

# 2023 - 2024

## School Guide



**Europese School**  
**Den Haag**  
Rijnlands Lyceum



## Colophon

This is a publication of European SchoolThe Hague for the 2023 - 2024 school year. The contents of this document have been compiled with the utmost care. However, it is possible that it contains incorrect information about which no rights can be granted. If you notice any incorrect information, please contact our organization.

### Primary School

Houtrustweg 2  
2566 HA Den Haag  
+31 (0)70 700 1600

### Secondary School

Oostduinlaan 50  
2596 JP Den Haag  
+31 (0)70 700 1600



# Table of contents

<b>General information</b>	<b>5</b>	<b>Primary school</b>	<b>20</b>
1.Welcome to ESH	6	2.Welcome to ESH Primary	21
1.1 Senior Management	6	2.1 Contact information	21
1.2 Stichting Het Rijnlands Lyceum	6	2.1.1 Stichting Het Rijnlands Lyceum	21
1.3 Mission Story	7	2.1.2 Operational contact information	22
1.3.1 Mission	7	For any operational queries, please contact:	22
1.3.2 Vision	7	2.2 Primary School Curriculum	23
1.3.3 Community	7	2.2.1 Early Education Curriculum	23
1.3.3 Values	7	2.2.2 Primary Curriculum	23
1.4.5 Eight Key Competences	8	2.3 Language Sections	23
1.5 Parent Contributions	9	2.4 Primary Curriculum Subjects	24
1.5.1 School fees	9	2.4.1 Mother Tongue/L1 EY-P5	24
1.5.2 Lockers	9	2.4.2 Second Language (L2) P1-P5	24
1.5.3 PE Kit	9	2.4.3 Dutch as an Additional Language	24
1.5.4 Lunch, canteen and snacks	9	2.4.4 European Hours P3-P5	24
1.5.5 Residential trips	9	2.4.5 Literacy EY-P5	24
1.6 Safety Policy	10	2.4.6 Mathematics	25
1.6.1 First Aid and Emergency Responders	10	2.4.7 Discovery of the World	25
1.6.2 ID Badges	10	2.4.8 ART	25
1.6.3 Privacy	10	2.4.9 ICT	25
1.6.4 Safeguarding and Child Protection	10	2.5 Specialist Subjects	25
1.6.5 Health Support Officer and First Aid	11	2.5.1 Music	25
1.6.6 Medical Details	11	2.5.2 Physical Education	26
1.7 Complaints Procedure	12	2.6 Assessment	26
1.8 School Holiday Calendar	13	2.7 Transition to Secondary School	27
1.9 European National Days	14	2.7.1 P5-S1 Transition	27
1.10 School Community	15	2.7.2 Transition program for the Spanish primary students	27
1.10.1 Nationality Breakdown	15	2.8 Leadership	27
1.10.2 Category Status Break down	15	2.9 Disciplinary Measures	27
1.10.3 Enrollments per year group	16	2.9.1 Confidentiality Persons	28
1.10.4 Departing in the school year 2022-2023	16	2.10 Primary Support Information	28
1.11 Surveys	16	2.11 Health, Safety And Security	28
1.11.1 Satisfaction survey	16	2.11.1 Sickness	28
1.11.2 Safety survey	16	2.11.2 Medication at school	28
1.12 Absences: Reporting sick or medical appointment	17	2.11.3 Head Lice	28
1.12.1 Primary	17	2.11.4 Centre for Youth and Families (CJG)	29
1.12.2 Secondary	17	2.11.5 No Blame Approach to Bullying	29
1.12.3 Absence - Special Leave request	17	2.12 Communication and parents	29
1.12.4 Absence - Gifted and Talented students	17	2.12.1 Who to Contact? Instructional Issues	29
1.13 Absence Policy	18	2.12.2 Who to Contact?	29
1.14 Late Arrival	18	2.12.3 Communication with the school	30
1.15 Useful contacts	19	2.12.4 Parent's Participation	31
		2.12.5 Primary Participation Council	31
		2.12.6 Class Representatives	32
		2.12.7 Parent Teacher Association	32
		2.13 Practical Information	32

# Table of contents

2.13.1 Day Open	32	<b>Secondary school</b>	<b>40</b>
2.13.2 Pick-up and Drop off Procedures	33		
<b>2.14 Primary school organisation</b>	<b>34</b>	<b>3. Welcome to ESH Secondary</b>	<b>41</b>
2.14.1 Teacher professional development at ESH	34	<b>3.1 Contact information</b>	<b>41</b>
2.14.2 Professional learning community	34	3.1.1 Secondary Management contact information	42
<b>2.15 After School Activities (ASA)</b>	<b>34</b>	3.1.2 Operational contact information	42
<b>2.16 After School Care (ASC) or BSO</b>	<b>34</b>	<b>3.2 Absence Policy</b>	<b>43</b>
<b>2.17 Bikes</b>	<b>35</b>	3.2.2 Absences - teachers	43
<b>2.18 Bus transport</b>	<b>35</b>	<b>3.3 Other policies</b>	<b>44</b>
<b>2.19 Canteen</b>	<b>35</b>	3.3.2 Code of behaviour	44
<b>2.20 Parents education</b>	<b>36</b>	3.3.3 Student Charter	44
<b>2.21 Celebrations</b>	<b>36</b>	3.3.4 Anti-bullying Protocol	44
<b>2.22 PE clothing</b>	<b>36</b>	3.3.5 Smoking, alcohol and drug abuse	44
<b>2.23 Extra clothing</b>	<b>36</b>	3.3.6 PE	45
<b>2.24 Dogs</b>	<b>36</b>	3.3.7 PE kit	45
<b>2.25 First aid</b>	<b>36</b>	<b>3.4 The European Schools Curriculum</b>	<b>46</b>
<b>2.26 Insurance</b>	<b>36</b>	3.4.1 Mentor hours	46
<b>2.27 Library</b>	<b>36</b>	3.4.2 Materials and teaching resources	46
<b>2.28 Lost Property</b>	<b>37</b>	3.4.3 Residential trips	47
<b>2.29 Mobile devices</b>	<b>37</b>	3.4.4 Observation Cycle S1, S2 and S3	47
<b>2.30 Parent Café</b>	<b>37</b>	3.4.5 Pre-orientation cycle S4 and S5	48
<b>2.31 Personal belongings</b>	<b>37</b>	3.4.6 Orientation Cycle S6 and S7	48
<b>2.32 Privacy</b>	<b>37</b>	3.4.7 Careers Counsellor	49
<b>2.33 Recycling</b>	<b>37</b>	<b>3.5 Language Learning</b>	<b>50</b>
<b>2.34 Smoking</b>	<b>37</b>	3.5.1 Curriculum	50
<b>2.35 Support</b>	<b>38</b>	3.5.2 Language section and L1	50
2.35.1 Support provision	38	3.5.3 L2	50
<b>2.37 Primary support</b>	<b>39</b>	3.5.4 L3 and L4	50
2.37.1 Support profile	39	3.5.5 Dutch language lessons	50
2.37.2 Speech and language therapy	39	<b>3.6 Assessment and reporting</b>	<b>51</b>
		3.6.1 Observation Cycle S1, S2 and S3	51
		3.6.2 Pre-Orientation Cycle S4 and S5	51
		3.6.3 Orientation Cycle S6 and S7	51
		3.6.4 Academic Reports	52
		<b>3.7 Student promotion</b>	<b>53</b>
		<b>3.8 Beyond The Curriculum</b>	<b>53</b>
		3.8.1 Extracurricular Activities	53
		3.8.2 Trips, exchanges excursions and events Trips	53
		<b>3.9 Student leadership</b>	<b>54</b>
		3.9.2 Students Representatives	54
		<b>3.10 Secondary Participation Council</b>	<b>54</b>
		<b>3.11 Class Representatives</b>	<b>54</b>
		<b>3.10 Support</b>	<b>55</b>
		3.10.2 Support Provision	55
		3.10.3 Secondary support	56
		3.10.4 Centre for Youth and Families	57
		3.10.5 Video Coaching	57



# GENERAL INFORMATION



*"I think the level of commitment of my teachers helped shape who I am today."*

Wouter Abrahamse - Director European School The Hague

# 1. Welcome to ESH

Welcome to a new school year at the European School The Hague. As our students embark on the next step of their educational journey, the European School The Hague is committed to providing a positive, open-minded community to foster their ambition. Through the rich cultural and academic experiences that our teachers will provide this school year, we aim to inspire our students to be responsible, future focused, and proactive citizens of Europe and the world. The information provided in this school guide outlines the functions in our school that will allow to us to achieve success in 2023-2024.

## 1.1 Senior Management

General Director	Mr Wouter Abrahamse
Head of School Primary	Mr Ger Rombouts a.i./ Mr Eugene Voorneman
Head of School Secondary	Ms Juliet Palmer
Head of Operations	Vacancy

## 1.2 Stichting Het Rijnlands Lyceum

The European School The Hague (ESH) is affiliated with the European Schools by means of an Accreditation and Cooperation Agreement. We offer The European Curriculum and provide education for the European Baccalaureate. ESH is part of the Stichting Het Rijnlands Lyceum. The foundation stands for excellent education and supports its schools in realising the best education for their students.

## 1.3 Mission Story

The European School The Hague is unique. We were established in 2012 to educate the children of employees of European Union institutions. We provide a multilingual and multicultural education to Early Years, Primary and Secondary school children culminating in the European Baccalaureate. We are an officially Accredited European School, partly administered and financed by the Dutch national education system and accredited by the Board of Governors of the European Schools since December 2012. We are part of the Rijnlands Lyceum Foundation.

### 1.3.1 Mission

Our Mission is to provide a positive, open-minded community that fosters ambition through rich cultural and academic opportunities, inspiring lifelong learning.

### 1.3.2 Vision

Our Vision is to inspire students to be responsible, future focused and proactive citizens of Europe and the world.

### 1.3.3 Community

Our community is enriched by our multicultural and multilingual students, staff and parents as we connect, collaborate and celebrate a culture of learning.

### 1.3.3 Values

Our Core Values provide the foundation for how the ESH community, students and staff achieve our mission:

<b>Ambition</b>	<b>Positivity</b>	<b>Respect</b>
<ul style="list-style-type: none"><li>• We strive to reach our full potential.</li><li>• We accept challenges and have a passion for finding solutions.</li></ul>	<ul style="list-style-type: none"><li>• We focus on the positive aspects in situations.</li><li>• We build a constructive and positive environment from which everyone benefits.</li></ul>	<ul style="list-style-type: none"><li>• We show respect for people, possessions, our planet, protocols and ourselves.</li><li>• We accept the differences, strengths and weaknesses of others.</li></ul>

## 1.4.5 Eight Key Competences

ESH students are future citizens of Europe and the world. As such, they need a range of competences to meet the challenges of our rapidly changing world. In 2006, the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. These competences are incorporated and embedded in the European Schools curriculum. The eight key competences, which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment are what we aim for our students to achieve.



### Key competences for lifelong learning

- Literacy
- Multilingualism
- Numerical, scientific and engineering skills
- Digital and technology-based competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression
- Interpersonal skills, and the ability to adopt new competences



### Schlüsselkompetenzen für lebensbegleitendes Lernen

- Lese- und Schreibkompetenz
- Fremdsprachliche Kompetenz
- Mathematische Kompetenz und Kompetenz in Naturwissenschaften, Informatik und Technik • Digitale Kompetenz
- Persönliche, soziale und Lernkompetenz
- Bürgerkompetenz
- Unternehmerische Kompetenz
- Kulturbewusstsein und kulturelle Ausdrucksfähigkeit



### Compétences clés pour l'éducation et la formation tout au long de la vie

- compétences en lecture et en écriture
- multilinguisme
- compétences mathématiques, scientifiques et en ingénierie
- compétences numériques et technologiques
- compétences interpersonnelles et aptitude à acquérir de nouvelles compétences
- citoyenneté active
- entrepreneuriat
- sensibilité et expression culturelles



### Sleutelcompetenties voor een leven lang leren

- Geletterdheid
- Meertaligheid
- Numerieke, wetenschappelijke en technische vaardigheden
- Digitale en technologische competentie
- Interpersoonlijke vaardigheden en het vermogen om nieuwe competenties te verwerven
- Actief burgerschap
- Ondernemerschap
- Cultureel bewustzijn en culturele expressie



## 1.5 Parent Contributions

ESH students are future citizens of Europe and the world. As such, they need a range of competences to meet the challenges of our rapidly changing world. In 2006, the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. These competences are incorporated and embedded in the European Schools curriculum. The eight key competences, which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment are what we aim for our students to achieve.

### 1.5.1 School fees

School fees for 2023-2024 can be found in the [Fees](#) section on our [website](#).

### 1.5.2 Lockers

Students in our Secondary can use a locker. For the rent of this we ask for a voluntary contribution of €17,50 per school year. At the beginning of the school year, parents and students will be asked if they want to make use of this.

### 1.5.3 PE Kit

Secondary students are required to wear the t-shirt from the ESH PE kit during PE lessons. Refer to the PE Policy on the Parent Portal for more details.

### 1.5.4 Lunch, canteen and snacks

Hot lunches are available in the school canteen for students who register with [Jouw school Kantine B.V.](#) Please contact them directly for details and to arrange a hot lunch. More information: [canteen@eshthehague.nl](mailto:canteen@eshthehague.nl). At the Primary school, parents pay an annual fee for the lunchtime supervision of their children ([Fees](#)) during the lunch break. At the Secondary school, snacks and sandwiches are on sale during the break and lunchtime in the canteen, and drinks and snacks in the vending machines hired by an external company.

### 1.5.5 Residential trips

Secondary parents will be asked to contribute to their child's participation in residential trips. Parents will be charged for some trips, such as the S2 camp, S4L2 trip and the S6 cultural trip, etc. This contribution will cover expenses such as accommodation, transportation, activities and meals. ESH Secondary will invite parents to an information evening during the year to provide more information about these trips. These residential trips are a compulsory part of the European school curriculum. Please refer to the [Residential Trips page](#) of our website for more information. Please note that parental contribution are voluntary, and non-payment will not lead to the exclusion of the student involved.

For the Primary School, parents will only be invoiced for the P5 Residential trip. This contribution is for the local activities, accommodation, food and transport. ESH Primary will invite P5 parents to an information evening during the year to provide more information about the Residential Trip, a highlight for our leaving P5 pupils. Again, this contribution is voluntary, and non-payment will not lead to the exclusion of the pupil. All other school trips and excursions are funded by the school.

## 1.6 Safety Policy

### 1.6.1 First Aid and Emergency Responders

ESH has a dedicated First Aid team and an Emergency Response team (BHV) that consists of staff members who receive refresher training every year. Our school has evacuation drills and protocols. For First Aid please visit the concierge office or reception at the student entrance.

### 1.6.2 ID Badges

#### 1.6.2.1 Secondary students

If a student forgets their ID card, a one-day ID Card replacement will be issued by the Facility team. If a student has lost the ID Card, a new ID Card will be issued by Facilities Manager, at a cost of 10 euros. The ID Card will be used to enter the school building.

#### 1.6.2.2 Staff members

Staff wear an ID card with a blue lanyard.

#### 1.6.2.3 Primary Parents

Primary Parents are expected to wear their personal school badge, with a green lanyard, visibly when inside the building and show it when requested. All parents of Early Years receive two badges per child. If you forgot your badge, please register at the reception.

#### 1.6.2.4 Visitors

To ensure safety and security at our school, visitors must sign in and sign out at reception of Primary or at the visitor's entrance at Secondary school. All parents and visitors must wear a school- issued identity badge with a yellow lanyard. The visitors' badge must be displayed whilst a visitor is in school and returned to reception when leaving.

### 1.6.3 Privacy

ESH processes personal data of all its students. We are responsible for the careful handling of your child's personal data. For details, please see the explanatory notes in the Privacy Protocol on the Parent Portal.

### 1.6.4 Safeguarding and Child Protection

At ESH we recognise that every child has the right to develop physically, mentally, and socially in a safe and secure environment. Children cannot develop and learn effectively if their physical and mental health is negatively affected. This is a priority for all staff who have a responsibility to build relationships with students to promote a safe, caring and supportive environment both inside and outside of the classroom.

At ESH we take very seriously any allegations or signs of abuse or neglect of a child and will follow up accordingly. Abuse, defined in The Netherlands, includes physical, psychological and sexual abuse. In addition, neglect can have as profound an impact on a child's development and is taken equally seriously. In accordance with the obligation to report concerns, the follow-up measures that we take may include contact with local and/or international law enforcement and contact with the organisations responsible for child protection in The Netherlands (e.g. Veilig Thuis, Crisis Intervention).

Our staff receives annual training on Safeguarding and Child Protection. All members of staff recognise their role in the recognition and response to the abuse or neglect of our students, and their responsibility to always protect and safeguard the welfare of them. The welfare of children is the prime consideration in any response to suspected cases of abuse or neglect, and we will ensure that all necessary measures are taken to safeguard the children in our care.

### 1.6.5 Health Support Officer and First Aid

At ESH we have processes and procedures in place to manage preventative health care. The first aid team looks after children who fall sick or are injured during the school day, contacts parents to collect them while advising about possible referral to the relevant medical services or provides urgent care/ first aid.

### 1.6.6 Medical Details

It is the parents' responsibility to ensure that a Medical Information and Declaration Form is completed and regularly updated for their child or children. It is necessary that all parents supply the school with the relevant medical information so we can act accordingly in case of an emergency. If a medical condition develops after intake, it is important that the school is informed as soon as possible.

If a child has a medical condition (allergy with serious risks, asthma, diabetes, epilepsy, heart condition, only one kidney) all relevant medical information (how to act, how to recognise symptoms, emergency procedure) is collated and gathered in a Medical Fact Sheet (MFS). This MFS includes a clear picture of the child. The MFS is distributed to all key positions in the school: class of child, canteen, reception, staff room and first aid team. Any medication is stored at the reception.



## 1.7 Complaints Procedure

It is our goal and intention to offer excellent education in a warm and safe environment. However, sometimes the best intentions do not always go as planned and in accordance with Dutch law, we have a transparent complaints procedure for students, parents and staff.

Parents, students or staff who wish to make a complaint are advised to always first confer with the person(s) involved. If this is not successful, if there are reasons why this is not an appropriate approach or if one does not feel safe or comfortable approaching this person directly, complaints can be escalated to a member of the school leadership team. The complainant can also seek support or advice from the Internal Confidentiality Person.

At each school there is an Internal Confidentiality Person to whom pupils, parents and members of staff can speak and/or report matters requiring confidentiality. Examples of reasons for reaching out to the Internal Confidentiality Person include abuses of power or other forms of undesirable behaviour such as harassment, bullying, aggression and discrimination. The Internal Confidentiality Person offers initial support, can give advice and can help explore various options as well as offer referrals to external support organisations.

Primary Confidentiality Persons	Vicky Vrontos ( <a href="mailto:v.vrontos@eshtheague.nl">v.vrontos@eshtheague.nl</a> ) Patricia McAteer ( <a href="mailto:p.mcateer@eshtheague.nl">p.mcateer@eshtheague.nl</a> )
Secondary Confidentiality Persons	Pierre Drouot ( <a href="mailto:p.drouot@eshtheague.nl">p.drouot@eshtheague.nl</a> ) Patrizia Mignano ( <a href="mailto:p.mignano@eshtheague.nl">p.mignano@eshtheague.nl</a> )

In addition to the Internal Confidentiality Person, there is also an External Confidential Person. An External Confidentiality Person focuses on integrity issues, such as suspicions of financial, educational, or safety irregularities, integrity incidents or abuses (such as undesirable behaviour) within the organisation. The Centrum Vertrouwenspersonen Plus fulfills the role of External Confidential Person for the schools of the Rijnlands Lyceum foundation.

The External Confidentiality Person can be reached at:

- Centrum Vertrouwenspersonen
- Plus Telephone 06 81 31 69 36
- email: [info@cvp-plus.nl](mailto:info@cvp-plus.nl)
- [www.cvp-plus.nl](http://www.cvp-plus.nl)

Parents, pupils and staff can also turn to the Executive Director (the board) of the Rijnlands Foundation, Mr. Arjan Kastelein, Postbus 486, 2240 AL Wassenaar. He can decide to investigate matters himself or submit them to the National Complaints Committee or refer parents or pupils directly to the National Complaints Committee.

Staff should lodge any complaints with the Head of School. If they feel unsafe or uncomfortable doing so, they can always ask the Internal Confidentiality Person to assist them. The Complaints committee of the Rijnlands Foundation is the National Complaints Committee and they advise the board who ultimately make a decision. Please find the regulations and address of the committee on the Rijnlands website.

## 1.8 School Holiday Calendar

### August 2023

wk no.	M	T	W	T	F	S	S
31		1	2	3	4	5	6
32	7	8	9	10	11	12	13
33	14	15	16	17	18	19	20
34	21	22	23*	24	25	26	27
35	28	29	30	31			

\*August 2023 First School Day

### September 2023

wk no.	M	T	W	T	F	S	S
35					1	2	3
36	4	5	6	7	8	9	10
37	11	12	13	14	15	16	17
38	18	19	20	21	22	23	24
39	25	26	27	28	29	30	

### October 2023

wk no.	M	T	W	T	F	S	S
39							1
40	2	3	4	5	6	7	8
41	9	10	11	12	13	14	15
42	16	17	18	19	20	21	22
43	23	24	25	26	27	28	29
43	30	31					

### November 2023

wk no.	M	T	W	T	F	S	S
44			1	2	3	4	5
45	6	7	8	9	10	11	12
46	13	14	15	16	17	18	19
47	20	21	22	23	24	25	26
48	27	28	29	30			

### December 2023

wk no.	M	T	W	T	F	S	S
48					1	2	3
49	4	5	6	7	8	9	10
50	11	12	13	14	15	16	17
51	18	19	20	21	22	23	24
52	25	26	27	28	29	30	31

### January 2024

wk no.	M	T	W	T	F	S	S
1	1	2	3	4	5	6	7
2	8	9	10	11	12	13	14
3	15	16	17	18	19	20	21
4	22	23	24	25	26	27	28
5	29	30	31				

### February 2024

wk no.	M	T	W	T	F	S	S
5				1	2	3	4
6	5	6	7	8	9	10	11
7	12	13	14	15	16	17	18
8	19	20	21	22	23	24	25
9	26	27	28	29			

### March 2024

wk no.	M	T	W	T	F	S	S
9					1	2	3
10	4	5	6	7	8	9	10
11	11	12	13	14	15	16	17
12	18	19	20	21	22	23	24
13	25	26	27	28	29	30	31

### April 2024

wk no.	M	T	W	T	F	S	S
14	1	2	3	4	5	6	7
15	8	9	10	11	12	13	14
16	15	16	17	18	19	20	21
17	22	23	24	25	26	27	28
18	29	30					

### May 2024

wk no.	M	T	W	T	F	S	S
18			1	2	3	4	5
19	6	7	8	9	10	11	12
20	13	14	15	16	17	18	19
21	20	21	22	23	24	25	26
22	27	28	29	30	31		

### June 2024

wk no.	M	T	W	T	F	S	S
22					1	2	
23	3	4	5	6	7	8	9
24	10	11	12	13	14	15	16
25	17	18	19	20	21	22	23
26	24	25	26	27	28	29	30

### July 2024

wk no.	M	T	W	T	F	S	S
27	1	2	3	4	5	6	7
28	8	9	10	11	12	13	14
29	15	16	17	18	19	20	21
30	22	23	24	25	26	27	28
31	29	30	31				

- All students & staff
- All students & staff
- All students
- Primary students
- Primary students & staff
- Secondary students

- School closed for holidays
- School ends at 12.30
- School closed for teacher in-service day
- School closed for teacher in-service day
- School closed for holiday
- School day ends at 12.30 for Class Councils
- \*Week of the June Class Councils to be confirmed, depending on the EB exam schedule

## 1.9 European National Days

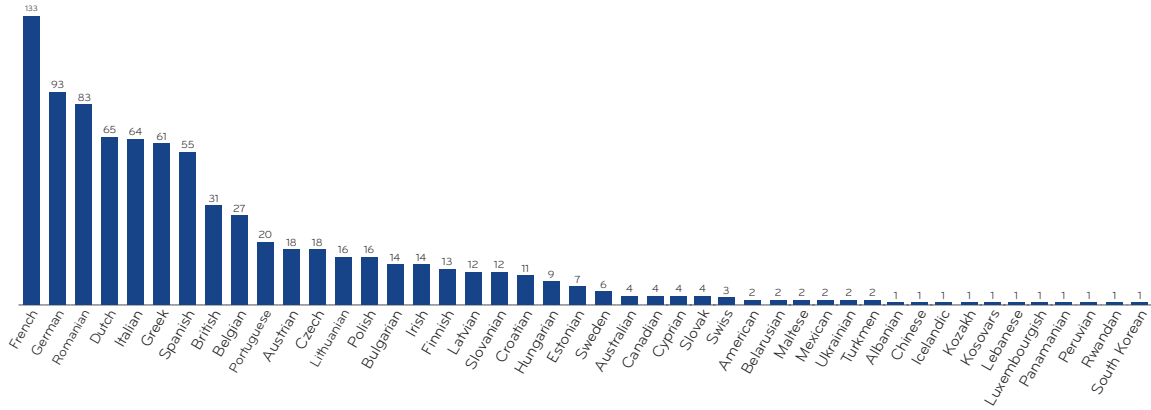
At ESH all European Nationalities are important to our diverse community and we celebrate the European National days. We hang up the country flags, and post activities on Social Media. These are regular school days, with the exception of Dutch Koningsdag, a public holiday.

<b>Country</b>	<b>Date</b>	<b>Name of the day</b>
Austria	26 October	Nationalfeiertag
Belgium	21 July	National Day
Bulgaria	3 March	Liberation Day
Croatia	25 June	Dan državnosti
Cyprus	1 October	Independence day
Czech Republic	28 October	Independence day
Denmark	5 June	Grundlovsdag
Estonia	24 February	Independence day
Europe	9 May	European Union Day
Finland	6 December	Independence day
France	14 July	National day
Germany	3 October	Tag der Deutschen Einheit
Greece	25 March	National day
Hungary	15 March	National Day
Ireland	17 March	St Patrick's Day
Italy	2 June	Proclamazione della Repubblica
Latvia	18 November	National Day
Lithuania	16 February	Independence day
The Netherlands	27 April	Koningsdag
Poland	11 November	Święto Niepodlegosci
Portugal	10 June	Dia de Portugal
Romania	1 December	Ziua națională a României
Slovakia	1 December	Constitution day
Slovenia	25 June	National day
Spain	12 October	La fiesta de la Hispanidad
Sweden	6 June	Sveriges nationaldag
United Kingdom	12 June	King's birthday

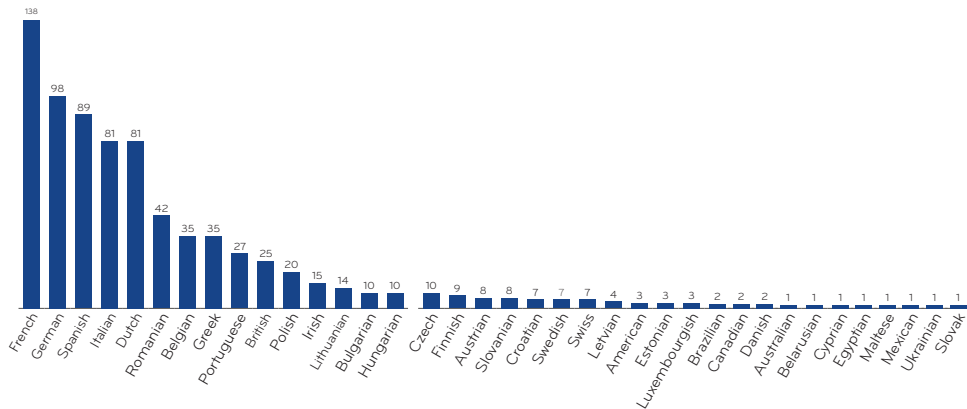
# 1.10 School Community

## 1.10.1 Nationality Breakdown

Primary Nationalities 2023-2024

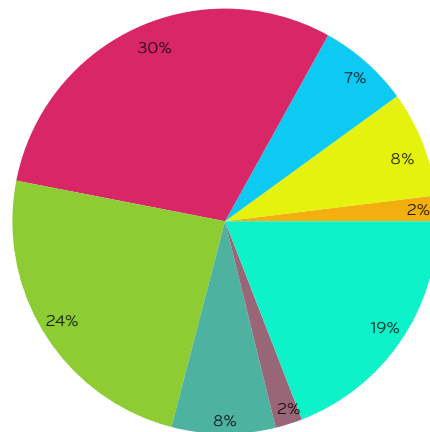


Secondary Nationalities 2023-2024

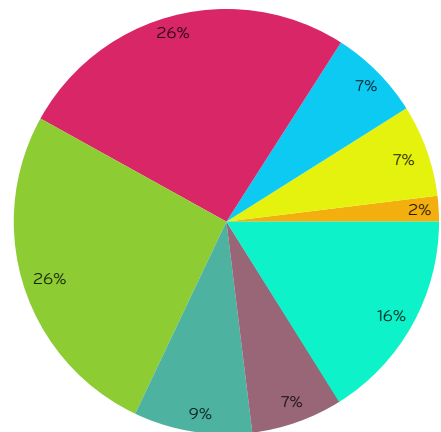


## 1.10.2 Category Status Break down

- EC
- EJ
- EMA
- EP
- EPO
- ESA
- Other C1
- C3



Primary



Secondary

### 1.10.3 Enrollments per year group

	Nr.
Early Years 1	74
Early Years 2	103
Primary Year 1	125
Primary Year 2	130
Primary Year 3	150
Primary Year 4	127
Primary Year 5	128
<b>Total</b>	<b>837</b>

	Nr.
Secondary Year 1	131
Secondary Year 2	141
Secondary Year 3	121
Secondary Year 4	140
Secondary Year 5	88
Secondary Year 6	95
Secondary Year 7	84
<b>Total</b>	<b>800</b>

### 1.10.4 Departing in the school year 2022-2023

Primary	Nr.
Promoted to S1 ESH	113
Move to a Dutch Secondary School	22
Move to a Dutch Primary School	13
Relocated abroad	34
Special Education	0
Other	0
<b>Total</b>	<b>182</b>

Secondary	Nr.
Graduated from S7	80
Leaving school without diploma	0
Relocated abroad	21
Transfer to another school in NL	19
Other	3
<b>Total</b>	<b>123</b>

## 1.11 Surveys

### 1.11.1 Satisfaction survey

One of our responsibilities as a school subsidised by the Dutch government is to conduct satisfaction surveys within our school community, using nationally recognised benchmarks tools. As part of our commitment to providing a high-quality education for our students, we may also include additional questions in the survey specifically relevant for our community. These results provide us with feedback related specifically to ESH, enabling us to define clear points for improvement going forward. Some surveys (for pupils) are conducted every year, whereas others are conducted bi-annually or every three years.

### 1.11.2 Safety survey

Additionally, every school year we are required to conduct a safety survey amongst students from a specific age group. This survey is not conducted in the same year of the Satisfaction survey, but is incorporated in the larger surveys conducted every 3 years.



## 1.12 Absences: Reporting sick or medical appointment

If your child will be absent from school, a call to the school office must be made each day unless we have been informed that their absence will be for a specific period of time. Regular or persistent absences will be followed up by the school as any unexplained or unapproved absences need to be reported to the compulsory attendance officer (Leerplicht).

### 1.12.1 Primary

If your child will be absent due to illness or for any other reason, please report this to reception before 08:30, either by email: [prim-absences@eshthehague.nl](mailto:prim-absences@eshthehague.nl) or by telephone: +31 (0)70 700 1600. If a child is absent without notification, parents will be contacted.

Wherever possible, medical or any other appointments should be scheduled outside regular school hours. If appointments cannot be scheduled outside school time, reception should receive notice beforehand, or at the latest upon arrival at school. If any pupil must leave school during the school day for an appointment, we ask that you report to the reception and indicate whether your child will return to school later that day. We request that child children are picked up before or after lunchtime, not during. If your child returns to school, please also notify reception. If your child will not return to school after the appointment, please don't forget to notify all other relevant organisations such as the bus company, after school activities provider or the after-school care provider.

### 1.12.2 Secondary

In the case of absence for sickness or due to an appointment, please inform the reception in advance on upon arrival at school. If students fall ill during regular school hours, they must report to the reception after informing their mentor or teacher. The receptionists will contact the parents to alert them and agree on how the student will travel home. If you collect your child during school hours for a doctor's visit, for example, please report to the reception and indicate whether your child will return to school that day. Please also inform the bus company if your child uses bus transport to avoid unnecessary delays for others on the bus.

If you have any questions about absences, please contact the reception either by email:

[sec-absences@eshthehague.nl](mailto:sec-absences@eshthehague.nl).

### 1.12.3 Absence - Special Leave request

If a student must be absent for reasons other than illness, doctor, hospital, dentist or orthodontist appointments, a 'Request for Special Leave' form should be completed and returned to the reception or to [prim-absences@eshthehague.nl](mailto:prim-absences@eshthehague.nl) or [sec-absences@eshthehague.nl](mailto:sec-absences@eshthehague.nl) at least 15 working days prior to the requested leave date. ESH reserves the right to deny a request for special leave if it is not in accordance with the Dutch regulations (Leerplicht). For more details regarding the conditions for Special Leave, please see the school website.

### 1.12.4 Absence - Gifted and Talented students

Some students who follow special educational enrichment programs in addition to their tuition at ESH might request time off during regular scheduled school hours to be able to participate. ESH needs to receive an official request provided with supporting documents and dates at the beginning of the school year. The request can be sent to [secondary@eshthehague.nl](mailto:secondary@eshthehague.nl) or [prim-absences@eshthehague.nl](mailto:prim-absences@eshthehague.nl). ESH will discuss the possibilities in supporting your child to further develop their talent. Teachers should be able and willing to set up work for the missing lessons. In the case that a student misses lessons regularly due to officially approved Enrichment or Talent programmes outside of school, a special contract will be drawn up to ensure the student does not fall behind in regular schoolwork.

## Bad weather

When the weather calls for extra vigilance due to icy conditions, fog or storms, KNMI may issue a weather alert. The weather alarm is the highest level of warning. KNMI is the official body to issue weather warnings. Info can be found at [www.knmi.nl](http://www.knmi.nl).

Different stages are distinguished: a warning for dangerous weather (code yellow), a warning for extreme weather (code orange) or a weather alarm (code red). The weather alert only applies to certain weather conditions if they occur on a large scale. The criteria apply to: storms, very heavy gusts of wind, heavy snowfall, snowdrifts or blizzards, icy conditions, severe thunderstorms, and excessive rain. In case of extreme weather, and the school deviates from the normal class schedule, more information can be found on our school website under the heading 'news'. We follow our bad weather protocol:

<b>Code Red for our region</b>	<b>Code Orange for our region</b>
<ul style="list-style-type: none"><li>• School is closed, there is no school if code red is known before school starts.</li><li>• If code red is issued during the day, measures taken depend on the development of KNMI's weather forecasts for the rest of the day. In case children must be picked up we inform parents/guardians through a so-called phone tree</li></ul>	<ul style="list-style-type: none"><li>• School is open. Parents/guardians make a safety assessment and inform the school via the normal absence notifications procedure in the case where their child will be absent.</li></ul>

## 1.13 Absence Policy

If a student has been absent for more than 5 consecutive days, has had 2 consecutive days absence twice or more in 2 months (a total of 4 days in 2 months), or has had a total of 5 days absence over a period of 3 months then the school will contact parents to inquire about the absences. If the absences continue and are deemed a cause for concern, then the school will inform the school doctor (Centrum Jeugd en Gezin, CJG) who will contact the parents to arrange an appointment. The school doctor then informs the school if any further action is necessary. This process can also be used if a student's attendance becomes a matter for concern, including patterns of absence or absences on specific days. We must formally report the absence to the Leerplicht when the student is absent for 16 hours or more in 4 weeks as this constitutes a concerning absence.

## 1.14 Late Arrival

### Primary

Parents are responsible for bringing their children to school on time. Children must be in class by 08:45. The European School of The Hague is bound by Dutch rules and regulations (Leerplicht). If your child consistently arrives late, we will contact parents requesting an explanation for their tardiness. To assist in the required administration of attendance and absences, pupils who are late for school must report to the reception on arrival to "sign in" before joining lessons. Where applicable, parents should email the class teacher and [prim-absence@eshthehague.nl](mailto:prim-absence@eshthehague.nl) to inform them that their child will be late because of an external appointment. According to Dutch law, if your child is late 10 times, the school will send you a letter. If your child is late 15 times in one period, then the school is obliged to inform the Compulsory Attendance Officer (Leerplichtambtenaar).

### Secondary

Please refer to the Unapproved absence and lateness policy available on the Parent Portal.

## 1.15 Useful contacts

### **Stichting Rijnlands Lyceum Executive**

Director: Mr Arjan Kastelein  
[info@rijnlandslyceum-csb.nl](mailto:info@rijnlandslyceum-csb.nl)  
[www.rijnlandslyceum.nl](http://www.rijnlandslyceum.nl)

### **External Confidential Counsellor**

Centrum Vertrouwenspersonen Plus  
+31 6 81 31 69 36  
[www.cvp-plus.nl](http://www.cvp-plus.nl)

### **Centrum voor Jeugd en Gezin (CJG)**

For all questions about children's development and education, childcare and the school doctor.  
0800 28 540

### **Compulsory Education Office**

For all questions about the attendance regulations in the Netherlands Municipality of the Hague Compulsory Education Department

### **Compulsory education officer for Primary**

Ms. Ana Gasic  
[ana.gasic@denhaag.nl](mailto:ana.gasic@denhaag.nl)  
070 353 5454

### **Compulsory education officer for Secondary**

070 353 5500

### **National Complaints Committee**

[www.rijnlandslyceum.nl/stichting/organisatie/klachtenregelingen](http://www.rijnlandslyceum.nl/stichting/organisatie/klachtenregelingen)  
071 573 0912  
071 573 0914  
[www.rijnlandslyceum.nl](http://www.rijnlandslyceum.nl)

### **School Social Worker Primary**

Xtra-Plus Jongeren informatiepunt  
(JIP) Jeugd Interventie team (JIT) School  
Maatschappelijk Werk+ (SMW+)  
070 205 2000

### **Secondary Social Worker**

Schoolformaat: 070 308 0217

### **The Dutch Inspectorate of Education**

[info@owinsp.nl](mailto:info@owinsp.nl)  
Inspectors hotline: 0900 111 3111

### **Questions about education**

088 669 6000  
[www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)



# PRIMARY SCHOOL





*“ESH Primary is an educational environment that allows the entire community to thrive.”*

- Ger Rombouts, Head of School Primary a.i.

## 2. Welcome to ESH Primary

This school guide offers insight into what it means to be educated at the European School of The Hague, Primary. It guides the expectations for pupils, parents and staff and should answer many frequently asked questions. As we communicate in our mission, vision, core values and key competences, ESH is committed to offering an education that equips pupils to achieve the best possible results, both academic and personal. We update parents with emails and Newsflashes as well as posts on the Social Schools app or via the Community Portal of our website. We wish our ESH community a positive and ambitious year ahead.

### 2.1 Contact information

#### **European School The Hague Primary**

Houtrustweg 2

2566HA Den Haag

Email: [primary@eshthehague.nl](mailto:primary@eshthehague.nl)

#### 2.1.1 Stichting Het Rijnlands Lyceum

ESH has a strong cohort of Team Leaders who are able to share responsibilities and divide leadership. As well as assisting the School Director and Head of Primary, the Team Leaders play a crucial role in developing and maintaining the nature and quality of the pupils' learning experiences, managing staff (within their section) as well as facilitating educational, socio-emotional initiatives, parent events, professional development, systems, projects, protocols and policies within the school. For any instructional/ educational queries, please contact:

Team Leader Lower Primary	Alison Donnelly	<a href="mailto:a.donnelly@eshthehague.nl">a.donnelly@eshthehague.nl</a>
Team Leader Upper Primary	Mark Davies	<a href="mailto:m.davies@eshthague.nl">m.davies@eshthague.nl</a>
Team Leader Support, Mother Tongue and L2	Ingeborg Hendriks	<a href="mailto:i.hendriks@eshthehague.nl">i.hendriks@eshthehague.nl</a>
Team Leader	Montse Florez	<a href="mailto:m.florez@eshthehague.nl">m.florez@eshthehague.nl</a>
Interim Team Leader Music, PE, DAL and Teaching Assistants	Kasja Ouwkerk-Kortekaas	<a href="mailto:k.ouwerkerk-kortekaas@eshthehague.nl">k.ouwerkerk-kortekaas@eshthehague.nl</a>

## 2.1.2 Operational contact information

For any operational queries, please contact:

Bus/Transport	<a href="mailto:prim-absences@eshthehague.nl">prim-absences@eshthehague.nl</a>
Reception	<a href="mailto:prim-absences@eshthehague.nl">prim-absences@eshthehague.nl</a>
Update of Medical Details	<a href="mailto:prim-absences@eshthehague.nl">prim-absences@eshthehague.nl</a>
Canteen	<a href="mailto:canteen@eshthehague.nl">canteen@eshthehague.nl</a>
Facilities Coordinator	<a href="mailto:j.wijsman@eshthehague.nl">j.wijsman@eshthehague.nl</a>
Congierges	<a href="mailto:prim-concierge@eshthehague.nl">prim-concierge@eshthehague.nl</a>
After School Activities	<a href="mailto:afterschool@eshthehague.nl">afterschool@eshthehague.nl</a>
School Sports	<a href="mailto:r.gravekamp@eshthehague.nl">r.gravekamp@eshthehague.nl</a>
Admissions	<a href="mailto:admissions@eshthehague.nl">admissions@eshthehague.nl</a>
Invoices/Pupil Administration	<a href="mailto:primary@eshthehague.nl">primary@eshthehague.nl</a>
Primary PTA	<a href="mailto:pta@eshthehague.nl">pta@eshthehague.nl</a>
Primary Participation Council	<a href="mailto:pc@eshthehague.nl">pc@eshthehague.nl</a>
Internal Confidential Persons	<a href="mailto:v.vrontos@eshthehague.nl">v.vrontos@eshthehague.nl</a> and <a href="mailto:p.mcateer@eshthehague.nl">p.mcateer@eshthehague.nl</a>



## 2.2 Primary School Curriculum

The curriculum incorporates the established Eight Key Competences. Learning is planned in a cross-curriculum manner, linking concepts and skills across subject areas. ESH also strives to include the core values in teaching. All curriculum documents can be found on the official website of the European Schools - [www.eursec.eu](http://www.eursec.eu)

### 2.2.1 Early Education Curriculum

Early Years involves a cycle of 2 – 2.5 years and the Primary cycle, 5 years.

Early Education is the foundation of developing lifelong learners and its central role is to support children's growth into informed, ethical and responsible citizens. Teaching and learning in the Early Years supports and monitors a pupil's communication skills as well as their physical, psychological, social, cognitive and emotional development by providing high quality opportunities, experiences and learning environments.

Children learn through play, so the planning and environment encourages exploration, engagement and experimentation. The focus is on practical, hands-on, active learning and is developed through child-initiated play and is inquiry-led, which is appropriate and meaningful to young children.

The Early Education Curriculum of the European Schools forms the basis of the planning for the Early Years children. Numeracy and literacy are planned and harmonized by the Early Years teachers. Daily, the pupils are offered opportunities to be curious in their learning: they are encouraged to ask questions, to explore and to research their answers through a range of play activities and experiences..

### 2.2.2 Primary Curriculum

The Primary cycle builds on from the Early Years curriculum. The European Schools curriculum, written specifically for the European Schools, aims to develop the Eight Key Competences through a range of subject areas. When pupils are in the first year of the Primary cycle, all language sections, as well as the Mother Tongue classes, start with the methodical acquisition of basic language, reading and writing skills: Mother tongue / L1 is taught in Dutch, English, German, French, Spanish, Finnish, Czech, Greek, Italian, Polish, Portuguese, Romanian and Slovenian. The second language (L2) lessons are taught in English, French or German.

## 2.3 Language Sections

ESH Primary currently has five language sections: Dutch, English, French, German and Spanish. It should be noted that the Spanish language section has started a phasing out process. All current children in the Spanish language section may remain in the Spanish language section until the end of the Primary Cycle. Via the Admissions department, prospective parents can inquire about language scenario options.

Our SWALS (Students Without A Language Section) are placed in the language section of one of the official European languages: English, French, German or in the Dutch section. ESH also offers Czech, Greek, Italian, Polish, Portuguese, Romanian, Slovenian, Finnish and Spanish (EY1 + P5) mother tongue tuition. Other Mother Tongue classes can be organised if the requirements are met.

Beginning in Early Years all pupils, with the exception of the Dutch Section, also receive Dutch as an Additional Language (DAL) lessons. For all pupils, from Early Years to P5 this means 1.5 hours per week of Dutch language lessons. The older DAL groups from P2 – P5 are grouped according to language proficiency.

ESH Primary aims to have class sizes ranging between 22 and 25 pupils. If there are more than 22 pupils in a Primary class, the class teacher is helped by a teaching assistant for part of the day and management will investigate the viability to split the class before reaching the maximum of 26 pupils.

All Early Years classes have a teaching assistant to support the teacher and pupils. In the Early Years department, the youngest and oldest pupils in the Early Years classes work together in a mixed group. In this way, the pupils learn from each other and with one another.

Pupils take the majority of subjects in their own language section. To encourage playing and learning with pupils from the other sections we offer a number of lessons in mixed language groups, for example, L2, DAL and European Hours lessons. In the Early Years cycle, pupils have combined activities during Friendship Zone.

## 2.4 Primary Curriculum Subjects

### 2.4.1 Mother Tongue/L1 EY-P5

Mother Tongue/L1 language lessons aim to develop a pupil's mother tongue ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts, education and training, work, home and leisure.

### 2.4.2 Second Language (L2) P1-P5

The starting point for L2 lessons is the common curriculum for second language acquisition. The objectives are based on the Common European Framework of Reference for Modern additional Languages: Learning, Teaching and Assessment. When learning the second language, attention is paid to the following skills: listening/understanding, speaking, reading comprehension and writing. The classes offer a wide variety of language activities, covering themes related to pupils' experiences. The levels within one year can be very diverse and this will be taken into account within the themes. The teachers make use of a variety of resources and methods for these lessons.

### 2.4.3 Dutch as an Additional Language

All pupils in the English, French, German and Spanish language sections also receive Dutch as an Additional Language lessons. Within the European Schools system there is no official curriculum for Dutch as an additional language, however, we have developed a curriculum which is available on our website.

### 2.4.4 European Hours P3-P5

European Hours develops knowledge and fosters pupils' awareness of their national and European heritage (present and past) and identity, together with a global awareness and a respect and care for the rights and beliefs of others in order to create tolerant and caring members of society. As citizens of Europe and of the world, the pupils will have an understanding and critical appreciation of the values of other citizens, while nurturing a sense of personal identity, self-esteem and awareness of their particular capabilities.

### 2.4.5 Literacy EY-P5

Literacy lessons aim to develop the language of the section. This enables the pupil to be able to learn and develop within the language section they are placed. Through speaking, listening, reading and writing, ideas and information are expressed and communicated, aspirations, attitudes and emotions are articulated, and imaginative possibilities are explored. Our well-resourced libraries have books in 16 European Languages to support literacy at ESH.



## 2.4.6 Mathematics

Mathematics lessons enable pupils to develop mathematical knowledge and skills, and an understanding of how to use them appropriately in real life situations. There are five main topics: numbers and the number system, calculation, measures, shape and space and data handling. Within each topic, pupils will be able to:

- understand and learn facts, procedures, and concepts
- interpret results and communicate information using mathematical language
- make connections between mathematical concepts and procedures
- use these skills in practical and meaningful problem-solving situations

Intermaths is our core teaching tool for Mathematics. It has been especially developed for the European schools and is available for all language sections. Teachers complement the Intermaths resources with additional materials, sourced appropriately for their language section.

## 2.4.7 Discovery of the World

The Discovery of the World subject includes Geography, History, Biology, Technology and socio-cultural areas of study. Each area of study is further divided into specific topics for each year group. Attention is also given to current affairs and different religions. The teachers in each year group jointly plan topics to ensure all objectives are covered throughout the year.

## 2.4.8 ART

Art education at ESH prioritises expression (self-expression and communicating to others), while we engage, inspire and equip children with the skills to invent, imagine and create works of art and craft. Art hours for P3-4-5 are incorporated in the pupil's European Hours or Discovery of the World curriculum. For P1 and P2 pupils, separate art lessons are offered in class by the class teacher.

## 2.4.9 ICT

ICT education provides pupils with the opportunity to develop their ICT skills and understanding. These skills and knowledge can then be applied in a variety of situations and in different subject areas. All classrooms have interactive whiteboards (SMART) or LED projectors with whiteboards. Teachers are trained for proficiency and encouraged to infuse education with technology. Laptops and iPads are available for classes to use. ESH also has an ICT lab and a multi-purpose room available for staff to use when needed.

## 2.5 Specialist Subjects

### 2.5.1 Music

An important goal of music lessons is that pupils are given the opportunity to enjoy various aspects of music. The social and cultural dimension plays an important role as do different musical styles. During the music lessons, some of which are taught by a specialist subject teacher, attention is paid to the development of musical skills including making, listening to and composing music. The Primary school has a dedicated music room to teach the pupils to play instruments and enjoy other music related activities.

## 2.5.2 Physical Education

ESH has specialist teachers to teach PE lessons for Early Years and Primary classes. Early on, the emphasis is on practising motor skills and developing basic techniques for different sports. In physical education it is also important for pupils to enjoy movement. In addition, attention is paid to social skills, such as consideration for others, cooperation, attention to safety and sportsmanship. Pupils receive two PE lessons a week and wear sport clothes. From a hygienic point of view, after the PE lesson, most pupils change into normal clothes again. The school has two well-equipped gyms, an astro turf field, a basketball court and a play hall for the Early Years. Weather permitting, classes are also held outdoors on the sports fields.

ESH encourages participation in the local sports tournaments for Dutch Primary schools as an opportunity for introduction and integration with Dutch sport clubs, friendly competition and team bonding. Depending on the offered tournament, Primary 2 to Primary 5 classes can participate.

## 2.6 Assessment

ESH teachers assess the academic progress of each pupil. Assessment is done both informally and formally. For informal assessment, a variety of tools specific to each language section are used. For formal assessment, tools available through official assessment agencies from the country of each language section are used. These results are recorded and then used to track the progress and development throughout the years.

Formative and summative assessment is reflected in the report cards, distributed twice per year. These report cards show the progress pupils have made academically as well as socially and emotionally.

Assessment is a continuous process. For on-going assessment pupils are also engaged in self-assessment. This assists them in developing effective reflective skills and set future targets for themselves. In the Early Years cycle a digital portfolio is created, which is shared with parents, to record and share details of the development of each child.

	P1 + P2	P3	P4 + P5
Subject	Hrs/week	Hrs/week	Hrs/week
LI	5.5	3.0	3
Mother Tongue	2.5	3.75	3.75
Mathematics	4.0	5.25	5.25
LII	2.5	3.75	3.75
DAL or LI for Dutch section	1.5	1.5	1.5
Discovery of the World	1.5	3.0	3
Art	2.0	0.75	0.375
Music (by class & music teachers)	1.5	1.5	1.5
PE (by specialist teacher)	1.5	1.5	1.5
Various subjects	2.25	0.75	0.375
EU Hours	-	-	0.75
<b>Total hours to be timetabled</b>	<b>24.75</b>	<b>24.75</b>	<b>24.75</b>

## 2.7 Transition to Secondary School

### 2.7.1 P5-S1 Transition

The P5 - S1 transition program at ESH is tailored to the particular needs of P5 pupils and follows the Transition Guidelines of the European Schools. The transition program usually runs over the course of a year and covers:

- An information evening for parents during which subjects such as curriculum, language choices and organisation of studies are explained by the school management and teachers.
- A Secondary School orientation day includes joining the school assembly, as well as experiencing "taster" lessons to prepare pupils for the different teaching and learning styles at Secondary level.
- A fun day of socialising with the existing S1 students is organized, with a variety of sports and games.
- Secondary Mentor teachers come to visit the P5 students for an information session about "Life at Secondary" and answer questions, face to face.
- Collaborative meetings between P5 teachers and S1 teachers to ensure a smooth and progressive academic transition for pupils to secondary.
- Parents are given information and administrative support as they register their children for the various language sections and subject choices.
- For newly registered pupils, individual appointments can be made with the admissions officer and parents and pupils may discuss options and choices.

### 2.7.2 Transition program for the Spanish primary students

It is the school's responsibility to provide a smooth transition from Primary to Secondary education for all pupils. For the children in the Spanish language section, a particular transition program has been created, as there is no Spanish Language section in the Secondary School. This transition program aims to prepare these pupils to continue their education in a different Language Section when entering the Secondary School. The transition program is implemented in P4 and P5, the last two years of the primary cycle.

## 2.8 Leadership

As educators at ESH, we have a valuable opportunity to help students develop and exercise leadership in a responsible manner. Therefore, ESH plays a role in helping students, who are members of the P5 Pupils Council and P4 Eco Planet team, to develop their leadership skills in order to reach their full potential as future leaders.

## 2.9 Disciplinary Measures

If a pupil shows extreme misbehaviour at school, the most severe measures are to suspend or expel a pupil. The ESH has a disciplinary procedure in place which involves consultation between school management and the Board of the School as well as informing the Inspectorate of Education.

## 2.9.1 Confidentiality Persons

The school has appointed 2 confidentiality persons, Ms. Patricia McAteer and Ms. Vicky Vrontos, who is available for pupils and staff to talk to confidentially about issues that concern them. The confidentiality persons can work together with the school social worker and alternative methods of counselling can be provided if needed. Their contact details can be found in the section: Operational Contact Information.

## 2.10 Primary Support Information

ESH has a strong multilingual team in support (made up of a EAL teachers, support coordinators and teachers). They offer educational support (also for gifted/talented pupils), social-emotional support, individually or in small groups, tailored to pupils' educational needs. ESH also benefits from a regional network of advisors and collaboration. Please refer to the community portal of the website, primary documents, to see the Support Plan and Support Profile. If you have any general queries related to educational/social emotional support, you can contact the support team via email at [support@eshthehague.nl](mailto:support@eshthehague.nl).

## 2.11 Health, Safety And Security

### 2.11.1 Sickness

Cases of a contagious disease needs to be reported to the receptionist and class teacher as soon as possible. Also, pupils with fever, diarrhoea, eye infections or other infectious complaints, should be kept from school due to the risk of infecting other children. It is important that pupils stay at home until they have been fever-free for a least one day before returning to school. If a child shows symptoms of infectious diseases in school, the guidelines from the the Ministry of Health, Welfare and Sport (GGD) are followed.

### 2.11.2 Medication at school

If a pupil is required to take medication during the school day, parents need to come to school to administer the medication themselves..

### 2.11.3 Head Lice

Head lice is a common problem, transmitted mainly through head- to-head contact. Children are prone to head lice because they tend to have close physical contact with each other. If a child has lice, parents will be asked to pick up their child and immediately treat them to eliminate the lice and prevent spreading.

## 2.11.4 Centre for Youth and Families (CJG)

All children living in The Hague or going to school in The Hague are called up at specific moments for examination by one of the Youth and Family Centres in The Hague. Periodic visits help signal issues that might otherwise hinder healthy development, at an early stage.

There are Youth and Family Centres situated in different areas of The Hague. These centres offer services to families on many aspects related to children and parenthood e.g., managing children's behaviour, healthy eating habits, bedtime, internet safety, the impact of divorce/separation on children etc. They are here to help both Dutch and international families and have a large team including doctors, nurses and social workers. Some are also able to provide services in English. Their website is [www.cjgdenhaag.nl](http://www.cjgdenhaag.nl). In the Netherlands children are offered the State Vaccination Programme (RIVM). The school doctors and nurses of the CJG administer these vaccinations. The CJG uses contact information from the pupil registration database. If you object to this, you may notify the school.

## 2.11.5 No Blame Approach to Bullying

ESH has a zero-tolerance for bullying. ESH uses the No Blame Approach to stop bullying. No Blame is a whole school approach which can bring about change quickly.

It focuses on how the victim is feeling. Focusing attention on feelings removes attention from blame and shame. This should help the perpetrator to think about the impact of their actions and behaviour and forming a support group will prevent bullying to continue. The teacher and the support team work closely together on this intervention. In case bullying is flagged, parents will be informed, as bullying prevention and interventions are a joint responsibility.

For more information on our Anti-Bullying Policy, please refer to the [Community Portal](#) on our website.

## 2.12 Communication and parents

ESH is committed to engaging in open communication with parents. To this end, the school has a number of channels of communication with parents:

### 2.12.1 Who to Contact? Instructional Issues

- If you would like to discuss your child's development, a concern, a language scenario question, or any other class related matter, please contact your child's classroom teacher or subject teacher.
- If your concern has not been resolved by the teacher, please contact the relevant Team Leader.
- As a final measure, one should contact the Head of School

### 2.12.2 Who to Contact?

The ESH Team Leaders assist the Director and Heads of School in the management of the school. They facilitate the organisation of each cycle or department in the school, work closely with the teachers and are the contact person, for parents, after the classroom teacher.

See [paragraph 2.1.1](#). for contact details.

## 2.12.3 Communication with the school

At ESH, we strive to maintain connection and communications with parents. Contact between home and school helps children learn and succeed. Here's how we communicate at ESH Primary:

### 2.12.3.1 Communication from teachers to parents-Email

Important information that needs to be communicated will be sent to parents by email. Class and subject news will be regularly communicated to parents through the Social Schools App or emails. This communication is in the language of the section and outlines information about current topics of study and future activities both in and outside of school. Language learning news will also be shared by the Mother Tongue and L2 teachers via Social Schools. The other specialist teachers may also use Social Schools or email to communicate with parents..

### 2.12.3.2 Social Schools Communication App

As children start at ESH, parents are required to open an account on the ESH Social Schools App. This is an important channel of communication for parents. Social Schools is a GDPR compliant, safe and secure platform. This app shows parents what's going on inside the classroom, what's next on the events calendar and allows parents to set their child's image preferences – giving or withholding permission to use photos or videos of your child(ren). ESH may use this communication app for Emergency Alerts and important information. It is therefore an essential part of parents' connection to school. Social Schools also offers digital portfolios. Portfolios are a requirement of the European Schools Assessment Policy. With Social Schools every child from P1 – P5 is able to have their own account.

### 2.12.3.3 Information Evening

Parents will receive an email inviting them to the Information Evening and Education Market at the beginning of the school year. This is organised with the aim of informing parents about the educational system and everyday activities in their child's group. We strongly recommend parents attend this evening to get acquainted with the year ahead.

### 2.12.3.4 Reports and Progress Discussions

The pupils in the Primary Cycle receive a school report in February/March and at the end of the school year. Parents will be invited for individual meetings with teachers regarding the progress and development of their child

These meetings are planned twice a year, in October/November and again in February/March, after receiving their child's report. Parents may, upon request, have an optional third meeting with a class teacher in July.

Parents of children who are at risk of repeating a year group will be informed in the form of a letter in March. The final decision on whether to progress a pupil to the next class or to repeat a class lies with the school management.

Early Years pupils do not receive school reports but parents will be linked to their child's digital portfolio which will reflect the progress and development of their child throughout the Early Years. New pupils' parents will be invited to a 'settling in' meeting approximately 6 weeks after their child has joined school. EY teachers will hold parent-teacher meetings for all pupils in October/November and again in March/April.

### 2.12.3.5 Educational Report

When a pupil leaves school during the course of a school year (i.e. due to a move), parents receive a certificate of attendance and a Leavers Report. The report is written in the language of the section but may also be written in a different language (English or Dutch) upon request.

### 2.12.3.6 ESH Newsflash/ Email from the Management

When there is relevant information for all parents, ESH sends a brief, text only Newsflash. All updates and announcements and important school information will be included, plus reminders of upcoming events. All events are also posted on the Social Schools Calendar and "Highlights" are posted on the ESH website.

### 2.12.3.7 Website and Community Portal

The website has a host of information including minutes of PTA and Primary Participation Council (PPC) meetings. These important documents and policies are in the password protected Community Portal. Parents can access these with a username and password which is issued by the school.

## 2.12.4 Parent's Participation

Like all successful schools, ESH is dependent on the positive contribution of parents. As partners in education, parents can get involved in many ways. We are very proud of the involved and supportive ESH parents. Besides participation in formal consultative bodies, such as the Participation Council, parents are also invited to go along with their children on excursions or field trips, help with celebrations, join other committees, including the Parent Teacher Association (PTA), focus-groups, the canteen committee and to get involved in other school activities, as requested by the teacher or school.

## 2.12.5 Primary Participation Council

By law, every school in the Netherlands is linked with a medezeggenschapsraad (MR). This, translated to English, is a participation council (PC), where elected teacher and parent (and in Secondary also student) representatives are consulted by the school management on various matters concerning the management of the school. As prescribed by law, there are separate PCs for the Primary and Secondary schools and separate general participation councils (GMR) which deal with the Stichting's (Rijnland Lyceum Foundation) issues.

Meetings are open to all parents and staff. Questions and concerns can be shared with the PPC via email [pc@eshthehague.nl](mailto:pc@eshthehague.nl)

### Members

<b>Parents</b>	<b>Staff</b>
Mr. Bruno Samaniego	Ms. Frederiek Meulendijks
Mr. Sorin Cristian Manu	Ms. Moira O'Hare
Ms Rana Osseyran	Mr. Joost Rietbergen

## 2.12.6 Class Representatives

Every class has a Class Representative. This is a parent who volunteers to support the class teacher by helping to organise class activities. The Class Representative can also act as the contact person for new parents, concerning general questions about the school. This role is usually arranged during or before the information evening but if you are interested, please let the class teacher know in advance.

Furthermore, the Class Reps may approach you for assistance with some activities such as: birthday or leaving celebrations, Sinterklaas (5th December), winter holiday celebrations, Summer Fair, talent show etc. and to support the many PTA initiatives.

## 2.12.7 Parent Teacher Association

Every parent who has a child at ESH is automatically a member of the PTA with full voting privileges, as is every teacher working at ESH. Every other year a new PTA board will be elected from those who volunteer.

Usually, the PTA meets (bi)monthly in the Parent Café to organise fun and social events like European coffee mornings, the Summer Fair, or to fundraise with cake and book sales, and to help organise certain school events, such as Sinterklaas, Christmas, etc. The PTA can best be reached at the following email address: [pta@eshthehague.nl](mailto:pta@eshthehague.nl). The most current PTA information can be found on the school website. Currently the PTA is looking for volunteers for this school year 2023-2024.

## 2.13 Practical Information

### 2.13.1 Day Open

School opens from 8:30am and the first lesson begins at 08:45am. School ends at 15:00pm except Wednesday, a half day when school ends at 12:45. All classes have a 15-minute break in the morning and a 45-minute lunch break. At the beginning of the school year, you will receive a detailed timetable from your child's class teacher.

The 45-minute lunch break is divided into two parts: lunchtime (15 minutes) and playtime (30 minutes). During lunch breaks pupils may eat their own packed lunch or the warm lunch served by the canteen. Under normal circumstances, all pupils eat lunch in the canteen (Atrium). They are supervised by a team of lunch time supervisors. Pupils then go outside to play for 30 minutes. As an alternative, parents may collect their child/ren for lunch break so they can eat at home. We encourage healthy eating at ESH and ask you not to give your child any sweets, fizzy drinks or other unhealthy snacks. Unfortunately, we do not have any facilities for storing packed lunches in a refrigerator or for heating them up.



## 2.13.2 Pick-up and Drop off Procedures

### 2.13.3.1 Arrival at school - drop off procedure

To ensure the safety of all pupils when dropping off your child(ren) please adhere to the arrival and drop off procedure of the school:

- The school doors will not be open for children before 08:30am.
- If your child is in school grounds before 08:30, he/she is still under the responsibility and supervision of the parent / guardian
- Early Years pupils must enter and exit via the Early Years entrance / playground only.
- Parents are asked to stay out of the school building at drop off and pick up to avoid congestion. Primary students may be brought by parents to their usual entrance to the school building (main entrance or porta-cabin classrooms). Pupils from P1 – P5 are expected to walk independently to their classroom.
- All pupils must be in class for 08:45 so lessons can start on time.
- If you need to contact a member of staff first thing in the morning, please send an email to [prim-absences@eshthehague.nl](mailto:prim-absences@eshthehague.nl).

### 2.13.3.2 Leaving school - pick-up procedure

At 12:45 on Wednesday and 15:00 on Monday, Tuesday, Thursday and Friday, the bell rings to indicate that the lessons have finished for the day.

- Early Years pupils are collected by parents at the Early Years gate. Each EY teacher will communicate the pick-up procedure for their class to parents in their welcome information.
- Primary pupils are brought out by the class teacher to their line-up areas.
- We kindly request that you wait outside the school in the courtyards

For safety reasons, primary teachers hand the children over to their parents or responsible adult. Please support your class teacher by making sure that your child stays with the teacher until you arrive. Please make sure that your child, reception and the teachers are fully informed if another adult will pick them up. Teachers will not hand children over to adults that they do not know, unless parents have given written permission. Please pick your children up on time. The teachers' working day continues after the children go home and we would like to avoid unnecessary delays for staff and ensure a smooth transition from school to home.

### 2.13.3.3 Permission to leave school independently

If you allow your P4 or P5 child to leave school independently / unaccompanied and go home alone at the end of the day, parents need to complete and submit a permission form to reception. This is available on in the Community Portal or parents may ask reception for a copy (or email [prim-absences@eshthehague.nl](mailto:prim-absences@eshthehague.nl)).

## 2.14 Primary school organisation

### 2.14.1 Teacher professional development at ESH

An INSET day is an In-Service Training day, also known as a PD Day (Professional Development Day). Professional development delivers benefits to the teachers and pupils. The goal is to ensure that teachers are skilled, have learning opportunities to keep pace with the current standards in education and promote engagement and teambuilding among staff. You can find the dates of the INSET days in the School Holiday Calendar. Pupils are not in school on INSET days.

### 2.14.2 Professional learning community

Staff at the ESH are involved in continual, on-site professional development opportunities called Professional Learning Communities. A Professional Learning Community (PLC) is a group of educators who meet regularly to share expertise, work collaboratively and expand their teaching strategy toolkit to enhance the learning skills and experiences of students; in short, a team of teachers who work together to learn from each other to have a positive impact on the learning of the pupils. The PLC is integral to the school learning culture and professional development. PLC Coordinators facilitate a team of PLC Chairpersons who have regular meetings with smaller PLC teams.

## 2.15 After School Activities (ASA)

The ESH offers an After School Activity (ASA) Programme delivered by qualified external ASA Tutors in the school building and on the sport fields. The programme offers a variety of ASAs in Sports & Fitness, Creative Arts, Music, Dance & Performance and Technology.

The vision behind the ASA's is that pupils can try out various physical or creative activities to see what they might like and where their interests lie. Once they have found an activity that suits them and that they wish to pursue, they can join local clubs or teams. Furthermore, the ASAs give pupils the chance to be around peers from other language sections which gives them the opportunity to make new friends throughout the school.

The ASAs for Primary and Early Years are divided into three terms per school year. Parents will receive an email with details to register and can also find more information on [www.afterschoolesh.nl](http://www.afterschoolesh.nl).

We expect pupils to cooperate and work well with the ASA tutors. In exceptional circumstances a pupil can be deregistered from ASA. This decision will be taken by both the ASA Tutor and the ASA Coordinator.

## 2.16 After School Care (ASC) or BSO

In the Netherlands, all schools are required by law to work together with an ASC provider. ESH works together with Zein International Childcare located on the school premises. ESH families also use several other after school childcare providers, including, but not limited to: Big Ben Kids, CompaNanny Voorburg/Statenkwartier, Kindercentrum David DAK, Kindercentrum Onno DAK, 2Samen, Triodus, Villa Bloom, Stepping Stones and Zo Kinderopvang.

ESH maintains regular contact with all ASC providers. Registration for ASC should be arranged directly via the ASC provider. For more about the ASC providers used by ESH families, please see the website.

## 2.17 Bikes

Bike parking for pupils is available on the school premises or outside the Early Years entrance. Cyclists should walk their bicycles to and from the bike parking and follow the instructions of the ESH staff to ensure the safety of everyone on school property. No cycling or scooting is allowed on school premises..

## 2.18 Bus transport

The door-to-door bus transport is organised by Achttax. For registration and information, please use the following email address: [planning@achttax.nl](mailto:planning@achttax.nl). A few companies organise bus transport for the pupils of their employees. Please ask your HR department if this is the case.

Each child will be issued with a bus badge. These badges are to help ensure that each child leaves on the correct bus for the correct destination. If your child takes the bus, it is your responsibility to ensure that your child wears his/her bus badge to school every day, also on the way home. Please keep the badges safe and help your child take responsibility for wearing the badge every school day.

If a child will not travel by bus on a planned bus-day, because of a playdate or other appointments, parents must inform school at [prim-absences@eshthehague.nl](mailto:prim-absences@eshthehague.nl) as well as the bus company.

For pupils who travel by school bus, we ask that you explain to your children that safety on the bus is very important. Pupils are expected to show respect, listen to their bus driver, remain seated during the journey and keep their seat belts fastened. In case of questions or complaints: please contact the Facilities team via [prim-absences@eshthehague.nl](mailto:prim-absences@eshthehague.nl) as well as the bus company.

## 2.19 Canteen

ESH pupils can benefit from freshly prepared meals daily in the school canteen. The external provider, Jouw School Kantine, works with lunchtime supervisors and ensures that all meals meet the requirements set by the Dutch Food and Consumer Product Safety Authority (NVWA). For questions about prices or any comments about the canteen, please send an email to: [canteen@eshthehague.nl](mailto:canteen@eshthehague.nl). You can find the canteen Registration Form and more information on the school website.



## 2.20 Parents education

ESH strongly believes that parent education helps develop happy, healthy and well-behaved children. It is also key to building strong families and communities. Coming events can be found on the Social Schools calendar.

## 2.21 Celebrations

Besides learning, we also make time for important celebrations such as Kinderboekenweek, Sinterklaas, winter holidays and European National Days. On special occasions such as birthdays, treats may be brought to school for sharing. We strive to promote a healthy lifestyle and ask for your cooperation in this respect as well as to take food allergies into consideration. Children are welcome to celebrate their birthdays with their class. Class teachers will share more information about this during Parent Information evening. If you have any questions, please contact your child's class teacher

## 2.22 PE clothing

Pupils in P2-P5 bring their gym clothes to school on the days that they have PE lessons. An appropriate sports kit includes indoor sports shoes with non-marking soles and all pupils EY-P5 need these. A school sports shirt can be ordered from [www.gymspullen.nu](http://www.gymspullen.nu)

## 2.23 Extra clothing

The school has a limited supply of clothes for accidents. Class teachers may request that you send in a change of clothes for your child to keep in school. Please label all clothing.

## 2.24 Dogs

Dogs are not permitted on school grounds, with the exception of personal assistance dogs.

## 2.25 First aid

For First Aid you can go to the concierge's office or reception.

## 2.26 Insurance

The school has accident insurance for all pupils. This insurance is valid when the pupils are at school, as well as during bus transport from home to school and vice versa. The insurance also covers school trips and sports tournaments. However, this insurance does not cover lost or stolen personal belongings.

## 2.27 Library

There are two libraries in the Primary school; one is for Early Years and P1 and the other for P2-P5. From the moment you enter the library, their purpose is evident – to develop a love of reading in all children. There are over 40000 books, audio books and magazines in 16 European languages available for the pupils to sign out at different reading levels. They cover a wide range of scientific, daily life, historic, geographic and artistic topics.

If a pupil is interested in fact or fiction, an avid or reluctant reader, the librarians can help them to find books to pique their interest. All Early Years and Primary pupils visit once a week. Early Years pupils borrow two books and Primary up to three books per week. If a child is a bookworm or forgets their books on their library day, there is free access every morning from 8:30am- 8:45am. All pupils are supplied with a yellow library bag when they arrive at school. Books that are more than 4 weeks overdue, lost or damaged must be replaced or reimbursed by the family. Parents can access the catalogue from home. For more information contact the librarians via [library@eshthehague.nl](mailto:library@eshthehague.nl)

## 2.28 Lost Property

Please label your child's belongings clearly to avoid losing them. You can find lost property in the lost and found cupboard in the ESH Parent Café. At the end of each term, any belongings that have not been collected will be donated to charity.

## 2.29 Mobile devices

Pupils are not allowed to use personal mobile devices, including smart watches at school. If parents require that their child carry a mobile device, the device needs to be switched off and kept in the child's bag the whole school day. Children have full responsibility for their mobile devices. In addition, we kindly request that parents limit their own use of mobile phones in the school premises. Please read the Mobile Device Policy on the Community Portal.

## 2.30 Parent Café

ESH has invested in a stylish Parent Café for parents to enjoy a place to socialise after drop-off or pick-up. The parent café is on the ground floor, behind the Concierge's office. There is free coffee and tea available daily. ESH encourages parents to meet others and make new friends in the ESH community. Parents' supervision of (siblings and) children is expected at all times, especially after school. The PTA often meet on Tuesday mornings in the Parent Café. All parents welcome. Opening hours are 08:30 – 10:00 and 15:00- 16:30.

## 2.31 Personal belongings

There are a few occasions when pupils are allowed to bring toys to school. The ESH is not responsible for any lost or broken toys. Please evaluate the appropriateness of these toys before taking them to school. Please follow your child's class teacher's instructions: toys in school.

## 2.32 Privacy

ESH processes the personal data of all its pupils. The school considers the proper handling of personal data vitally important and adheres to the privacy legislation - GDPR. In the notes on the Privacy policy, found on the Community Portal of the website, we explain how we handle your child's personal data.

## 2.33 Recycling

At school we collect refus separately in the appropriate recycle bins. We also collect old batteries and used printer cartridges for disposal..

## 2.34 Smoking

Smoking is not permitted anywhere on or near the school premises.

## 2.35 Support

### Differentiated teaching

Differentiation forms the basis of all good and effective teaching. Differentiation is the responsibility of every teacher working in the school and should take place in the classroom; it is designed to meet the needs of all students. Teachers use a variety of teaching styles in their lessons in order to meet the needs of individual pupils. Where differentiation in the classroom is not sufficient the school provides a range of support structures. Support is flexible and varies as pupils develop and their needs change.

In some cases, it is necessary to provide additional support, above and beyond the normal classroom differentiation. The support policy at ESH follows the European Schools' regulations and the Dutch legislation concerning 'Passend Onderwijs' (suitable education).

The Primary school is a participating member in the support network Stichting Passend Primair Onderwijs Haaglanden (SPPOH). Through this network we are connected with all Primary schools in the area. A school advisor & counsellor also visits the school on a weekly basis to help staff adapt their approach where needed.

In some cases, it is necessary to provide additional support, over and above the normal classroom differentiation. At ESH we approach support in the following way:

- general support
- moderate support
- intensive support
- special arrangements

### 2.35.1 Support provision

#### 2.36.1.1 General support

Students may have trouble in a particular aspect of a subject, may need to 'catch up' due to late arrival in school or illness or working in their non-mother tongue. Students may need additional help with acquiring effective learning strategies or study skills. Such support should preferably be given in or outside the classroom, to small groups and is short term. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the students concerned. General support is planned, and specific targets are set, including criteria for success and the information is included into the appropriate planning document.

#### 2.36.1.2 Moderate support

Moderate Support is an extension of General Support and is provided for students with a mild learning difficulty or in need of more targeted support. This could be appropriate for students who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons. It is provided for a longer period than General Support and each student has an individual plan. The plan includes specific learning objectives and criteria for evaluating student's progress and the success of the support. A student receiving Moderate Support is usually following the standard curriculum and assessed according to the given criteria and learning objectives for his or her class.

### 2.36.1.3 Intensive support

Intensive Support is given following an expert's assessment of the student's special individual needs. Intensive Support can be provided for students with special educational needs: learning, emotional, behavioural or physical needs. Support can be given in order to help the students develop his or her competences, subject knowledge, skills, and attitudes. European Schools do not offer fully inclusive education. This means there may be occasions where despite the school's best efforts; continuing education in the European School is not in the best interest of the child. This may become apparent either before admission or during the child's school career. The school must be able to make appropriate provision for student's pedagogical and social integration. If this is not the case, the school follows the procedure as outlined by SWVZHW.

### 2.36.1.4 Special arrangements

For certain diagnosed learning difficulties, there are special arrangements available and allowed by the board of inspectors for students. For example, this includes students who have dyslexia, autism, or dyscalculia. An overview of these arrangements is listed in the Support Plan, available on the school website.

## 2.37 Primary support

### 2.37.1 Support profile

As a part of the support network Stichting Passend Primair Onderwijs Haaglanden (SPPOH), the Primary school at ESH is classified as a regular primary school. Each primary school in the Netherlands must describe their specific approach towards support in a Support Profile. This document lists what types of support the school can provide, what additional arrangements are available and where the school has its limitations. Within the Netherlands there are several Special Schools (SBO's and SO's) catering towards very specific needs in the case ESH encounters its limitations. The Support Profile is available on the school website.

### 2.37.2 Speech and language therapy

Speech and language therapy, occupational therapy, physiotherapy, counselling, and psychotherapy are not offered by the school, as in the Dutch system, these are considered as medical interventions. Parents should consult their family doctors for a referral to the appropriate outside agencies.

ESH collaborates with a pool of International Speech and Language Therapists that are based in The Hague. Please contact the Support Team for more information about Speech and Language Therapy.



# SECONDARY SCHOOL







*“Our aim is to see students achieve and grow academically, personally, and socially and to develop all the skills and attributes they need to help shape the world of the future.”*

Juliet Palmer - Head of School Secondary

## 3. Welcome to ESH Secondary

Our mission at ESH Secondary remains the same this year; to see our students and your children achieve and grow academically, personally, and socially and to develop all the skills and attributes they need to help shape the world of the future. We are looking forward to a year filled with hard work, excitement, joy, and pride with a focus on our shared core values of ambition, positivity and respect and a desire to continue learning throughout life.

As you will see from this Secondary School Guide and our school calendar, we have a very full programme of events planned to supplement the multilingual teaching and learning which is at the core of what we do. This is an excellent reference document, which, together with the policy documents found in the Parent Portal, will give you information and answer a lot of questions about the day-to-day running of the school. We will make every effort to keep you informed and updated and are happy to answer further questions.

The European School is still growing, and I would like to take this opportunity to welcome new families, staff, and students to ESH. We hope that you will be very happy at ESH and will feel part of a vibrant, supportive, and culturally diverse community.

### 3.1 Contact information

**European School The Hague Secondary**

Oostduinlaan 50 2596 JP

2596JP Den Haag

Email: [secondary@eshthehague.nl](mailto:secondary@eshthehague.nl)

### 3.1.1 Secondary Management contact information

Head of Secondary	Ms. Juliet Palmer	<a href="mailto:j.palmer@eshthehague.nl">j.palmer@eshthehague.nl</a>
Assistant Deputy Director Secondary	Ms. Floriane Bruna	<a href="mailto:f.bruna@eshthehague.nl">f.bruna@eshthehague.nl</a>
Observation Cycle Leader (S1)	Ms. Rosalijne Kryne	<a href="mailto:r.kryne@eshthehague.nl">r.kryne@eshthehague.nl</a>
Observation Cycle Leader (S2-S3)	Ms. Ana Garcia-Saguar	<a href="mailto:a.garciasaguar@eshthehague.nl">a.garciasaguar@eshthehague.nl</a>
Pre-Orientation Cycle Leader (S4-S5)	Ms. Melissa Waterworth	<a href="mailto:m.waterworth@eshthehague.nl">m.waterworth@eshthehague.nl</a>
Orientation Cycle Leader (S6-S7)	Dr. Caroline Emery	<a href="mailto:c.emery@eshthehague.nl">c.emery@eshthehague.nl</a>
Support Leader	Ms. Nicoline Mostert	<a href="mailto:n.mostert@eshthehague.nl">n.mostert@eshthehague.nl</a>

Parents' first point of contact should always be their child's Mentor or relevant subject Teacher. Contact details can be found on SMS.

If you are unsatisfied with the handling of an issue, you can raise it with the relevant Cycle Leader:

Observation Cycle Leader (S1)	Ms. Rosalijne Kryne	<a href="mailto:r.kryne@eshthehague.nl">r.kryne@eshthehague.nl</a>
Observation Cycle Leader (S2-S3)	Ms. Ana Garcia-Saguar	<a href="mailto:a.garciasaguar@eshthehague.nl">a.garciasaguar@eshthehague.nl</a>
Pre-Orientation Cycle Leader (S4-S5)	Ms. Melissa Waterworth	<a href="mailto:m.waterworth@eshthehague.nl">m.waterworth@eshthehague.nl</a>
Orientation Cycle Leader (S6-S7)	Ms. Caroline Emery	<a href="mailto:c.emery@eshthehague.nl">c.emery@eshthehague.nl</a>

If you are still unsatisfied and would like to escalate the issue further, email your concerns to the Secondary Office and they will forward it to the appropriate manager. This should only be done after you have raised the issue with the Subject Teacher, Mentor and Cycle Leader.

### 3.1.2 Operational contact information

General enquiries	Secondary Office	<a href="mailto:secondary@eshthehague.nl">secondary@eshthehague.nl</a>
Absences		<a href="mailto:sec-absences@eshthehague.nl">sec-absences@eshthehague.nl</a>
Support		<a href="mailto:support@eshthehague.nl">support@eshthehague.nl</a>
Student Confidentiality Person	Mr Jasper Fijnvandraat Irene Ruiperez	<a href="mailto:j.fijnvandraat@eshthehague.nl">j.fijnvandraat@eshthehague.nl</a> <a href="mailto:i.ruiperez@eshthehague.nl">i.ruiperez@eshthehague.nl</a>
Parent Confidentiality Person	Patricia McAteer	<a href="mailto:p.mcateer@eshthehague.nl">p.mcateer@eshthehague.nl</a>
Canteen		<a href="mailto:canteen@eshthehague.nl">canteen@eshthehague.nl</a>
Secondary PTA		<a href="mailto:pta-secondaryesh@eshthehague.nl">pta-secondaryesh@eshthehague.nl</a>
Secondary Participation Council		<a href="mailto:pcsec@eshthehague.nl">pcsec@eshthehague.nl</a>

## 3.2 Absence Policy

All the policy documents outlined below are stored on the Policies page of the Parent Portal. Please read our Unapproved and Lateness policy.

### 3.2.1 Absences- students

We must Dutch Regulations concerning student attendance. Lateness and non-approved absences: in the case of 16 hours of unapproved instances of lateness within 4 weeks, the school is required to report the student to the Attendance Officer of Dutch Compulsory Education, the Leerplicht. After a certain number of absences recorded for illness (normally 3 - 4) in a period of twelve school weeks, or 10 periods in a row, parents will be contacted by school to arrange a meeting. The purpose of this meeting is to find out if we can offer any help to the student. If the student is absent again, parents will be contacted by the Student Administrative Officer to seek agreement to involve the nurse or the school doctor. If the parents agree, they will meet the student at the JGZ center. If the parents disagree, all attendance information will be transferred to the Attendance Officer of Dutch Compulsory Education.

### 3.2.2 Absences - teachers

In the event of teacher absence, ESH has a procedure to ensure the least possible disturbance for the students. This procedure can be reviewed on the Parent Portal.

#### 3.2.2.1 Absences planned in advance

- In most circumstances ,the absent teacher provides cover work for every teaching period. The cover-work is uploaded in SMS.
- Another teacher covers those lessons (preferably a teacher experienced in the same subject).
- If no teacher is available, students will go to the Learning and Innovation Hub (refer to 2).

#### 3.2.2.2 Unforeseen absences

- Students go to the Learning and Innovation Hub.
- S1-S3 students stay in the Learning and Innovation Hub
- S4-S7 students go to the Learning and Innovation Hub (within fifteen minutes of the beginning of the lesson) to be registered
- In most circumstances, the absent class teacher will provide cover work

#### 3.2.2.3 Long Term Absences

The management team will communicate any changes to staffing with parents as soon as they have relevant information.

## 3.3 Other policies

### 3.3.1 Mobile Device policy and agreements

The school's mobile device policy states that no mobile phones are allowed to be visible or used during the school day. However, it does also state that 'students can look at their timetable on their mobile phone at the end of a lesson or shortly before the start of a lesson'. As we use an online system of WebUntis to check timetables, it may be that students need to quickly check their mobile phone for updates or clarity of their timetable. In addition, this also relates to all other devices; laptops should only be used for learning and in class or during self-directed learning, and not to watch movies or play games, unless students are explicitly instructed to do so for educational reasons by their teachers.

#### 3.3.1.1 Laptop

All our Secondary students work with a laptop. Laptops especially for school use can be rented or purchased through school at The Rent Company at attractive conditions. You can also buy a laptop elsewhere.

**How to apply:** Our Admin team will send out a communication containing a flyer from The Rent Company. This flyer will contain a code (exclusive to the school) that will enable parents to purchase/lease a laptop.

### 3.3.2 Code of behaviour

The ethos of the school promotes the attitudes and values necessary for individual students to contribute positively to their own personal development and to that of the school. The school employs a large variety of methods by which it strives towards a culture where poor behaviour is rare. One of the principal aims of our educational approach is to enable students to understand and take responsibility for their actions and to contribute to their own personal development and that of the school. ESH has high expectations with regards to student conduct and these are set out in the Code of Behaviour, which is given to every secondary student at the start of the school year. This Code of Behaviour is in accordance with the European Schools General Rules (chapter 6, article 40 to 44).

If necessary, an unexpected locker check can be executed under the supervisions of a member of the management team or the police.

### 3.3.3 Student Charter

The Student Charter outlines the rules for education at ESH Secondary.

### 3.3.4 Anti-bullying Protocol

We are dedicated to preventing bullying in our school. Victims of bullying should contact their mentor, the confidentiality person or relevant Cycle Leader, who will investigate the situation. We also regard cyber-bullying as an area of concern. Please note that cyber-bullying is an illegal activity.

### 3.3.5 Smoking, alcohol and drug abuse

Smoking is not permitted anywhere on or near the school premises. Possession and/or use of alcohol and drugs are strictly forbidden in the school, on the school grounds or during school activities.

### 3.3.6 PE

The ultimate goal for Physical Education is to encourage students to actively participate in physical activity and live a healthy life. This applies both within school and the beyond into the local community whilst also contributing to society.

At our school, we recognise and value the dedication and achievements of students who excel in sports at a competitive level. To ensure their academic success without compromising their athletic pursuits, we offer a range of tailored support options and personalised arrangements within reason and timetabling possibilities.

Our dedicated Topsport Coordinator, Ms. Janssen ([n.janssen@eshthe Hague.nl](mailto:n.janssen@eshthe Hague.nl)), serves as a central point of contact for high-performing sports students, their parents, and their respective sports clubs. Ms. Janssen works closely with all stakeholders to create individualised timetables and customised agreements that strike a balance between academics and sports commitments.

By collaborating with the Topsport Coordinator, students could benefit from flexible scheduling and tailored academic support, allowing them to effectively manage their training and competition schedules alongside their studies. These arrangements are designed to ensure that our high-performing sports students receive the necessary support to excel in both their sporting endeavours and academic pursuits.

We firmly believe that by providing these specialised resources, we empower our student-athletes to thrive in their chosen sports while maintaining their educational progress. We understand the unique challenges they face, and our commitment to their success extends beyond the classroom.

If your child is a high-performing sports student, we encourage you to reach out to Ms. Janssen, our Topsport Coordinator, who will be more than happy to discuss and establish the necessary arrangements to support your child's academic and athletic ambitions. In order to be eligible for these arrangements the student needs adequate marks as academic performance will always have preference. The student is also required to sign a contract stating the agreements made.

At our school, we are proud to foster an environment that embraces and nurtures the holistic development of each student, recognising and supporting their exceptional talents both on and off the field.

### 3.3.7 PE kit

For more information, please check this website: [gymkleding.com](http://gymkleding.com)



## 3.4 The European Schools Curriculum

Secondary education in the European Schools lasts for a total of seven years divided into three cycles.

- Observation Cycle S1-S3
- Pre-Orientation Cycle S4-S5
- Orientation Cycle S6-S7

A key element of the curriculum across all the cycles is the multilingual teaching and learning that provides students with the opportunity to become fluent in at least three languages.

The priority in timetables for students are:

- We aim for younger students to start and finish as early as possible and have as few free periods as possible.
- Older students may begin later and end later. They may have more free periods than younger students. Due to the complexity of the timetables, the growth of the school and the large variety of options offered, some S6 and S7 lessons will take place in Period 11 (16:15-17:00)

S1-S2 Students	
08.30	Period 1
09.15	Period 2
10.00	Break
10.15	Period 3
11.00	Period 4
11.45	Period 5 S1-S2 Lunch Break
12.30	Period 6
13.15	Period 7
14.00	Period 8
14.15	Period 9
15.30	Period 10

S3-S4 Students	
08.30	Period 1
09.15	Period 2
10.00	Period 3
10.45	Break
11.00	Period 4
11.45	Period 5
12.30	Period 6 S3-S4 Lunch Break
13.15	Period 7
14.00	Period 8
14.45	Period 9
15.30	Period 10

S5-S6-S7 Students	
08.30	Period 1
09.15	Period 2
10.00	Period 3
10.45	Break
11.00	Period 4
11.45	Period 5
12.30	Period 6
13.15	Period 7 S5-S6-S7 Lunch Break
14.00	Period 8
14.45	Period 9
15.30	Period 10
16.15	Period 11

### 3.4.1 Mentor hours

All students have designated mentor hours for the class mentor to meet with students to discuss academic and pastoral topics. Each class has one period of mentor hour per week for this.

### 3.4.2 Materials and teaching resources

The European Curriculum is a rich and diverse curriculum which differs from other national and international curriculums. One consequence is that textbooks from publishers do not always align with our curriculum. In some subjects and/or languages, books and online resources covering most of the curriculum are available and the school provides them. However, for some subjects it is not possible. In these cases, the teachers provide their own study materials to the students.

### 3.4.3 Residential trips

One of the unique advantages of attending a European School, is the value placed on European cultures. To provide students with rich cultural experiences that complement their studies, some students are required to attend compulsory residential trips:

- The S2 Camp is an opportunity for students spend time away from home and school with their peers and participate in team building activities.
- S4 students will have the opportunity to immerse themselves in the cultural environment of their Language 2, by attending a trip for 5 days and 4 nights in the country of their Language 2.
- S5 Ecology trip
- The S6 Cultural trip is a city trip of four nights and five days. The aim of the trip is to introduce the students to an enriching cultural experience within Europe.

### 3.4.4 Observation Cycle S1, S2 and S3

Students follow a broad academic curriculum of Language 1 (mother tongue), Language 2 (first foreign language), Language 3, Mathematics, Integrated Science, Human Sciences, Ethics, Art, Music and Physical Education. Human Sciences and Ethics are taught in Language 1 in S1 and S2 and in Language 2 from S3 onwards. ICT is also a compulsory part of the curriculum in S1 and S2, and optional in S3. Latin is offered as an option from S2 onwards. If Latin is chosen, it needs to be taken until the end of the S3 cycle. If you study Latin, you do not have ICT in S3. In S2 and S3, students are given the opportunity to join the Wind band instead of their general music class. If Wind band is chosen, it needs to be taken until the end of the S3 cycle.

Number of periods per week S1 to S3			
Subject and optional courses	S1	S2	S3
Language 1	5	5	4
Mathematics	4	4	4
Language 2	5	4	4
Language 3	2	3	3
Physical Education	3	3	3
Ethics	2	2	2
Human Science	3	3	3
Integrated Science	4	4	4
Latin		2	2
Art	2	2	2
Music	2	2	2
ICT	1	1	2
Mentor Lesson	1	1	1
<b>Total</b>	<b>34</b>	<b>34/36</b>	<b>34</b>

### 3.4.5 Pre-orientation cycle S4 and S5

In this cycle, although a broad curriculum remains compulsory, students have some opportunity to personalise their course of study based on subject preferences. All students must continue with Language 1, Language 2 and Language 3. Next to their three languages, students must take Mathematics for 4 or 6 periods a week. Integrated Science is now split into three distinct science subjects Biology, Chemistry and Physics, that are studied in the language of the section. Human Science is split into History and Geography, that are studied in the student's second language, as is Ethics. Finally, students will add at least one elective subject such as Language 4, Economics, Latin, Art, Music or ICT to their course of study. Please note that the option courses running per year depends on student uptake and not all optional courses are guaranteed to run.

Compulsory subjects	Lessons per week
L1	4
L2	3
L3	3
Mentor Lesson	1
Biology	2
Physics	2
Chemistry	2
Mathematics	4 or 6
Ethics in L2	1
Geography in L2	2
History in L2	2
Physical Education	2
<b>Subtotal</b>	<b>28 or 30</b>
Optional subjects	"
Economics in L2	4
L4 (Spanish, Italian, French, German, Dutch)	4
Latin	4
ICT	2
Music	2
Art	2
<b>Total</b>	<b>32 or 36</b>

### 3.4.6 Orientation Cycle S6 and S7

The secondary school course culminates in the European Baccalaureate at the end of Year 7. The certificate awarded is officially recognised by treaty in all the countries of the European Union, and many other countries. Those awarded the certificate have the same rights and benefits as other holders of school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to universities or institutions of higher education in the European Union. The Baccalaureate examination assesses performance in the subjects taught in years 6 and 7. To qualify for admission students must have spent both years in a school offering the European Baccalaureate programme. These two years lead to the European Baccalaureate. Students must study at least ten subjects. There is a core of compulsory subjects which include:



Language 1 (mother tongue/dominant language), Language 2 (first foreign language), Mathematics, History, Geography, Philosophy, Ethics and Sport. In addition, if no science subject is taken as an elective subject, students must also take a course of two lessons per week in Biology. Students must take a minimum of two elective subjects of four lessons per week and may take as many as four. These subjects include each of the separate Sciences, Humanities subjects, Art, Music, Philosophy and Languages 3 and 4. Mathematics can be taken as a 3-lesson or 5-lesson per week course. Three-lesson per week advanced level elective subjects can be taken in Mathematics, Language 1 and Language 2 which are additional to the compulsory courses in these subjects. Students may also choose two lessons per week complementary subjects such as practical Science courses, introductory Economics, Art, Music, Theatre. The following table summarises the choices available for students: certain optional and complementary courses cannot be guaranteed to run every year, viable courses are dependent on the number of students selecting the course.

Compulsory subjects				Optional courses (elective subjects)				Compl. Courses	
Column 1		Column 2		Column 3		Column 4		Column 5	
Language 1	4P	History	2P	Art	4P	Advanced L1	3P	Art	2P
Language 2	3P	Geography	2P	Music	4P	Advanced L2	3P	Economics	2P
Maths 3	3P	Philosophy	2P	Biology	4P	Advanced Maths	3P	ICT	2P
Or Maths 5	5P	Biology	2P	Chemistry	4P			Lab Science	2P
Ethics	1P			Physics	4P			Music	2P
Sport	2P			Geography	4P			Advanced sport	2P
<b>Total</b>	<b>13-15P</b>	<b>Total</b>	<b>2-8P</b>	History	4P			Language 5	2P
				Philosophy	4P				
				Economics	4P	(Advanced Maths only if Maths 5 is chosen in column 1)			
				Latin	4P				
				Language 3	4P				
				Language 4	4P				

(These courses are compulsory unless they are chosen in column 3. Biology 2P is compulsory unless Biology, Chemistry or Physics is chosen in column 3.)

(Art2, Music2 and Eco2 are excluded if chosen in column 3. L5 New Language)

### 3.4.7 Careers Counsellor

Students can contact our Careers Counsellors, M Drouot and Ms Villier (French application) and (temporarily) Ms Emery (English application), for advice regarding their post-Baccalaureate study choices. Students will also be guided in this process by their mentors.

Please note that, currently the new positions of English and Dutch careers advisers are being advertised. Please contact Ms Emery and the Secondary Office for any information.

## 3.5 Language Learning

### 3.5.1 Curriculum

The syllabi in all the language sections of the European Schools, including those at the ESH, are - apart from mother tongue tuition - standardised. All programmes of study in the different sections lead to the same examination: the European Baccalaureate. Syllabi can be downloaded from the European Schools website [www.eursec.eu](http://www.eursec.eu) under European Schools/ Studies and certificates.

### 3.5.2 Language section and L1

Our Secondary school currently has four language sections (English, French, Dutch and German<sup>1</sup>). All students are placed in the language section of their mother tongue or dominant language (Language I). Students with a first language, which is not yet offered at the school or students without a language section (these students are called SWALS) are placed in the English, Dutch, French or German<sup>2</sup> language sections. If necessary, learning support is provided for SWALS students to bring them up to standard in their section language. The Secondary school offers German<sup>3</sup>, Italian, Spanish, Slovenian, Polish, Finnish, Portuguese, Croatian, Romanian, Czech, Latvian, Lithuanian and Greek mother tongue (L1) education in addition to English, French and Dutch.

### 3.5.3 L2

From the first year of Primary until the Baccalaureate students must study a first foreign language (L2 or 'vehicular' language: French, English or German). From S3, Human Science and Ethics are taught through this vehicular language (i.e. English, French or German) and in S4-7 the compulsory subjects History and Geography are also taught in the vehicular language.

The Economics option, which may be taken from S4, will also be taught in the L2 of the student. As the L2 is not just studied as a language, but is also the language of instruction for some subjects, our students become very competent and comfortable in this language, which is an asset in today's multilingual world, students can reach C1 level by the end of S7.

### 3.5.4 L3 and L4

From S1, all students learn a second foreign language (L3), to be chosen from the following languages: Dutch, English, French, German, Spanish and Italian (subject to a minimum class size of 7). From S2, students have the opportunity to study Latin. From S4, students have the opportunity to study a third foreign language (L4), to be chosen from amongst the following languages: English, Dutch, French, German, Italian, and Spanish.

### 3.5.5 Dutch language lessons

In S1 to S3, Dutch foreign language lessons are offered as an optional L3 to the students not enrolled in the Dutch language section. These lessons are not compulsory. Dutch is offered as optional L3 or L4 in the subsequent years in Secondary to the students who do not attend the Dutch language section. SWALS students in the Dutch language section will be obliged to take lessons in Dutch as their L3. From the first year of Primary until the Baccalaureate students must study a first foreign language (L2 or 'vehicular' language: French, English or German).

<sup>1</sup> German section is open for S1, S2, S3 and S4 students

<sup>2</sup> For S1, S2, S3 and S4 students

<sup>3</sup> For students in S5 onwards

## 3.6 Assessment and reporting

### 3.6.1 Observation Cycle S1, S2 and S3

Assessment is both summative and formative. From S1 to S3 continuous assessment plays a more significant role with regular homework and in-class tests. These grades are carefully recorded and help to form the basis of the grades given in the reports received by parents four times a year. S1-S3 the grades will be between A – Fx and the passing grade is E.

### 3.6.2 Pre-Orientation Cycle S4 and S5

For the S4 and S5 cycle the grades will be between 10 and 0 and the passing grade is 5. In S4 students will mainly receive formative assessment in class which will contribute towards their A mark along with their effort, attitude and participation in lessons.

From S4 onwards, students have regular formal assessment. A student's B-Mark is based on the regular formal assessment. In S4 this generally takes the form of two 45 B-tests, it does differ for some specific subjects. In S5 compulsory subjects are assessed with two 90-minute Semester Exams. Optional subjects are generally assessed with two 45-minute B-tests. B-tests and Exams are formally scheduled by the school over a period of two weeks, twice a year. The tests themselves are written and marked by the subject teachers. Students receive an overall grade at the end of the year, a C grade. The C grade takes all A and B marks into consideration (please note this is not an average mark).

### 3.6.3 Orientation Cycle S6 and S7

For S7, the grading system for individual subjects uses a 0 to 10 scale with 5.0 as a pass mark. When a candidate is awarded the European Baccalaureate, the overall mark is expressed as a percentage and 50% is a pass. The calculation of this final mark is complex. There are three main components that contribute to the overall mark but for each subject, there are varying assessments. The relative contributions to the European Baccalaureate are:

#### Preliminary Mark 50%

This is composed of coursework assessment by teachers in each subject and in internal examinations (Pre-Baccalaureate) set and marked by teachers in each subject. The examinations make up slightly more than half of the preliminary mark. Most of the Pre-Baccalaureate examinations are taken in January of the final year.

#### Written Examinations 35%

Candidates take five written examinations which must include Language 1, Language 2, Mathematics and in addition two of the 4-period elective subjects. These examinations are set in each subject by a panel of experts using questions submitted by teachers from the European schools. Marking is carried out both internally by the subject teacher and externally by an independent examiner. The final mark is an average of the internal and external grades.

#### Oral Examinations 15%

Candidates take three subjects as oral examinations. Two of these are compulsory: Language 1, Language 2, or History/ Geography in the L2 while the third oral can be chosen from a range of subjects including 4 period elective options not already taken as a written examination. If the student has studied Advanced Mathematics, then the third oral must be Advanced Mathematics.

### 3.6.4 Academic Reports

The school year is divided into 2 semesters and four written reports are issued each school year. The midsemester reports (November and March) are used to monitor concerns and inform parents and students of any potential risk of failing the year. The end of semester reports (January and July) are used together with Class Council feedback to decide on promotion and contain comments and grades.



## 3.7 Student promotion

Students need to be able to perform well across a wide range of academic subjects to obtain a positive overall score. Students who have achieved sufficient marks in each of the promotion subjects will automatically be promoted to the year above, without the need for deliberation.

If students have received a mark below the pass grade of less than the pass grade across three or more subjects, then they are at risk of failing the year. The situation of students who are not promoted automatically will be subject to special scrutiny. On the basis of all the information available to them, the Class Council and the management will decide whether or not to promote the student to the year above. Please also see the Procedure of Final Class Council document on the Parent Portal of the website.

## 3.8 Beyond The Curriculum

### 3.8.1 Extracurricular Activities

Under the supervision of external partners and staff, ESH provides a range of extracurricular activities, including performing arts, sports and science activities. The programme overview is available for review on the website and provides instructions on how to sign up to each activity.

### 3.8.2 Trips, exchanges excursions and events Trips

Throughout the year ESH organises many trips and excursions that support the curriculum. Several trips have a strong European focus, as the students are immersed in the cultures of other European countries. Alongside these trips, the school also organises long-term student exchanges of 8 weeks or 4 months in collaboration with other European Schools for students in S4 and S5. Students have an opportunity to attend another European School and live with a host family.

#### 3.8.2.1 Work experience

A Work Experience Programme is also in place for students in S5. All S5 students spend two weeks towards the end of the academic year doing an internship in a company of their choice. This internship can take place in the Netherlands, but every year, students also do their work experience abroad. More detailed information about Work Experience is provided via mentors in mentor hour and through SMS to S5 parents and students."Guidance in CV-writing and help with the search for an internship placement is done by the S5 mentors in close cooperation with the Cycle Leader.

#### 3.8.2.2 Events

During the course of the year students also have the chance to work on cross-curricular projects. Different subjects work together on a topic in a joint project, offering the students a valuable opportunity to look beyond the boundaries of the individual subjects and see what connects them. Students also have the chance to participate in various projects with other organisations, such as:

- The Youth Conference in partnership with Museon: This is an opportunity for some of our S4/5 students to get involved in public speaking, many for the first time, and is supported by the United Nations.
- Science Symposium in partnership with other European Schools: This conference includes a students' Science Project Presentation.
- Eurosport: An international sports competition where students of various European Schools compete against another in a variety of sports.
- Math.en.Jeans
- Lego Club which is a member of the First Lego League and participates in its annual competition every November
- United Nation Models: students take part in different United Nation Models
- Model European Parliament

## 3.9 Student leadership

### 3.9.2 Students Representatives

Every two years, students have to elect every new student representatives. These students lead the student council meetings and also speak on behalf of the student body to management during regular meetings and during the Secondary Participation Council meetings.

Students representatives play an important role in our school community, they have a role of voting for, approving of and advising on new policies and school development in the SPC meetings.

## 3.10 Secondary Participation Council

By law, every school in the Netherlands is linked with a medezeggenschapsraad (MR). This, translated to English, is a participation council (PC), where elected teacher and parent (and in Secondary also student) representatives are consulted by the school management on various matters concerning the management of the school. As prescribed by law, there are separate PCs for the Primary and Secondary schools and separate general participation councils (GMR) which deal with the Stichting's (Rijnland Lyceum Foundation) issues.

Meetings are open to all parents and staff. Details are shared before the meetings take place. Questions and concerns can be shared with the SPC via email [pcsec@eshthehague.nl](mailto:pcsec@eshthehague.nl).

Parents	Staff	Students
Gearoid O'Shea	Monica Pingo Almada	Henrik Thomas
Bauke Westphal	Olivier Schroder	Kate Ceple
	Nicole Meiners	
	Neil Simon	

## 3.11 Class Representatives

Every class has a Class Representative. This is a parent who volunteers to support the class teacher by helping to organise class activities. The Class Representative can also act as the contact person for new parents, concerning general questions about the school. This role is usually arranged during or before the information evening but if you are interested, please let the class teacher know in advance.

## 3.12 Support

### 3.12.1 Differentiated teaching

Differentiation forms the basis of all good and effective teaching. Differentiation is the responsibility of every teacher working in the school and should take place in the classroom; it is designed to meet the needs of all students. Teachers use a variety of teaching styles in their lessons in order to meet the needs of individual pupils. Where differentiation in the classroom is not sufficient the school provides a range of support structures. Support is flexible and varies as pupils develop and their needs change. ESH Secondary has a dedicated Support Team consisting of specialists in both educational and social emotional development. Together with the teaching staff they strive to meet the more specific needs of students.

For example:

- Students studying in a language section which does not correspond to their mother tongue.
- Students arriving late in the system who may have followed a different programme of study and may therefore have gaps in their knowledge or skills.
- Students with a mild learning difficulty.
- Students with a diagnosed special educational need.
- Gifted and talented students

In some cases, it is necessary to provide additional support, above and beyond the normal classroom differentiation. The support policy at ESH follows the European Schools' regulations and the Dutch legislation concerning 'Passend Onderwijs' (suitable education).

Our Secondary school is a participating member in the support network 'Samenwerkingsverband Zuid-Holland West' (SWVZHW). Through this network we are connected with all Secondary schools in the area. In some cases, it is necessary to provide additional support, over and above the normal classroom differentiation. At ESH we approach support in the following way:

- general support
- moderate support
- intensive support
- special arrangements

### 3.12.2 Support Provision

#### 3.12.2.1 General Support

Students may have trouble in a particular aspect of a subject, may need to 'catch up' due to late arrival in school or illness or working in their non-mother tongue. Students may need additional help with acquiring effective learning strategies or study skills. Such support should preferably be given in or outside the classroom, to small groups and is short term. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the students concerned. General support is planned, and specific targets are set, including criteria for success and the information is included into the appropriate planning document.

### 3.12.2.2 Moderate Support

Moderate Support is an extension of General Support and is provided for students with a mild learning difficulty or in need of more targeted support. This could be appropriate for students who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons. It is provided for a longer period than General Support and each student has an individual plan. The plan includes specific learning objectives and criteria for evaluating student's progress and the success of the support. A student receiving Moderate Support is usually following the standard curriculum and assessed according to the given criteria and learning objectives for his or her class.

### 3.12.2.3 Intensive Support

Intensive Support is given following an expert's assessment of the student's special individual needs. Intensive Support can be provided for students with special educational needs: learning, emotional, behavioural or physical needs. Support can be given in order to help the students develop his or her competences, subject knowledge, skills, and attitudes. European Schools do not offer fully inclusive education. This means there may be occasions where despite the school's best efforts; continuing education in the European School is not in the best interest of the child. This may become apparent either before admission or during the child's school career. The school must be able to make appropriate provision for student's pedagogical and social integration. If this is not the case, the school follows the procedure as outlined by SWVZHW.

### 3.12.2.4 Special Arrangements

For certain diagnosed learning difficulties, there are special arrangements available and allowed by the board of inspectors for students within our school. For example, this includes students who have dyslexia, autism, or dyscalculia. An overview of these arrangements is listed in the Support Plan, available on our school website.

## 3.12.3 Secondary support

### 3.12.3.1 Support Profile

As a part of the support network SWVZHW, the Secondary cycle at ESH is classed as a regular school. Within the Netherlands there are a few Special Secondary Schools (SVO's) catering towards very specific needs. As a regular pre-University school, there are limitations to the provisions we can offer. In certain cases, the student is referred to a school where their needs can be met more adequately. More details are available in the Support Profile, available on our website.

### 3.12.3.2 Social emotional support

In Secondary school each class has a mentor who is the first point of contact for the students and their parents. The school has appointed a school counsellor and a school psychologist who are available for students and parents to talk to confidentially about issues that concern them. They can work together with the external school social worker from Schoolformaat and additional methods of counselling can be provided if needed.



### 3.12.4 Centre for Youth and Families

The Centre for Youth and Families (Centrum Jeugd en Gezin) monitors children's development, maintains preventative health care and stimulates a healthy lifestyle together with their parents. This programme is administered by The Hague's Public Health Department (GGD). In the Netherlands children are offered the State Vaccination Programme (RIVM). The school doctors and nurses of the CJG take care of these vaccinations. Children receive an invitation for the vaccination in the year of their 9th birthday. Girls will also receive an invitation for a vaccination against cervical cancer in their 13th year. The CJG uses contact information from our student registration database. If you object to this, you can notify the school. The CJG will contact you by telephone if you do not participate in the appointment and if they cannot reach you by phone, they will contact the school to ask about the child, unless you object to this. As a standard, the school nurse visits the S3 year group annually to see all the students for a general checkup.

### 3.12.5 Video Coaching

This means that at times they can use video recordings of lessons to reflect on teacher and student behaviour as part of a coaching intervention. These videos are never stored by the school. They are made anonymous and used in small internal discussions (the video will only ever focus on details with people who have approved the usage of video). After these discussions these videos are deleted.



**Europese School**

**Den Haag**

Rijnlands Lyceum