



**ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL**

RISS STUDENT CHARTER

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Revised by student council 2021/22 and student leadership team 2023/24

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GENERAL INFORMATION

1. AIM

Our school's mission is unwavering in its dedication to ensuring that every student not only enjoys their youth but does so in a manner that aligns with our core values of relationships, responsibility, respect, and courage. At the very heart of this mission lies the creation of a student charter, which is intricately woven with the principles of global citizenship and I-DEA (Inclusion via Diversity, Equity, and Anti-Racism). This charter serves as an indispensable instrument to:

- Wholeheartedly support each and every individual student.
- Establish unwavering consistency in our educational approach.
- Proactively prevent any potential issues or miscommunications that may arise.
- Offer comprehensive answers to questions that may surface concerning school life and rules.
- Provide effective solutions to address any challenges that may emerge along the way, all while nurturing the spirit of global citizenship and embodying our I-DEA principles.

2. PURPOSE

In alignment with our school's vision of "educating for self-awareness, curiosity, and integrity in a changing world," the student charter serves as a comprehensive document that outlines both the rights and responsibilities of our students. These principles, in a ripple effect, extend to encompass the rights and responsibilities of our esteemed staff members. It is imperative that every member of our educational community, students, and staff alike, conduct themselves in strict accordance with this student charter.

3. DEFINITIONS

In the content of this charter, the following terms will have the following meanings:

- Students: All students enrolled in this school.
- Parents/Guardians: Parents, guardians, actual guardians of students.
- Teachers: Staff members with teaching duties.
- Tutor: A teacher responsible for counselling a student or group of students throughout the school year.
- Director of school group: The executive principal of the Wolfert van Borselen School Group, chair of the management board.
- Principal: A member of the management board for RISS.
- Deputy Principal: A member of the school management team, assists the principal of school.
- Head of Section: A member of the school leadership who is responsible for a team of tutors from specific grade groups.
- Curriculum Leaders (CL): A group of teachers working in one or more year groups and under the leadership of the leadership team..
- Management board: Composed of the principal, the head of finance and management, and the heads of school.

- Leadership team (LT): Composed of the principal, deputy principal and heads of sections.
- Magister: The school administration system.
- School: A school belonging to the Wolfert van Borselen School Group.
- School group: The Wolfert van Borselen School Group.
- Governing body: The competent authority: *het Bestuur Openbaar Onderwijs Rotterdam (BOOR)* (governing body of the public-authority schools in Rotterdam)
- Student Leadership Team: A group of students elected by the students and staff to represent the student body.
- Pedagogical Leadership Team: The body representing the staff, parents and students of the entire school group, as referred to in section 3 of the Education Participation Act (PLT).
- School counsellor: A specialist in the field of counselling appointed by the management board.
- Assessment: An examination of competence as referred to in paragraph 11.1, which may be either an oral or written examination.

4. PROCEDURE

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

5. DURATION

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

5.2 The student charter may be changed during its four-year period on the initiative of the student leadership team, the parents or staff representatives on the participation council (MR), and/or the management board. In this case, the procedure referred to under article 4 applies.

6. APPLICATION

This charter applies to:

- Students
- Teachers
- Trainee teachers (interns)
- Parents/guardians

- Support staff
- The school leadership team
- The governing body (BOOR) represented by its Executive Principal Mr Bart Oremus.

7. PUBLICATION

The student charter is published at school, and is available to parents, students, and staff at the start of the school year. It is also available on the school's website. Students and their parents/guardians will be informed of any changes to the charter.

On the basis of (and supplementary) to the student charter, each school must set its own rules of conduct. These are published on the school's website.

7.1 Each year, the student charter, the rules of conduct, and the status of these two documents are brought to student attention during tutorial.

7.2 To meet statutory requirements, the school group regularly publishes updates of the school handbook on its website. The student charter is part of the school handbook.

RULES ABOUT TEACHING

8. FOR TEACHERS

8.1 Students are entitled to teachers who do the following:

- Ensure that course material is taught in reasonably even portions throughout the school year
- Present and explain subject matter properly
- Choose suitable learning materials (textbooks etc.)
- Ensure that homework assignments are relevant to the subject matter taught in class
- Differentiate course material to accommodate students' learning needs.
- Whenever possible, take account of the students' hardship due to testing (see section 11)
- Are on time for lessons (considering 10 minutes travelling time between campuses)
- Create engaging lessons to foster involvement

8.2 If, in the opinion of one or more students, a teacher does not comply with the items listed in 8.1, the matter should first be raised with the teacher by the student(s) themselves. If the teacher's response is unsatisfactory, the student(s) should submit their complaint to their tutor, and then if needed, the leadership team.

8.3 The school leadership must respond to the complaint no later than ten school days after it has been submitted.

9. FOR STUDENTS

9.1 The students are obliged to make an effort to enable a smooth teaching and learning process. This means that the students should:

- Ensure that they are on time for lessons and other school activities
- Take an active part in lessons
- Behave in a way that is not disruptive for other students and teachers
- Act with courtesy, good manners and full respect
- Have in their possession everything they need for their lessons, including textbooks, exercise books, pens and pencils and any other learning materials.
- Complete homework and assessments on time

9.2 If a student does not comply with the items listed in 9.1, the matter should first be raised with the student by the teacher(s) themselves. If the student's response is unsatisfactory, or the behaviour is repeated, the teacher(s) should submit their complaint to the tutor, after which the tutor will make contact with parents..

10. TEMPORARY EXCLUSION FROM THE CLASSROOM

10.1 A student who disrupts or holds up a lesson may be required by the teacher to take a time out, for example in the corridor outside the classroom. In this case, the teacher is still responsible for the student. A student who seriously disrupts the lesson may be required by the teacher to leave the classroom and report to a third party.

10.2 If a student is instructed to leave the classroom and report to the leadership team, they must take

their bag and go directly to the location designated for this purpose. If no such location has been designated, the school provides an alternative (e.g. the team leader's office). At the end of the lesson, the student must report to the teacher who excluded them from the classroom.

10.3 When students act against the schools' values, teachers will opt, if it is possible and appropriate, primarily for a restorative practice response (RISS handbook p. 91) that gives agency to the student voice to rectify their thinking, re-engage with the core values and change their mindset.

11. ASSESSMENTS

11.1 Progress with the course material may be assessed in many ways and not limited to the below:

- Term Assessment
 - Book reviews
 - Curriculum tests
 - Essays and written assignments
 - Group projects
 - Individual assignments
 - Lab reports
 - Coursework
 - Oral or written quizzes
 - Reports
 - Practical assignments
 - Presentations
 - Quizzes
- Mock examination: written assessments on the IGCSE coursework(grade 10) and IBDP/IBCP coursework (grade 12).
- End-of-Year-Examination (EYE): an official exam period at the end of each school year when students are assessed on the entire year's work.
- Internal Assessment (IA): individual research done for each subject in Grade 12 supervised by subject teachers.

11.2 All assessments have to be published at the beginning of the term for students' timely preparation and organisation on the Assessment Calendar. Any changes will be communicated with plenty of time within the school bulletins and in accordance with the student charter.

11.3 Teachers must inform students of all the relevant details (see 11.4) that pertain to the assessment at least 1 week in advance. In order to ensure adequate scheduling of tests (see 11.8).

11.4 Before any of the tests or exams referred to in 11.1 may be set, the following must be communicated to students::

- the subject matter to be tested; the subject matter students need to study should be explicitly specified; teachers cannot take it for granted that students will know what subject matter they need to study;
- how the grade for the assessment will count towards the final term/year grade (including the weight on magister)
- the marking rubrics/outline that will be used in the grading process.

- Submission details such as when, where, what time, and how (digitally or on paper) the project should be handed in.

11.5 Ungraded assignments and quizzes do not need to be announced in advance.

11.6 Quizzes should cover subject matter practised in no more than a few lessons, and may be held unannounced. An unannounced quiz should deal with the homework assigned in the previous lesson and may be either written or oral.

11.7 At the end of the school year, students get promoted to the next grade if their marks meet the promotion criteria stated in the [RISS Handbook](#). The school is required to have informed the students and parents of these criteria by the 1st of October at the latest in the school bulletin.

11.8 Tests and the subject matter students covered in class, should be in reasonable proportion. Any test may only examine subject matter that has been completely covered, and there must be an interval of at least two school days between the lesson, where that material is finished, and the day the test is held.

11.9 Students are entitled to feedback after each assessment. In the case where two assessments cover the same content, feedback on the first assessment should be given before the second assessment is given.

11.10 During the term (not including exam period such as, mock exams and EYE):

On any school *day*, students may be given no more than:

- two tests.

In one *week*, they may be given no more than:

- 8 tests (see 11.1) for which they are given a mark and for which they need to prepare in their own time. For assessments that take several weeks, this is the week in which they have to hand it in.

*This rule does not apply if a student needs to catch up or resit an assessment.

11.11 During an exam period (including mock exams):

Students may have up to three exams in one day.

The school leadership ensures that the exams planned on each day do not place an unnecessarily heavy burden on the students.

* This rule does not apply to tests and exams that are not part of the school or school leaving exams.

11.12 After an assessment is completed, teachers are required to notify students within:

- Ten school days of the results of graded tests or exams
- Fifteen school days of the results of projects, reports, book reviews, written assignments, etc.

*Teachers may only exceed these deadlines in consultation with the curriculum leader and/or leadership team.

11.13 Student grades should be entered into the school administration system (Magister) no more than five days after notifying students of the results. Students may inform the curriculum leader if a teacher fails to meet the above deadlines. The curriculum leader will then discuss the matter with the teacher.

11.14 For Foundation years and IGCSE exams, students may be awarded grades between U and A* and

for the International Baccalaureate (IB) between 1 and 7. Grading is done in accordance with the grade boundaries in the RISS handbook. Assessment criteria are used to mark work for external exams.

11.15 Students who do not agree with the marks they have been given for a test must first speak with their teacher. If the teacher's response is unsatisfactory, the students may put the matter to the curriculum leader and/or the head of section.

11.16 Missed assessments will be managed as follows:

- The parents/guardians of students who miss a test, must inform the school, providing a valid reason and be marked on magister as an excused absence.
- A student who has missed a test for a reason acceptable to the teacher or school leadership, is obliged to sit the test the week of return, on the specified time allocated by the school for catch up assessments.
- Upon return to school, students must themselves take the initiative to make the necessary arrangements with the teacher about the catch up assessment.
- Unless the curriculum leader/school leadership team decides otherwise, students are always required to catch up on graded assessments.
- Missed assessments are first registered in the school administration system as 'catch-up' ("inhalen").
- If the student fails to catch up the assessment as agreed with the teacher, the test will be entered into the school administration system as 'missed', with the mark U or 1.
- If a student fails to comply with the procedure above, the curriculum leader and/or school leadership team will decide on an appropriate formal disciplinary action. The teacher may award a mark of U or 1 for missed schoolwork, as long as the school leadership agrees.

11.17 Academic misconduct will be dealt with according to the RISS [academic integrity policy](#).

11.18 No homework must be assigned, one week prior to mock exams and/or end-of year exams.

12. HOMEWORK

Homework is an extension of the learning experience for our students. Teachers are expected to explain the purpose and benefits of completing a given task at home. The activities are not solely based on a textbook, but they may take a variety of forms such as portfolios, visual and performance tasks, research and/or narratives. Homework assignments are an essential part of course requirements, especially in the senior years. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organisation, time management and to develop the student's responsibility for his/her own learning. ([Assessment Policy](#))

12.1 Homework must be entered in Magister for all subjects and grades, but as students progress from Grade 9 upwards, they are expected to take ownership of their own organisation and learning.

12.2 Homework may form at least one of the term assessments. When a student fails to hand in homework, the teacher notes this and where appropriate will award zero marks. This results in a 1 on the school administration system (Magister).

12.3 A regular failure to produce completed homework or meet deadlines is reported to the tutor, who will contact the parents.

12.4 Students who have been unable to do their homework (see 12.2 and 12.3) should tell the teacher before the lesson starts.

12.5 Grade 6 students do not receive homework until the end of September to enable them to adjust to the school and build relationships with peers and teachers.

12.6 Students should have the opportunity to check their homework, either in class with the teacher or with possible answers/solutions provided for the assigned homework.

13. OVERVIEW OF RESULTS AND REPORTS

Regulations on the publication of the results of school exams and national examinations are contained in the Programme of Testing and Completion.

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

13.2 To arrive at the final mark for a particular subject, the various tests, assignments and so on are weighted in value by the factor from 1,2 or 4.

13.3 Teachers are required to tell the students beforehand how the final mark for their subject will be calculated.

13.4 A final mark of the academic year is calculated by a set percentage stipulated in the RISS Handbook..

14. PROMOTION CRITERIA AND REPEATING A YEAR

14.1 Right from the start, preferably at the beginning of the school year, but no later than 1 October, students need to know exactly what criteria they will have to meet in order to move up to the next class at the end of the school year.

14.2 Each school year, parents and students have access to the criteria for promotion to the next grade. This information is available on the website and in the RISS Handbook.

15. ATTENDANCE

15.1 Attendance and lateness is highly regulated in the Netherlands and RISS has to comply with the strict guidelines and actions when students are not on time or do not come to school without a valid reason. Please visit the official Dutch [website](#) (Leerplicht), please also see Attendance protocol – Municipality of Rotterdam below.

15.2 Attendance is recorded at all lessons. Students must attend all classes for which they are registered.

15.3 Absenteeism is regulated externally by Leerplicht.

15.4 Students are obliged to make up for work missed during their absence. It is the responsibility of the student to contact subject teachers directly to discuss the work missed.

15.5 On the basis of each individual student's daily time-table, students are obliged to stay at school from the start of the first lesson to the end of the final lesson on each school day. Exceptions to this

rule can only be permitted in exceptional cases such as the senior students being allowed to leave for break times.

15.6 Teachers are expected to be present in the classroom at the start of the lesson and to stay in the classroom until the lesson ends. They may only leave the classroom for urgent reasons.

15.7 Teachers travelling between campuses should inform students at the beginning of the year, and ensure that expectations are communicated.

RULES ABOUT THE SCHOOL AS AN ORGANISATION AND THE BUILDING

16. FREEDOM, FREEDOM OF OPINION AND RESPECT

RISS is a school where all students and staff should feel safe, respected and fairly treated. We have two parallel approaches: Restorative Practices and a Formal Code of Conduct.

16.1 Everyone has the right to express their opinions at school, provided they are neither harmful nor discriminatory.

16.2 Anyone who feels that they have been a subject to:

- verbal or physical harassment,
- inappropriate use of social media and digital devices to incite fear or harm to another,
- threats of physical or emotional harm to an individual,
- or discriminatory behaviour based upon a person's ethnicity, culture, gender, appearance, religion or sexual orientation.

may make a complaint with their tutor or the school leadership team or the school counsellor if needed.

16.3 The school leadership team decides whether the opinion in question was harmful or insulting and will try to resolve the conflict. The school leadership team may decide to impose formal disciplinary actions on the basis of the rules of conduct. The Child protection and safe-guarding policy and the RISS handbook, outlines procedures for serious cases.

16.4 Students whose behaviour is violent or language is abusive towards students or staff in the school or who in any way endanger the safety and wellbeing of staff and students, will be suspended with immediate effect from the school

16.4.1 The parents/guardians of any student involved in any such incidents will be brought to the school to discuss ways to deal with the behaviour

16.4.2 Any repetition of such incidents by the student may lead to the student being directed to seek an alternative school. The school reserves the right to contact the police.

17. FREEDOM OF APPEARANCE

17.1 Everyone has the right to freedom of appearance, with the exception of the cases specified in article 17.2.

17.2 The school may only ban or make obligatory certain items of clothing for reasons of efficiency, safety and/or general decency. Items of clothing that provoke discrimination are banned (see also the school's dress code in the handbook).

18. CONDUCT

18.1 The management board may introduce new rules of conduct at the start of every school year. The school leadership is advised to consult the student leadership team and the PLT (Pedagogical Leadership Team) on any changes to the rules of conduct.

18.2 Once in action, the rules of conduct form part of the students' charter and shape it. Each year,

they are published on the website where they can be accessed by both students and their parents/guardians.

18.3 The rules of conduct may only be changed in the course of the school year with the approval of the entire PLT..

19. SEXUAL HARASSMENT

19.1 The Rotterdam Public-authority Primary and Secondary Schools' Complaints Procedure is applicable to complaints relating to sexual harassment. Sexual harassment is seen as a breach of the school's code of conduct and therefore should be reported as stipulated in the RISS Handbook.

19.2 Any student who feels that they have been the victim of unsolicited advances or sexual harassment on the part of another student or several other students, or of a member or members of staff, may report this with the Heads of Section, school counsellor, tutor or the designated safeguard lead..

19.3 The management board drafts regulations with specific measures to prevent sexual harassment in the schools belonging to the school group.

19.4 Once in practice, these regulations form part of the students' charter.

19.5 The regulations on the prevention of sexual harassment may only be changed in the course of the school year with the approval of the entire PLT.

20. RISSUE AND WEBSITE

20.1 If necessary, the editors of the RISSUE may draft their own basic rules.

20.2 In principal, the leadership team will not change any article appearing in the RISSUE, nor will it ban publications of any edition of the school newspaper or item on the website. In some cases, however, the leadership team may make an exception from this rule, giving reasons if required.

20.3 Staff members of the school may not interfere with the activities of students involved in editing the RISSUE.

20.4 Students working on the RISSUE during school time are themselves responsible for catching up on missed lessons and tests. They should inform the teacher and school leadership of their absence well before the start of the lesson, and take the initiative to catch up on the work they have missed.

21. BULLETIN

21.1 A document sent out every Friday to families, students and the school staff that contains updates on key areas of our school life, announcements, information and alerts for the days to come.

21.2 The teachers, PTA, the student leadership team as well as other student committees may post announcements and non-commercial, non-discriminatory posters with prior permission.

22. STUDENT LEADERSHIP TEAM

22.1 The management board assigns a budget to the student leadership team to fund its activities. This budget may be used to cover printing costs and the costs of equipment and other materials. The student leadership team may use school facilities, but only in consultation with the school leadership team.

22.2 In consultation with the school leadership team, student leadership team activities may be planned during lessons.

22.3 Members of the student leadership team may only be given time off from lessons to carry out their activities in consultation with the teacher of the lesson and the head of the senior years.

22.4 Each student in grade 6,7,8,9 and 11 is entitled to stand for election to the student leadership team or the participation council.

22.5 None of the individuals referred to in article 6 may interfere with any student carrying out approved activities for the student leadership team.

22.6 The student leadership team is entitled to meet to discuss matters relating to their school, and in doing so, to use the school's facilities.

22.7 Student leadership team meetings during school hours must be planned in consultation with the coordinator of the student leadership team

22.8 The school leadership team is obliged to provide a room for student leadership team meetings.

22.9 The room in which the student leadership team activity has taken place should be left clean and tidy.

22.10 Student leadership team meetings are open discussions about matters regarding the improvement of the school or its events.

22.11 A member of the student leadership team will form part of the pedagogical leadership team.

22.12 The Student leadership team may ask for explicit reasoning for any decisions made by the LT on behalf of students.

23. STUDENT REGISTRATION AND PROTECTION OF PRIVACY

The types of personal data that we may be required to handle include information about students, parents, our workforce, and others that we deal with. The personal data which we hold is subject to certain legal safeguards specified in the EU law of the General Data Protection Regulation ((EU2016/679) and other regulations (together 'Data Protection Legislation'). The details pertaining to RISS are outlined in the Data protection policy and Staff code of Conduct published on the school website.

24. AUTHORITY TO IMPOSE FORMAL DISCIPLINARY ACTIONS

24.1 Members of the teaching staff may impose formal disciplinary actions on students. These formal disciplinary actions may include detention, suspension or expulsion. Other formal disciplinary actions are accepted within reason. Please refer to RISS Handbook, Formal Code of Conduct or Restorative Process

24.2 By nature of their work, members of the support staff may be responsible for supervisory tasks. In performing them, they may impose formal disciplinary actions on a student. In such cases, the

member of the support staff in question should always contact the school leadership.

24.3 Students may object to a formal disciplinary action, as described in article 26 of this student charter. The formal disciplinary action will be suspended pending the appeal.

24.4 Members of the school leadership team have sole authority to exclude a student from school. This occurs in exceptional circumstances.

25. FORMAL DISCIPLINARY ACTIONS

Consistent and serious inappropriate behaviour or choices that either fail to be or cannot be addressed via Restorative Practices or other school and parental efforts such as counselling, will lead to the Leadership Team taking decisive action

25.1 Physical punishment is not permitted.

25.2 The formal disciplinary action should be proportionate to the offence. If possible, the punishment should serve as a learning experience.

25.3 The reason why a student is being punished should be abundantly clear. See the handbook (p. 76-83).

25.4 In imposing a formal disciplinary action, it should be assessed if the student is actually able to do what is required of them.

26. PROCEDURE FOR SUSPENSION

26.1 Giving reasons, the principal or members of the leadership team may suspend from the school any student who has seriously or repeatedly behaved in a manner that goes against the code of conduct of RISS.

26.2 The student is notified (in writing) of the decision to exclude them from the school. If the student has not yet reached the age of 18, their parents/guardians are also informed.

26.3 If a student is excluded for more than a single school day, the principal provides the education inspectorate and the governing body a written notification.

27. PROCEDURE FOR PERMANENT EXPULSION

27.1 The principal may decide to expel a student who has acted against the code of conduct of the school, so seriously that further attendance at this school is considered to be undesirable, impossible or a risk incompatible with the school values.

27.2 The principal may only decide to expel a student after enabling the student in question (and their parents/guardians if they are a minor) to put their side of the matter to them.

27.3 A student of compulsory school age may only be expelled in consultation with the education inspectorate and if another school is prepared to admit them.

27.4 Pending these consultations, the student in question may be expelled from school. The principal notifies the inspectorate in writing, giving their reasons to expel the student. The school attendance officer is also informed.

27.5 The student is notified in writing, giving reasons, of the decision to expel them. If the student has not yet reached the age of 18, their parents/guardians are also notified. The student and/or their

parents/guardians are also informed of their ability to appeal.

27.6 Within six weeks of the date on which notification was given of the decision to expel them, a student and, if they are a minor, their parents or guardians, may submit a notice of appeal to the Rotterdam public-authority secondary schools exclusions, admissions and expulsions objections committee.

27.7 The appeals committee issues a decision on the notice of appeal as soon as possible, but within four weeks of its submission at the latest.

27.8 The principal may exclude the student from school pending the decision of the appeal committee.

28. PROCEDURE FOR TRANSFER

28.1 If a student seriously acts against the code of conduct explained in this student charter and school handbook, the principal may decide that they should no longer attend lessons at the school in question. This may be the case if the presence of the student poses a threat to people's or the school's safety. If, however, expulsion is not considered to be the best solution, the principal may decide to transfer the student to another school within the Wolfert van Borselen School Group (considering the student's level of Dutch to follow lessons).

28.2 The principal may only decide to transfer a student to another school after enabling the student in question and, if they are a minor, their parents or guardians, to put their side of the matter to them.

28.3 A student of compulsory school age may only be transferred to another school if that school is prepared to admit them.

28.4 The student is excluded from school pending consultations on their transfer.

28.5 The student is notified in writing, giving reasons, of the decision to transfer them to another school. If the student has not yet reached the age of 18, their parents/guardians are also notified. The student and/or their parents/guardians are also informed of their ability to appeal.

28.6 Within six weeks of the date on which notification was given of the decision to transfer them to another school, a student and, if they have not reached the age of 18, their parents or guardians, may submit a notice of appeal to the Rotterdam public-authority secondary schools exclusions, admissions and expulsions appeals committee.

28.7 The principal may exclude the student from school pending the decision of the appeals committee.

ENFORCEMENT OF THE STUDENTS' CHARTER

29. RIGHTS OF COMPLAINT

29.1 Anyone believing that the student charter has been applied incorrectly or without due care may make a complaint with the individual considered responsible, requesting them to act in line with the charter.

29.2 If a student receives no satisfactory response to a complaint, they may inform their tutor. The tutor has three school days in which to act as a negotiator between the two parties. The tutor may decide to pass on the complaint to the curriculum leader and/or the head of section for further action. There are specific time frames for addressing complaints (see article 8.3).

29.3 Any of the individuals referred to in article 6, whose interests are affected by a decision of the staff, the school leadership team, or the competent authority, may invoke the Rotterdam Public-authority Primary and Secondary Schools' Complaints Procedure. A copy of the procedure is available for consulting in the principal's office.

29.4 Submission of a complaint about the actions of members of staff will have no negative impact on the student or students in question.

30. APPEAL WITH THE APPEALS COMMITTEE

30.1 Appeal may be submitted in relation to the matters referred to in the student charter. No appeal is possible against matters prescribed by law.

30.2 The BOOR counsellor acts as the first point of contact for the submission of complaints.

30.3 Before the appeal is dealt with, the BOOR counsellor will investigate whether a solution cannot be reached through negotiation.

30.4 Complaints and disputes are addressed in accordance with the BOOR Complaints Procedure, which is published on the website.

RELEVANT POLICIES

Other policies that can be helpful to students:

[Academic Integrity Policy](#)

[Acceptable use of Technology policy](#)

[Anti-bullying policy](#)

[Assessment policy](#)

[Attendance regulations](#)

[Child protection and safeguarding policy](#)

[Drug Policy](#)

[Mobile phone policy](#)

[RISS Handbook](#)

[HOLT policy](#)

Done at Rotterdam on 12 January 2024

The Student Leadership Team

The RISS Leadership Team

The Community and Student Leadership Coordinators

For the management board of the Rotterdam International Secondary School