the beginning of the school year, but no later than 1 October, students need to know exactly what criteria they will have to meet in order to move up to the next class at the end of the school year.
- 14.2 Each school year, parents and students have access to the criteria for promotion to a higher class and the procedure for final report meetings. This information is available on the website and a paper version can be sent to parents on request.
- 14.3 Students have no automatic, statutory right to repeat a class.

#### 15. ***CHOOSING ANOTHER PROGRAMME ON THE BASIS OF ATTAINMENT***

- 15.1 If the teachers attending the final report meeting decide that a student may not move up to the next class, they will also issue two recommendations for the continuation of the student's school career. The first relates to the programme in which the student may continue their school career, the second to the year of the programme to which they should be admitted. These recommendations are not binding unless a two-thirds majority of the teachers attending the report meeting voted in favour. Nonetheless, the student and their parents/carers are urgently advised to follow them (see the general provisions on promotion to a higher school year and the procedure for final report meetings).
- 15.2 Students are not permitted to repeat the same year twice or to repeat two years in succession. In these cases, the school leadership is competent to urgently recommend a transfer to another programme or school. The student and their parents or carers are urgently advised to follow this recommendation.
- 15.3 If the student and/or their parents or carers are not prepared to follow the recommendations referred to under 15.1 and 15.2, the principal, giving due consideration to the binding recommendations issued by the teachers attending the report meeting or the recommendation of the school leadership, may decide to expel the student. The student and their parents/carers are entitled to lodge an objection to or appeal against this decision. The provisions of articles 28.13 to 28.16 are applicable by analogy to the objection procedure.
- 15.4 The student and their parents/carers are entitled to be informed of the reasons underpinning the teachers' decisions.



## 16. **LATE FOR SCHOOL OR ABSENT**

- 16.1 The management board drafts rules for pupils who are late for or absent from school. Parents/carers and students are informed of these rules, which may also be included in the rules of conduct referred to in article 7 and article 20.

## 17. **ATTENDANCE**

- 17.1 It is compulsory for students to attend the lessons scheduled in their time-table.
- 17.2 On the basis of each individual student's daily time-table, students are obliged to stay at school from the start of the first lesson to the end of the final lesson on each school day. Departure from this rule can only be permitted in exceptional cases (see the chapter on rules of conduct in the Wolfert van Borselen School Group's school prospectus).
- 17.3 Teachers are expected to be present in the classroom at the start of the lesson and to stay in the classroom until the lesson ends. They may only leave the classroom for urgent reasons.

## **RULES ABOUT THE SCHOOL AS AN ORGANISATION AND THE BUILDING**

### 18. **FREEDOM, FREEDOM OF OPINION AND RESPECT**

- 18.1 Everyone has the right to express their opinions at school, provided they are neither harmful nor discriminatory.
- 18.2 Anyone who feels that they have been insulted or harmed in either word or writing by another individual may lodge a complaint with the school leadership or the school counsellor.
- 18.3 The school leadership decides whether the opinion in question was either harmful or insulting and will try to mediate in the conflict. The school leadership may decide to impose penalties on the basis of the rules of conduct.
- 18.4 In the event of a very serious insult or very serious harm, the principal or head of school may take measures.

### 19. **FREEDOM OF APPEARANCE**

- 19.1 Everyone has the right to freedom of appearance, with the exception of the cases specified in article 19.2.
- 19.2 The school may only ban or make obligatory certain items of clothing for reasons of efficiency, safety and/or general decency. Items of clothing that incite to discrimination are banned (see also the school group's rules of conduct).

## 20. **CONDUCT**

- 20.1 The management board may introduce new rules of conduct at the start of every school year. The school leadership is advised to put any changes to the rules of conduct to the student council and the parents' representatives on the participation council for their opinion.
- 20.2 The rules of conduct fall within the framework of the students' charter and give it tangible shape. Once adopted, the rules of conduct form part of the students' charter. Each year, they are published on the website where they can be accessed by both students and their parents/carers.
- 20.3 The rules of conduct may only be changed in the course of the school year with the approval of the entire participation council.
- 20.4 All students are required to do cleaning duties. If cleaning duties are planned at the same time as a test, students are first required to sit the test.

## 21. **SEXUAL HARASSMENT**

- 21.1 The Rotterdam Public-authority Primary and Secondary Schools' Complaints Procedure is applicable to complaints relating to sexual harassment. This complaints procedure is published in the school prospectus.
- 21.2 Any student who feels that they have been the victim of unsolicited advances or sexual harassment on the part of another student or several other students, or of a member or members of staff, may lodge a complaint with the school counsellor.
- 21.3 The management board drafts regulations with specific measures to prevent sexual harassment in the schools belonging to the school group.
- 21.5 Once adopted, these regulations form part of the students' charter.
- 21.6 The regulations on the prevention of sexual harassment may only be changed in the course of the school year with the approval of the entire participation council.

## 22. **SCHOOL NEWSPAPER / WEBSITE**

- 22.1 The school newspaper is primarily intended for the students, but it is also available to other groups within the school. The website can be used by students as a school newspaper.
- 22.2 If necessary, the editors of the school newspaper may draft their own ground rules.
- 22.3 In principle, the management board will not change any article appearing in the school newspaper or any contribution made by a student to the website, nor will it ban publication of any edition of the school newspaper or item on the website. In some cases, however, the management board may depart from this rule, giving reasons if required.
- 22.4 Staff members of the school may not interfere with the activities of students involved in editing the school newspaper or website.
- 22.5 Students working on the school newspaper or website during school time are themselves responsible for catching up on missed lessons and tests. They inform the teacher and school leadership of their absence well before the start of the lesson, and take the initiative to catch up on the work they have missed.

## 23. **BULLETIN BOARD**

There is a bulletin board on which the student council, the editors of the school newspaper and student committees may post announcements and non-commercial, non-discriminatory posters without prior permission. Posters with a commercial message may only be placed on the board with the prior approval of the management board.

## **24. STUDENT COUNCIL**

- 24.1 Every school in the Wolfert van Borselen School Group has a student council functioning on the basis of regulations.
- 24.2 Where possible, the student council has its own office. It must in any event have a lockable cupboard at its disposal.
- 24.3 The management board allocates a budget to the student council to fund its activities. This budget may be used to cover printing costs and the costs of equipment and other materials. The student council may use school facilities, but only in consultation with the school management team.
- 24.4 In consultation with the school management team, student council activities may be planned during lessons.
- 24.5 Members of the student council may only be given time off from lessons to carry out their activities in consultation with the school management team.
- 24.6 Each student is entitled to stand for election to the student council or the participation council. The election procedure, with rights and obligations, is set out in the councils' internal regulations.
- 24.7.1 In carrying out activities for the student council, no student may experience any kind of interference from the individuals referred to in article 6.

## **25. STUDENT COUNCIL MEETINGS**

- 25.1 The student council is entitled to meet to discuss matters relating to their school and in doing so to use the school's facilities.
- 25.2 Student council meetings during school hours must be planned in consultation with the school management team. The students are themselves responsible for catching up on any work or tests they miss.
- 25.3 The school management team is obliged to provide a room for student council meetings.
- 25.4 The room in which the student council activity has taken place should be left behind clean and tidy.
- 25.5 Student council meetings are open unless individuals are under discussion.
- 25.6 The student council holds regular talks with the head of school on the day-to-day running of the school.

## **26. STUDENT REGISTRATION AND PROTECTION OF PRIVACY**

- 26.1 The school has drafted regulations on privacy, specifying the data on students and staff that may be recorded, who has rights of access to them and so on. The privacy regulations of the

Wolfert van Borselen School Group are available for perusal at school and may be obtained from the principal or head of school.

- 26.2 Students may not record lessons or other school activities on audio-visual media without prior permission.

## 27. **AUTHORITY TO IMPOSE PENALTIES**

- 27.1 Members of the teaching staff may impose penalties on students.
- 27.2 By nature of their work, members of the support staff may be responsible for performing supervisory tasks. In performing them, they may impose penalties on a student. In such cases, the member of the support staff in question will always contact the school leadership.
- 27.3 Students may lodge an objection to a penalty, as described in article 29 of this students' charter. The penalty will be suspended pending the appeal.
- 27.4 Members of the school leadership have sole authority to exclude a student from certain or all lessons.

## 28. **PENALTIES**

### **General**

The Wolfert van Borselen School Group believes that it is better to encourage students by rewarding them rather than punishing them. Nonetheless, it is sometimes necessary to punish students. The following principles apply:

- 28.1 Corporal punishment and disciplinary penalties are not permitted.
- 28.2 The penalty should be proportionate to the offence. Where possible, there should also be a relationship between the nature of the offence and the type of penalty.
- 28.3 The reason why a student is being punished should be abundantly clear. See the rules of conduct.
- 28.4 In imposing a penalty, account should be taken of the student's ability to do what is required of them.

### **Procedure for temporary exclusion**

- 28.6 Giving reasons, the principal or his delegate (the head of school or team leader) may temporarily exclude from the school any student who has seriously or repeatedly broken the rules.
- 28.7 The student is notified in writing of the decision to exclude them from the school. If the student has not yet reached the age of 18, their parents/carers are also informed.
- 28.8 If a student is excluded for more than a single school day, the principal gives the education inspectorate and the governing body written notification.

### **Expulsion procedure**

- 28.9 The principal may decide to expel a student who has contravened the rules of this students' charter so seriously that further attendance at this school is considered to be either undesirable or impossible.
- 28.10 The principal may only issue a decision to expel a student after enabling the student in question and, if they have not yet reached the age of 18, their parents or carers, to put their side of the matter to him.
- 28.11 A student of compulsory school age may only be expelled in consultation with the education inspectorate and if another school is prepared to admit them.
- 28.12 Pending these consultations, the student in question may be excluded from school. The principal notifies the inspectorate in writing, giving reasons, of his decision to expel the student. The school attendance officer is also informed.
- 28.12 The student is notified in writing, giving reasons, of the decision to expel them. If the student has not yet reached the age of 18, their parents/carers are also notified. The student and/or their parents/carers are also informed of their scope to lodge an objection.
- 28.13 Within six weeks of the date on which notification was given of the decision to expel them, a student and, if they have not yet reached the age of 18, their parents or carers, may submit a notice of objection to the Rotterdam public-authority secondary schools exclusions, admissions and expulsions objections committee.
- 28.15 The objections committee issues a decision on the notice of objection as soon as possible, but within four weeks of its submission at the latest.
- 28.16 The principal may exclude the student from school pending the decision of the objections committee.

### ***Transfer procedure***

- 28.17 If a student seriously contravenes the rules on safety and conduct contained in this students' charter, the principal may decide that they should no longer attend lessons at the school in question. This may be the case if the presence of the student poses a threat to people's or the school's safety. If, however, expulsion is not considered to be the best solution, the principal may decide to transfer the student to another school within the Wolfert van Borselen School Group.
- 28.18 The principal may only decide to transfer a student to another school after enabling the student in question and, if they have not yet reached the age of 18, their parents or carers, to put their side of the matter to him.
- 28.19 A student of compulsory school age may only be transferred to another school if that school is prepared to admit them.
- 28.20 The student is excluded from school pending consultations on their transfer.
- 28.21 The student is notified in writing, giving reasons, of the decision to transfer them to another school. If the student has not yet reached the age of 18, their parents/carers are also notified. The student and/or their parents/carers are also informed of their scope to lodge an objection.
- 28.22 Within six weeks of the date on which notification was given of the decision to transfer them to another school, a student and, if they have not yet reached the age of 18, their parents or carers, may submit a notice of objection to the Rotterdam public-authority secondary schools

exclusions, admissions and expulsions objections committee.

- 28.23 The principal may exclude the student from school pending the decision of the objections committee.

## **ENFORCEMENT OF THE STUDENTS' CHARTER**

### ***29 RIGHTS OF COMPLAINT***

- 29.1 Anyone believing that the students' charter has been applied incorrectly or without due care may lodge a complaint with the individual considered responsible, requesting them to act in line with the charter.
- 29.2 If a student receives no satisfactory response to a complaint, they may inform their mentor. The mentor has three school days in which to act as mediator. The mentor may decide to pass on the complaint to the team leader or head of school for further action. There are specific time frames for addressing complaints (see article 8.3).
- 29.3 Any of the individuals referred to in article 6 whose interests are affected by a decision of the staff, the school leadership or the competent authority may invoke the Rotterdam Public-authority Primary and Secondary Schools' Complaints Procedure. A copy of the procedure is available for perusal in the head of school's office.
- 29.4 Submission of a complaint about the actions of members of staff will have no negative impact on the student or students in question.

### ***30 APPEAL WITH THE APPEALS COMMITTEE***

- 30.1 Appeal may be lodged in relation to the matters referred to in the students' charter. No appeal is possible against matters prescribed by law.
- 30.2 The BOOR counsellor acts as first point of contact for the submission of complaints.
- 30.3 Before the appeal is dealt with, the BOOR counsellor will investigate whether a solution cannot be reached through mediation.
- 30.4 Complaints and disputes are addressed in accordance with the BOOR Complaints Procedure, which is published on the website.

Approved by the management board on 24 April 2018.

Approved by the participation council on 16 May 2018.

Done at Rotterdam on 22 May 2018.

R. Fens  
Executive Principal

For the management board of the Wolfert van Borselen School Group

Wolfert van Borselen School Group  
students' charter, May 2018  
applicable from August 2018 to August 2022

