

# 2025 - 2026 School Guide



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

The European School The Hague  
Secondary School

*Draft Version September 2025*

## Colophon

This is a publication of European School The Hague for the 2024 - 2025 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





# GENERAL INFORMATION



*"The rich diversity of nationalities and languages within the ESH Community is truly fascinating. Being part of such a vibrant and multicultural group fills me with gratitude and appreciation."*

# 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, respectful community to foster their ambition. Through the rich cultural and academic experiences, 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 2025-2026. This year, the school guide is split into two separate editions: one for the Primary School and one for the Secondary School.

## 1.1. Senior Management

General Director	Wouter Abrahamse
Head of School Primary	Nicoline Mostert
Head of School Secondary	Juliet Palmer
Head of Operations	Fabienne Kramer

## 1.2. Mission Story

The European School The Hague is unique when compared to the other international schools in The Hague. Established in December 2012 to educate the children of employees of European Union institutions/agencies, 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.

The European School The Hague (ESH) is affiliated with the European Schools by means of an Accreditation and Cooperation Agreement. We offer The European Schools curriculum which leads to the European Baccalaureate certification at the end of pupils' secondary studies with us.

ESH is part of Stichting Het Rijnlands Lyceum (Rijnlands Lyceum Foundation). The foundation stands for Excellent Education and more and supports its schools in realising the best education for their students. The Rijnlands Lyceum Foundation offers primary and secondary education in Leiden and The Hague area. The foundation is made up of five schools for secondary education and three schools for primary education.

### 1.2.1. Vision

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

### 1.2.2. Mission

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

### 1.2.3. Community

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

### 1.2.4. Values

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

Ambition	Positivity	Ambition
<ul style="list-style-type: none"> <li>We strive to reach our 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>

## 1.3. Eight Key Competences

ESH students are being equipped to thrive as citizens of Europe and the wider 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.

\*For the common sections of the School Guide, references to 'students' encompasses ages 4-18. \*



## 1.4. Parent Financial Contributions

### 1.4.1. School fees

School fees for 2025-2026 can be found in the Fees section on our [website](#).

### 1.4.2. Lunch Break and Canteen Services

Warm lunches are available in the school canteen for pupils at Primary and students at Secondary who register with [Jouw school Kantine](#) B.V. Please contact them directly for details and arrangements at [canteen@eshthehague.nl](mailto:canteen@eshthehague.nl)

At the Secondary school, next to the warm lunch, snacks and sandwiches are also on sale during the break and lunchtime in the canteen. There is also student supervision to ensure that everything runs smoothly.

### 1.4.3. Residential Trips

Secondary parents will be asked to contribute to their child's participation in residential trips. Parents will be charged for mandatory trips, such as the S2 camp, S4L2 trip and the S6 cultural trip and may choose to enrol their child(ren) in optional residential trips.

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 mandatory residential trips are a compulsory part of the European school curriculum. Please refer to the Residential Trips page of our [website](#) for more information.

## 1.5. Safety

### 1.5.1. School ID Badges

- Staff Members

Staff wear an ID card with a blue lanyard.

- Secondary Students

Student School ID Badges are worn with an orange lanyard.

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 or damaged the School ID Badge, a new ID Badge will be issued by the Facilities Manager, costing 10 euros. The same charge applies if a student loses or breaks a one-day replacement School ID badge.

Repeated failure to bring in the School ID Badge will result in disciplinary action as per the Positive Behaviour Policy.

- Visitors

To ensure safety and security at our school, all visitors must sign in and sign out at the reception of the Secondary school. All parents and other visitors must wear a school- issued identity badge with a yellow lanyard. The visitors badge must be displayed while a visitor is in school and returned to reception when leaving. Whilst the visitor is in the school, the visitor should remain with the member of staff they were meeting with.

This includes previous (alumni) students of the school, who are welcome if invited to speak about their experiences after leaving the school.

It is not possible for visiting family members or previous students who may be visiting The Hague to visit the school unannounced or unaccompanied.

## 1.5.2. Weapons

Weapons of any kind are strictly forbidden at the school's premises. Any weapons that are found will be confiscated and the police will be contacted.

## 1.5.3. Dogs

Dogs are not permitted on school grounds, except personal assistance dogs. Please inform the reception if you will need to enter the school premises/building with a personal assistance dog.

## 1.5.4. Drug Policy

### 1.5.4.1. Smoking

Smoking and vaping are not permitted anywhere on or near the school premises.

### 1.5.4.2. Alcohol and other drugs

Our [drug policy](#) is available on our community portal.

## 1.5.5. First Aid

ESH has a dedicated First Aid team and an Emergency Response team (BHV) that consists of staff members who have been trained and who receive refresher training each year. The school has a designated Head of BHV and a certified Prevention Officer. For any questions about safety procedures, please contact the Facility Manager.

For first aid needs, the students can visit the reception. At ESH, the first aid team looks after students who fall sick or are injured during the school day. They will contact parents to collect them if necessary. In the event of serious injuries, school will call an ambulance.

## 1.5.6. Insurance

The school has a broad accident insurance for all students. 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. In case of an accident, this will be discussed with the parents / guardians.

## 1.5.7. Privacy

At ESH the GDPR rules for Education apply. ESH processes personal data for 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 website.

## 1.5.8. Safeguarding and Child Protection

Every student 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 responsible staff who work hard to build relationships with students to promote a safe, caring and supportive environment inside and outside the classroom.

At ESH, any allegations or signs of abuse or neglect of a child are taken very seriously and will be followed up accordingly. We are by law obliged to take our responsibility and follow the [Meldcode Kinder mishandeling en Huiselijk geweld](#). Abuse, as defined in The Netherlands, includes physical, psychological, sexual abuse and physical or psychological neglect. Also witnessing acts of abuse is considered harmful. When signs or concerns are observed, a conversation with parents will take place to

help clarify the situation and determine if a next step is necessary. A next step may include contact with the organisations responsible for child protection in The Netherlands (e.g., Veilig Thuis, Crisis Intervention Team) and/or arranging external support.

All staff receives a refresher session on Safeguarding and Child Protection at the beginning of the school year to make sure all members of staff recognise their role in the identification and response to signs of possible abuse or neglect in/with our students, and their responsibility to always protect and safeguard their welfare. Safeguarding Leads are appointed to ensure that the safeguarding process and follow-up are handled properly. You can contact the Safeguarding Team at [sec-safeguarding@eshthehague.nl](mailto:sec-safeguarding@eshthehague.nl).

### 1.5.9. 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 in case of specific medical needs. 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 (i.e., allergies with serious risks, asthma, diabetes, epilepsy, heart condition etc.) all relevant medical information and emergency procedures are collated and gathered in a Medical Fact Sheet (MFS). This MFS includes an up-to-date picture of the child. The MFS is distributed to all relevant staff in the school: child's class, canteen, reception, staff room and First Aid team. Any medication in Secondary is stored at reception.

## 1.6. Complaints Procedure

We are committed to providing good education and a respectful school climate. If, despite our best efforts, things do not go as expected, you can discuss this with us. Our policy is that you should first discuss the problem with the person(s) directly involved and, if this does not lead to a solution, with the teacher/mentor/Team Leader, or the Head of School. If even that contact does not lead to a solution, you can turn to the Director. The Director will hear the parties directly involved and try to find a solution with them. If you feel that the problem cannot be solved at the school, you can file a complaint to the Executive Board of the Stichting Het Rijnlands Lyceum or to the Landelijke Klachtencommissie Onderwijs (LKC, National Education Complaints Committee).

The complete complaints procedure and an explanation of how it works can be found on the website of the Stichting Het Rijnlands Lyceum ([Complaints procedure | Stichting Het Rijnlands Lyceum](#)).

### 1.6.1. Internal Confidentiality Person

The Internal Confidentiality Person is there for pupils, parents and members of staff who need to speak and/or report about matters requiring confidentiality. Examples of reasons for reaching out to the Internal Confidentiality Person include abuse of power, unacceptable behaviour such as harassment, bullying, aggression and discrimination. The Internal Confidentiality Person offers initial support, can give advice and can help explore various options for next steps as well as offer referrals to external support organisations.

Primary Confidentiality Persons	Vicky Vrontos ( <a href="mailto:v.vrontos@eshthehague.nl">v.vrontos@eshthehague.nl</a> ) Patricia McAteer ( <a href="mailto:p.mcateer@eshthehague.nl">p.mcateer@eshthehague.nl</a> )
Secondary Confidentiality Persons	Pierre Drouot ( <a href="mailto:p.drouot@eshthehague.nl">p.drouot@eshthehague.nl</a> ) Patrizia Mignano ( <a href="mailto:p.mignano@eshthehague.nl">p.mignano@eshthehague.nl</a> ) Irene Ruiperez ( <a href="mailto:i.ruiperez@eshthehague.nl">i.ruiperez@eshthehague.nl</a> ) for students Jasper Fijnvandraat ( <a href="mailto:j.fijnvandraat@eshthehague.nl">j.fijnvandraat@eshthehague.nl</a> ) for students

In addition to the Internal Confidentiality Persons, there is an External Confidential Person. The External Confidentiality Person focuses on integrity issues, such as suspicions of financial, educational, or safety irregularities, integrity incidents or abuse (such as undesirable behaviour) within the organisation. The Centrum Vertrouwenspersonen Plus fulfils 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 8131 6936 - Email: [info@cvp-plus.nl](mailto:info@cvp-plus.nl) - [www.cvp-plus.nl](http://www.cvp-plus.nl)

## 1.7. School Holiday Calendar

# School Holiday Calendar 2025 - 2026

August 2025							
wk. no.	M	T	W	T	F	S	S
31					1	2	3
32	4	5	6	7	8	9	10
33	11	12	13	14	15	16	17
34	18	19	20	21	22	23	24
35	25	26	27	28*	29*	30	31

\* Induction day for staff

September 2025							
wk. no.	M	T	W	T	F	S	S
36	1	2	3*	4	5	6	7
37	8	9	10	11	12	13	14
38	15	16*	17	18	19	20	21
39	22	23	24	25	26	27	28
40	29	30					

\* 3 September First School Day  
\* 16 September Primary Pupils and staff free whole day, for Secondary students and staff school ends at 12.30

October 2025							
wk. no.	M	T	W	T	F	S	S
40			1	2	3	4	5
41	6	7	8	9	10	11	12
42	13	14	15	16	17	18	19
43	20	21	22	23	24	25	26
44	27	28	29	30	31		

November 2025							
wk. no.	M	T	W	T	F	S	S
44						1	2
45	3	4	5	6	7	8	9
46	10	11	12	13	14	15	16
47	17	18	19	20	21	22	23
48	24	25	26	27	28	29	30

December 2025							
wk. no.	M	T	W	T	F	S	S
49	1	2	3	4	5	6	7
50	8	9	10	11	12	13	14
51	15	16	17	18	19	20	21
52	22	23	24	25	26	27	28
1	29	30	31				

January 2026							
wk. no.	M	T	W	T	F	S	S
1				1	2	3	4
2	5	6	7	8	9	10	11
3	12	13	14	15	16	17	18
4	19	20	21	22	23	24	25
5	26	27	28	29	30	31	

February 2026							
wk. no.	M	T	W	T	F	S	S
5							1
6	2	3	4	5	6	7	8
7	9	10	11	12	13	14	15
8	16	17	18	19	20	21	22
9	23	24	25	26	27	28	

March 2026							
wk. no.	M	T	W	T	F	S	S
9							1
10	2	3	4	5	6	7	8
11	9	10	11	12	13	14	15
12	16	17	18	19	20	21	22
13	23	24	25	26	27	28	29
14	30	31					

April 2026							
wk. no.	M	T	W	T	F	S	S
14			1	2	3	4	5
15	6	7	8	9	10	11	12
16	13	14	15	16	17	18	19
17	20	21	22	23*	24	25	26
18	27	28	29	30			









\*23 April school only ends at 12.30 for S1-S6

May 2026							
wk. no.	M	T	W	T	F	S	S
18					1	2	3
19	4	5	6	7	8	9	10
20	11	12	13	14	15	16	17
21	18	19	20	21	22	23	24
22	25	26	27	28	29	30	31

June 2026							
wk. no.	M	T	W	T	F	S	S
23	1	2	3	4	5	6	7
24	8	9	10	11	12	13	14
25	15	16	17	18	19	20	21
26	22	23	24	25	26	27	28
27	29	30					

July 2026							
wk. no.	M	T	W	T	F	S	S
27			1	2	3	4	5
28	6*	7*	8	9	10	11	12
29	13	14	15	16	17	18	19
30	20	21	22	23	24	25	26
31	27	28	29	30	31		

\*6 and 7 July school ends at 14.45 (not at 12.30) for Secondary Students

-  All Students & Staff
-  All Students
-  Primary Pupils
-  Secondary Students
-  All Students & Staff
-  Primary Pupils
-  Secondary Students
-  Secondary Students

All students and staff are free because of the school holidays

All students from both Primary and Secondary are free

Primary pupils are free

Secondary students are free

School ends at 12.45

School ends at 12.30 for Primary Pupils

School ends at 12.45 for Secondary students

School ends at 12.45 for Secondary students due to Class Councils



## 1.8. European National Days

As European diversity is at the core of the European schools, we feel strongly about celebrating countries' National Days. These events aim to honour the rich history, culture, and contributions of the countries for which we offer language tuition. The celebration can include an art exhibition, cultural performances, and enjoying some typical food of the country. Representatives from the embassies are invited to attend, showcasing the unique and enduring ties between our institutions and promoting European understanding.

<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 Octber	La fiesta de la Hispanidad
Sweden	6 june	Sveriges nationaldag

## 1.9. School Community

Secondary	Nr.
Secondary Year 1	137
Secondary Year 2	134
Secondary Year 3	133
Secondary Year 4	141
Secondary Year 5	158
Secondary Year 6	128
Secondary Year 7	100
<b>Total</b>	<b>944</b>

## 1.10. Surveys

### 1.10.1. Satisfaction survey

As we must adhere to Dutch education law and highly value feedback, it is our responsibility to conduct a satisfaction survey within our school community, using nationally recognised benchmarks tools. As part of our commitment to providing high-quality education for our students, we may also include additional questions in the survey relevant to our community. These results provide us with feedback related specifically to ESH, enabling us to define clear points for improvement. Some surveys (for students) are conducted every year, whereas others (for staff and parents) are conducted bi-annually or every three years.

## 1.11. Staff Professional Development at ESH

An Organisation Day is an In-Service Training Day, also known as a PD Day (Professional Development Day). Professional development delivers benefits to the staff and pupils. The goal is to ensure that staff are skilled, have learning opportunities to keep pace with the current standards in education and promote engagement and teambuilding. You can find the dates of the Organisation Days in the School Holiday Calendar. Students are either not in school or have lessons until 12:30 during Organisation Days.

## 1.12. Student Absences/Policy

ESH is obliged to adhere to the Dutch regulations related to mandatory schooling. Parents need to inform the school administration if their child will be missing school. This rule applies to all students at ESH. 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). See the [Lates and Absences Policy](#) in the community portal.

## 1.13. 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. Information 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. In case of extreme weather, and the school deviates from the normal class schedule, we follow our bad weather protocol.

More information can be found on our school website in the [Bad Weather Protocol](#).

## 1.14. Useful contacts

### **Stichting Rijnlands Lyceum**

Executive Board:

Mr Arjan Kastelein (chairman)

Mr Martijn Verheus (member)

[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 Secondary*

070 353 5500

### **National Complaints Committee**

[www.onderwijsgeschillen.nl](http://www.onderwijsgeschillen.nl)

### **Rijnlands Klachtenregeling**

071 573 0912

071 573 0914

[www.rijnlandslyceum.nl](http://www.rijnlandslyceum.nl)

### **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)



# SECONDARY SCHOOL



# SECONDARY SCHOOL

At ESH Secondary, our mission remains unchanged: to support each of our students in their academic, personal, and social development. We are committed to helping them acquire the skills and attributes they need to shape the future with confidence and integrity. As we begin a new academic year, we look forward to a time filled with hard work, enthusiasm, joy and pride, guided by our shared core values of ambition, positivity and respect, and a lifelong love of learning.

This Secondary School Guide, along with the school calendar, sets out a rich and engaging programme designed to enhance the multilingual teaching and learning that lies at the heart of our school. It is a useful reference document throughout the year and, together with the policy documents available on the Parent Portal, provides essential information about the daily running of the school. We are committed to keeping you informed and are always happy to answer any further questions you may have.

As our school community continues to grow, I would like to take this opportunity to extend a warm welcome to all new families, staff and students joining ESH. We hope you will soon feel at home and enjoy being part of our vibrant, supportive and culturally diverse community.

*Kind regards,  
Juliet Palmer*

## 2.1. Contact information

European School The Hague Secondary  
Oostduinlaan 50  
2596JP Den Haag  
Email: [secondary@eshthehague.nl](mailto:secondary@eshthehague.nl)

### 2.1.1. Secondary Management contact information

Head of Secondary	Juliet Palmer	<a href="mailto:j.palmer@eshthehague.nl">j.palmer@eshthehague.nl</a>
Pastoral Care Team Leader	Michelle Sitskoorn	<a href="mailto:m.sitskoorn@eshthehague.nl">m.sitskoorn@eshthehague.nl</a>
Educational Quality Development Team Leader	Mineke von der Thüsen	<a href="mailto:m.vonderthusen@eshthehague.nl">m.vonderthusen@eshthehague.nl</a>
Quality and Curriculum Innovation Team Leader	Chris Horn	<a href="mailto:c.horn@eshthehague.nl">c.horn@eshthehague.nl</a>
Observation Cycle Team Leader	Rosica Koleva	<a href="mailto:r.koleva@eshthehague.nl">r.koleva@eshthehague.nl</a>
Pre-Orientation Cycle Team Leader	Sofia Iakovidou	<a href="mailto:s.iakovidou@eshthehague.nl">s.iakovidou@eshthehague.nl</a>
Orientation Cycle Team Leader	Joanna Serbrock	<a href="mailto:j.serbrock@eshthehague.nl">j.serbrock@eshthehague.nl</a>

## 2.1.2. Operational contact information

General enquiries		<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	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>
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>

## 2.2. Communication with Parents and Students

General informational emails are sent to parents and students through SMS.

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 Team Leader.

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 Team Leader.

## 2.3. 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.

### 2.3.1. Absences – Students

As a school, we are legally and ethically obligated to monitor and support student attendance in line with the Dutch Compulsory Education Act. To fulfill this responsibility, we have established a clear and structured Absence Policy that outlines how we prevent, monitor, and respond to both approved and unapproved absences. This policy reflects our commitment to safeguarding, student well-being, and academic continuity.

For full details, please refer to the [Lates and Absences Policy](#) document in the community portal.

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.

Students who are 18 or over may decide to justify their absences themselves by opting out of the standard procedure. This implies responsibility for missed exams or B Tests falls solely to the student. A medical note must be submitted if a request for a resit will be made. Please see the [European Baccalaureate regulations](#).

If you have any questions about absences, please contact the reception by email: [sec-absences@eshthehague.nl](mailto:sec-absences@eshthehague.nl)

ESH and Leerplicht have developed joint preventive agreements to deal effectively with early absenteeism of students effectively. Absenteeism counts over the entire school year.

The so-called MAS (Methodical Approach to School Absence) 4-8-12-16 scheme:

- A student is absent unapproved (including lates) 4 times in 4 consecutive weeks: the mentor warns the student and parent(s)/carer(s) about this (through a standard email) and reports it in SMS.
- A student is absent unapproved (including lates) 8 times in 4 consecutive weeks: The mentor talks with the student and informs the parent(s)/carer(s) accordingly (through a standard email). The attendance officer makes a report in SMS.
- A student is absent unapproved (including lates) 12 times in 4 consecutive weeks: Parents are invited for a meeting at school with the student, mentor and cycle leader (and support coordinator if needed), a formal warning is reported in SMS.
  - Support coordinator can suggest to parents to discuss the student in a JeS consultation meeting (school doctor, compulsory education officer, youth welfare)
- A student is absent unapproved (including lates) 16 times in 4 consecutive weeks: The attendance officer reports (in DUO) the student for an official meeting with the Leerplicht ambtenaar and informs the student and parent(s)/carer(s) about this. During that meeting an action plan will be developed, and possible sanction will be given toward bureau HALT. The attendance officer makes a report in SMS.

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.

For more details please refer to the [Late and Absences policy](#).

## 2.4. Gifted and Talented Students

The Emerging Talents Programme at ESH supports Gifted and Talented (G&T) individually and in small groups.

The Gifted and Talented Coordinator coordinates and leads the programme and is responsible for the contents and structure of the programme. Students work on self-selected projects using a Renzulli based programme. A team of trained coaches support the students through group sessions and one-to-one mentoring, focussing on both academic progress and personal well-being. We also work closely with external specialists to provide expert guidance.

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@eshthe Hague.nl](mailto:secondary@eshthe Hague.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.

## 2.5. 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.

*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).

### *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

### *Long Term Absences*

The management team will communicate any changes to staffing with parents as soon as they have relevant information. The Subject Coordinators are responsible for setting the cover work in the case of long term absences until the staff member can be replaced (internally if possible or externally if not).

## 2.6. Other policies

### 2.6.1. Mobile Device policy and agreements

The school's new [mobile device policy](#) states that no mobile phones are allowed in school. They must be left at home or put in students' lockers. We are providing alternative arrangements for students to check their timetables without needing to use a mobile phone. These include tablet stations around school, where students can look up their timetables and any lesson changes made more prominent on the large displays in the corridor, by reducing other information at peak times. The ban also covers other mobile devices such as Smartwatches, tablets and earbuds. The policy on laptops remains unchanged; they should only be used for learning and in class, when directed by a teacher, or during self-directed learning in the library or learning hub, and not to watch movies or play games.

### 2.6.2. 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, please check with school for the minimum requirements of the device.

How to apply: ICT department 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.

### 2.6.3. Positive Behaviour Policy

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, bag and/or coat check can be executed under the supervision of a member of the management team or the police. At least two members of staff will always be present.

For more details please refer to the [Positive Behaviour Policy](#)

### 2.6.4 Anti-Bullying

We are dedicated to preventing bullying and will follow up on any reported instance. Our Anti-Bullying Policy (available in the community portal outlines our approach and provides detailed information on how we address such situations. In the first instance, please contact the child(s)'mentor.

### 2.6.5. Smoking, Alcohol and Drug Abuse

Smoking or vaping is not permitted anywhere on or near the school premises. Smokers are asked to go out of sight of 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 externally.

Please see the ESH [Drugs policy](#) for details.

The School will investigate any rumour about involvement with drugs or substances and reserves the right for a member of management or the police to search bags, lockers or outer clothing, and take possession of personal property if deemed necessary. Police will be contacted whenever any illegal substances are found.

### 2.6.6. Lockers

Each secondary student is allocated a personal locker for their use. Lockers are accessed using the student's school ID card. Please note that if a student forgets or misplaces their ID card, the facilities team will not be able to provide access to the locker. It is therefore important that students carry their ID card with them at all times.

Please be aware that lockers remain the property of the school. The management team reserves the right to open and inspect lockers when necessary, for example in cases of security concerns, suspected misuse, the possession of illegal substances, or as a precautionary measure.

Such checks will always be conducted under the supervision of a member of the management team or the police. The management team will always inform the student about the opening of the locker.

### 2.6.7. Student Charter

The [Student Charter](#), found in the community portal, outlines the rules for education at ESH Secondary.

### 2.6.8. 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@eshthehague.nl](mailto:n.janssen@eshthehague.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. Students and parents are 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.

### 2.6.8.1. PE Kit

Students are required to wear a school T-shirt, sports pants of their choice, and appropriate shoes (both indoor and outdoor sports shoes, distinct from their regular footwear). Please order the T-shirt [here](#) and, if necessary, other items as well. We uphold high standards and consider it crucial for students to learn about hygiene, safety, discipline, and respect.

## 2.7. 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 S7 lessons will take place in Period 11 (16:15-17:00) in the school year 2025-2026.

S1-S2 Students		S3-S4 Students		S5-S6-S7 Students	
8:30	Period 1	8:30	Period 1	8:30	Period 1
9:15	Period 2	9:15	Period 2	9:15	Period 2
10:00	Break	10:00	Period 3	10:00	Period 3
10:15	Period 3	10:45	Break	10:45	Break
11:00	Period 4	11:00	Period 4	11:00	Period 4
11:45	Period 5 <small>S1-S2 Lunch break*</small>	11:45	Period 5	11:45	Period 5
12:30	Period 6	12:30	Period 6 <small>S3-S4 Lunch break*</small>	12:30	Period 6
13:15	Period 7	13:15	Period 7	13:15	Period 7 <small>S5-S6-S7 Lunch break*</small>
14:00	Period 8	14:00	Period 8	14:00	Period 8
14:15	Period 9	14:15	Period 9	14:15	Period 9
15:30	Period 10	15:30	Period 10	15:30	Period 10
				16:15	Period 11

### 2.7.1. 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.

## 2.7.1. 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.

## 2.7.2. 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, they are required to attend compulsory residential trips.
- The S2 Camp is an opportunity for the students to practice outdoor sports in a different set up and to strengthen their relationships with peers.
- S4 students will have the opportunity to immerse themselves in the cultural environment of their Language 2, by attending a trip for up to 5 days and 4 nights in the country of their Language 2.
- S5 Ecology trip - The S5 Ecology trip is an opportunity for students to explore aspects and raise awareness of biodiversity, ecology, evolution, systematics, climate change and sustainable development in the context of a field trip.
- The S6 Cultural trip is a trip to a European country focusing on European language and culture. The trip is for four nights and five days. The aim of the trip is to introduce the students to an enriching cultural experience within Europe.

## 2.7.3. 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 at least the end of the S3. cycle. If you study Latin, you do not have ICT in S3. Art, Music, PE and ICT are taught in English with language support available for students who require it.

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>

## 2.7.4. 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
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>Optional subjects</b>	
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>

## 2.7.5. 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 beyond. 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 Science, Technology and Society (STS). 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 of complementary subjects such as practical Science courses, Art, Music, Political Science, Advanced Sport. 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)				Complementary 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	Political Science	2P
Math 3	3P	Philosophy	2P	Biology	4P	Advanced Math	3P	ICT	2P
Or Math 5	5P	Biology	2P	Chemistry	4P			Lab Science	2P
Ethics	1P			Physics	4P			Music	2P
Sport	2P			Geography	4P			Advanced Sport	2P
Total	13-15P	Total	2-8P	History	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.)				Philosophy	4P	(Advanced Maths only if Maths 5 is chosen in column 1)		(Advanced Maths only if Maths 5 is chosen in column 1)	
				Economics	4P				
				Latin	4P				
				Language 3	4P				
				Language 4	4P				

## 2.7.6. Careers Guidance Team

ESH has a Careers Guidance Team made up of a Careers Guidance Counsellor and 8 Careers Advisors (2 for each language section). Students can contact our Careers Guidance Counsellor and our Careers Advisors for advice regarding their post-Baccalaureate study choices. Students will also be guided in this process by their mentors. The Careers Guidance Counsellor coordinates and supports the Careers Guidance Team and coordinates all activities relating to Careers Guidance. They organise careers & university fairs and other career-related events, they assist students and parents with university admission forms and maintain a database of alumni willing to support current students. The Careers Advisors can offer country and language specific support and advice.

## 2.8. Language Learning 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.

### 2.8.1. Language Section and L1

Our Secondary school currently has four language sections (English, French, Dutch and German). 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 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 Italian, Spanish, Slovenian, Polish, Finnish, Portuguese, Croatian, Romanian, Czech, Latvian, Lithuanian and Greek mother tongue (L1) education in addition to English, French, German and Dutch. A new group will only be opened for a minimum of 5 students.

## 2.8.2. 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. Although we do not offer L2 Dutch from primary or S1, it is possible to request an L2 language in any other European language (including Dutch) upon entry to the Baccalaureate cycle. The opening of such L2 classes is subject to the minimum number of students being reached.

## 2.8.3. 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, if the timetable allows this.

## 2.8.4. 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).

# 2.9. Assessment and reporting

## 2.9.1. 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, quiz and projects. 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.

## 2.9.2. Pre-Orientation Cycle S4 and S5

For the S4 and S5 cycle the semester mark shall comprise two numerical components: A-mark and B-mark. The grades will be between 10 and 0 and the passing grade is 5. All written assessments are prepared and assessed by the teachers who teach the class.

The A-mark focuses on the process of learning, as formative assessment. It reflects the ongoing observations of the pupil's competences (knowledge, skills and attitude) and performance gained within the subject.

The B-mark represents summative assessment. In S4, there are two B-tests per year, one every semester, that take place during normal teaching time and are taken in the class during one lesson period. There cannot be more than one B-test per day, and not more than three B-tests per week. B-tests should be spread across the whole semester. However, for organisational and pedagogical reasons, the B-tests will be organised over four weeks. It is the responsibility of the S4-S5 Team Leader to establish a calendar of the B-tests, in consultation with the subject departments of the school.

In S5, during the first semester summative assessment activities occur during regular teaching hours, within the classroom, typically spanning one lesson period and distributed across the semester. It is also possible to have two period B-tests in S5 in the first semester, but this should be the exception rather than the general practice.

For the second semester report, the B-mark is obtained in the harmonised second semester examination. They are organised between a minimum of five and a maximum of ten consecutive school days and will take place in the Theater or in the Sports Halls. No lessons are taking place during the S5 exams.

Time allocation for the harmonised examinations at the end of S5 are as following:

- |                                 |           |
|---------------------------------|-----------|
| • Language 1                    | 3 periods |
| • Language 2                    | 2 periods |
| • Language 3                    | 2 periods |
| • Mathematics (6-period course) | 3 periods |
| • Mathematics (4-period course) | 2 periods |
| • Biology                       | 2 periods |
| • Chemistry                     | 2 periods |
| • Physics                       | 2 periods |
| • History (in L2)               | 2 periods |
| • Geography (in L2)             | 2 periods |

The summative assessment for the following subjects is carried out through a B-test per semester or through summative alternative tasks:

- Art
- Economics
- ICT
- Language 4
- Latin
- Music

The B-tests for these subjects are planned during normal teaching time and can be organised preferably in one period, but also in two separate periods, or in two consecutive periods. They can be harmonised, but this is not compulsory, although strongly recommended.

Both in S4 and S5, a teacher can choose to organise alternative summative assessment tasks instead of B-tests. Forms of alternative assessment encompass project- or problem-based assignments, presentations, reports, concept maps, critical analyses, scenarios, portfolios, etc. They may span longer durations throughout the semester.

The final mark which is the C grade, takes all A and B marks into consideration. Please note this is not an average mark but it may not be lower than the lowest or higher than the highest.

### 2.9.3. Orientation Cycle S6 and S7

In S6, students sit end of year exams in the summer and B tests over the course of the year. A teacher can choose to organise alternative summative assessment tasks instead of B-tests. Forms of alternative assessment encompass project- or problem-based assignments, presentations, reports, concept maps, critical analyses, scenarios, portfolios, etc. They may span longer durations throughout the semester.

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 and B tests) set and marked by teachers in each subject. The examinations and B tests make up 60% of the preliminary mark. 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.

## 2.9.4. 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.

## 2.9.5. 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.

# 2.10. Beyond The Curriculum

## 2.10.1. 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.

## 2.10.2. Trips, Exchange Excursions and Events

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.

## 2.10.3. Volunteering and Service Learning

Throughout the school year, students are encouraged to engage in various volunteering/service-learning activities, to ensure a holistic approach to education that transcends beyond the classroom. In the observation cycle, all students take part in a project-based competition that embody the ESH Values; for

a period of 2 months, they work collaboratively within their mentor groups on a project that benefits the school, the broader community and/or the environment. Students in S1 also participate in the Charity Fest, an activity that promotes social entrepreneurship, as part of their Ethics curriculum.

A Work Experience Programme (WEX) is also in place for students in S5. All S5 students spend two weeks towards the end of the academic year doing an unpaid 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, motivation letter and help with the search for an internship placement is done by the S5 mentors in close cooperation with the Team Leader. S6 students share their experience with current S5 students to better understand the expectations and challenges of WEX. At the end of the internship the employers complete an evaluation form of the student and the students complete a reflection piece. Digital certificates are issued by the school at the beginning of S6, so that students can join them to their personal portfolio.

#### 2.10.4. 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:

- 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 every two years
- FAMES: European Schools Festival of Arts and Music which happens every two years
- MEC: Model European Council with Accredited European Schools
- THIMUN
- Kangaroo in Maths
- Astronaut camp
- Robotics camp for S4 students
- United Nation Models: students take part in different United Nation Models

## 2.11. Student Leadership

### 2.11.1. Student Representatives

Students elect representatives for the Student Council. Elections take place when a position becomes available. 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. Student 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.

## 2.12. 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
Gearóid O'Shea (chair)	Nicole Meiners	Louane Trifunovic
József Habenicht	Ana Garcia Saguar	Lara Oliveira Nunes
	Alberto Morales	
	Marc Brabant	

## 2.12. 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 mentor know in advance.

## 2.13. Secondary Parent Teacher Association

The Secondary PTA Board is comprised of five parents, a staff representative and a student representative, and we are always looking for more parents to join us!

We're an active association in the school. We are working closely with Secondary staff to explore how the Secondary PTA could further assist with the organisation of future events, bake sales and much more! The Secondary PTA Board is always happy to welcome new parents who would like to join the Board or would like to help out in any form, structurally or occasionally. If you are interested or have questions or ideas, please feel free to contact us via the Secondary PTA e-mail [pta-secondaryesh@eshthehague.nl](mailto:pta-secondaryesh@eshthehague.nl)

## 2.14. Support

### 2.14.1. Support Profile

Every child deserves a suitable place in education, one that challenges them and considers their individual needs. Whenever possible, students attend mainstream education, but special education may be more appropriate for those who require additional support. To best prepare students for further education and their role in society, schools also work with youth support organisations when needed.

This document outlines the school's vision on student support, the available support systems, and our development goals. To provide inclusive education, schools collaborate in regional partnerships that include both mainstream and special education. Together, they agree on the support available across the region and coordinate with local municipalities for youth services.

Our goal is to inspire students to become responsible, forward-thinking global citizens. Through a student-centred approach, we create a supportive learning environment that respects diverse needs and promotes both academic progress and well-being.

### 2.14.2. Student Support Provision

Our support model is built into the school's organisational structure and delivered by a dedicated Student Support Team. This team provides tailored assistance across academic, social-emotional, and behavioural domains.

Key roles within our support team include:

- Support-Coordinator for Academics and Support Coordinator for Social Emotional Well-being.
- Language (Dutch, German, French and English) and Math Support Teachers
- Learning Specialists (executive functioning, planning, organisation)
- School Psychologist
- School Counsellors

- Behaviour specialist
- Anti-Bullying Coordinator
- Diversity, Inclusion, Equity and Belonging (DEIB) coordinator
- Mindfulness trainer

Our support includes:

- Individualised support for students with specific difficulties
- Subject-specific intervention for areas such as literacy, numeracy, and exam preparation
- NT2 (Dutch as a second language) support
- Study skills development (organisation, planning, learning strategies)
- Programmes to support emotional well-being, resilience, and social skills
- Time-out provisions

We also provide physical spaces to facilitate this support, such as:

- Rooms for one-to-one support and time-out
- Student Support Office
- Mindfulness area
- A partly accessible building with lifts
- A lift, media library, Learning Hub, supervised study areas, a common room and a canteen

### 2.14.3. Limits of Support

While we are committed to inclusive education, our resources do not enable us to support all forms of need. ESH may not be the appropriate setting for students who:

- Exhibit behaviour that seriously impacts safety or learning
- Have complex behavioural, sensory or emotional challenges (e.g. severe autism spectrum conditions, conduct disorders etc.)
- Have profound communication disorders (e.g. selective mutism)
- Display inappropriate sexual behaviour
- Have severe physical impairments that require highly specialised facilities (e.g. blind, deaf, or wheelchair-dependent students)

In such cases, we guide families towards more suitable educational environments.

### 2.14.4. Support Organisation and Process

Our internal support process follows a clear and structured route. Concerns are initially raised by the mentor, who then discusses them with the student and other teachers. If necessary, a referral is made to the Student Support Team. The Support Coordinators reviews the referral and determines the next steps in collaboration with the team. This may be followed by an intake and classroom observation, which help inform a tailored intervention plan. Regular reviews are held and include the teachers, mentor, support specialist, student, and parents to ensure ongoing support and adjustment of the plan as needed. For more information, we refer to our Inclusion policy.

### 2.14.5. Policy

The following table outlines key policies currently in place or under development to support students academically, socially, and in terms of safeguarding. Each policy is listed with its current implementation status.

<b>Policy name</b>	<b>Status</b>
Safeguarding and Child Protection Policy	Pending Approval
Anti-Bullying Protocol	Active
Positive Behaviour Policy	Active
Drug Policy	Active
Educational Inclusion and Learning Support Policy	Pending Approval
Bereavement Policy	Under Review
DEIB Policy	In Development
Lates and Absence Policy	Active

## 2.14.6. Partnerships and External Collaboration

ESH maintains strong working relationships with:

- SWV Zuid-Holland West (our regional inclusive education network)
- Youth services (RondomJou/Kracht), mental health providers (GGZ), school doctors and health services (JGZ)
- The municipal attendance officer and social workers
- Other educational institutions like the OPDC. The OPDC (Orthopedagogisch-Didactisch Centrum) is a specialized support center in Dutch education that provides temporary, targeted help for students with behavioral or learning difficulties to support their return to regular schooling.
- Other educational institutions including MBO, HBO, and universities

These partnerships allow us to coordinate additional support both within and beyond the school environment, particularly when student needs intersect with home life or health.

## 2.14.7. Development Goals

To further enhance our provision, we have set the following development priorities:

- Provide more in-depth training for mentors in their guidance role
- Further implement a school-wide preventative behaviour approach
- Further develop DEIB efforts and policy

