Europese School
Den Haag
Rijnlands Lyceum

Accredited European Schools

Student Charter 2025-2026

Charte Étudiante
Studentencharta
Leerlingenstatuut
Carta Dello Studente
Καταστατικό Μαθητών
Opiskelijoiden Peruskirja
Studentercharter
Üliõpilasharta
Karta Studenta
++ EU Languages

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Chapter 1: General

Section 1: Terminology

This charter refers to the following:

Students	All students registered with an AES.
School	AES involved in CoSEEA
Parents	Parents, guardians, legal caretakers.
Support Staff	Staff members with non-teaching tasks within the school.
Teaching Staff	Staff members with teaching tasks.
Middle Management	Staff member of the Middle Management with teaching and/or non-teaching tasks within the school
Student Supervisor	Staff member with non-teaching tasks and pupils supervision task.
Directorate	The overall director together with the deputy-directors.
Senior Management	Members of the senior management team together with the Deputy-Directors
Student Council (SC)	A student-elected group, which is committed to the interests of all the students at its respective school in the widest sense. At least one member of the student council is also on its participation council, and two members of the student council are its respective CoSEEA representative.
CoSEEA	Accredited European Schools student representative body
Mentor	Otherwise known as the head teacher (not to be confused with headmaster) or form tutor, this refers to a teacher, tasked with guiding a class for the entire school year.
SMS	Otherwise known as My School or SMS, this is the official software that all European Schools use to record grades, absences and more.

Section 2: Procedure

At the request of CoSEEA and the participation council, the directorate of each school formally establishes the student charter.

Section 3: Validity

The student charter is valid for one school year. It is evaluated by CoSEEA and each SC at the end of a school year at its last meeting in June, and – if needed – adapted for the following year

Section 4: Application

The student charter is mandatory for:

- All students
- All staff
- All parents/guardians

Section 5: Publication

The student charter must be publicly available on each school's website and/or forum.

Chapter 2: Rules about Education

Section 6: Educational process followed by students

Article 1: Students will follow the rules and Code of Conduct as set by the members of staff and their respective school in general.

Article 2: All students are required to endeavour in their participation in the educational process to the best of their abilities. This includes matters like:

a. Students are obliged to take note of (digital) information available, WebUntis, the virtual learning environment, etc.
b. Students are required to take note of the homework given in class.
c. Students are obliged to bring the required resources and homework to a lesson.

Article 3: In case of absence, it is the student's responsibility to find out what was covered in class and catch up on outstanding tasks (it could include consulting the relevant software, SMS and Teams, and also reaching out to other peers).

Article 4: If a student severely disturbs the teaching and learning process during a lesson, the appropriate levels of consequences according to the Positive Behaviour Policy will be applied.

Section 7: Educational process led by teaching staff

Article 5: Students have the right to a teacher who endeavours to deliver a high quality of education. This includes, but is not limited to:

a. being competent in the language they are teaching in;
b. choosing appropriate teaching materials (books, online resources, etc.).
c. reasonably dividing the curriculum throughout the year.
d. reasonably dividing homework, assignments and tests throughout the year.
e. clearly communicating the nature of homework, assignments and tests.
f. linking homework to the curriculum offered, so that lessons and homework link up.

Article 6: If a teacher – according to the opinion of a student or a group of students – does not carry out their teaching tasks adequately, dependant on the complaint from the student(s), together with the class representative, this can be discussed in a professional manner.

The process is:

1. Student speaks to the teacher
2. Student speaks to the mentor
3. Student speaks to the Team Leader of the cycle

Student speaks to the directorate if (in the student's best judgement) the response of the abovementioned is not adequate, after informing the concerned member of staff, a written and signed complaint can be given following the aforementioned complaint procedure.

Article 7: The same mentor should be preferably kept for each cycle (S1-3, S4-5, S6-7)

Section 8: Assessment and Testing (in line with the European Schools Assessment Policy)

The purpose of assessment is to establish current learning in order to inform future learning. Assessment serves summative and formative functions. Summative assessment establishes what has been achieved at a particular moment in time. Formative assessment uses this knowledge to inform on-going learning.

Assessment has three dimensions, and these are interlinked.

Assessment OF learning This involves evaluating learning outcomes in order to establish levels of achievement. This information can be used to certify pupils ´ competences and can be used to take decisions regarding promotion.

Assessment FOR learning This involves identifying pupils' abilities and needs to inform future teaching and learning and to promote understanding of learning goals and improve pupils' performance.

Assessment AS learning This involves pupils engaging with assessment thereby ensuring that the outcomes and process of assessment are internalised by pupils and evolve into learning. Assessment as learning encourages pupils to develop an awareness of their own thinking fostering their capacity over time to become agents of their own learning.

Subsection 8.1: Summative Assessments

Article 8: The grade of a summative assessment is given in a mark on a scale from A to FX for S1-S3 pupils or 0-10 for S4- S7 pupils. On the report cards, in S4-S6 grades are rounded to the nearest half mark. In S7 grades are rounded to the first decimal.

Article 9: For classes S5-S7, classes of the same year across language sections should have harmonised tests over the year that assess identical skills for the same subject.

Article 10: In S6 and S7, two-period course teachers may set a maximum of two summative assessments per semester (one for each grade deadline), in order to allow students to focus on their elective four-period courses. These assessments contribute to the B Mark.

Article 11: The provisions of support as established by the European Schools and national regulations apply here.

Subsection 8.2: Formative Assessments (these contribute to the A mark)

Article 12: Formative assessments (for example quizzes, tests, projects, homework, posters, presentations, etc.) are diagnostic in nature and can be part of the daily educational process. Inclusion of the diagnostic assessment in the A mark is at the discretion of the teacher

Article 13: A-Tests are made to revise specific parts of the subject material. This specific part must be well defined by the teacher and must be announced a minimum of 5 working days (1 week) in advance. A-Tests can last up to one teaching period (40-45 minutes) The conditions for the test (use of a student book/computer/dictionary/calculator, how the student will be tested – writing/reading/listening, etc.) as well as the way the test will be taken must be set and explained in advance, via SMS. Deadlines for homework and tests will not be given in the first week after any school holiday.

Article 14: The school will provide dictionaries and atlases for exams if they are permitted.

Article 15: A week may include:

a. For S1-3, a maximum of 3 graded pieces of work, of which 2 can be A-Tests.
b. For S4-5, a maximum of 4 graded pieces of work, of which 3 can be A-Tests.
c. For S6-7, a maximum of 5 graded pieces of work, of which 3 can be A-Tests. (B-Test and exam weeks are an exception)

In order to achieve this, each school's teachers will record tests and graded assignments on a shared online platform .(SMS)

In the days/weeks during which pupils sit B-tests or exams, A-tests must not be organised, and pupils should not have to hand in homework.

Article 16: A graded piece of work may include a presentation, timed class task, graded homework, A-Test or other form of assessment. The rule above applies to when the graded piece of work is due and/or when it takes place, and not when it is set. This rule does not include, for example, short quizzes, vocabulary tests or any other form of formative graded work in class (30 minutes maximum) in a double period class.

Article 17: When 2/3 of the class has scored at least 1 grade lower than the passing grade, the teacher is obliged to offer a repeat of the assessment. The highest grade then counts. The teacher needs to coordinate this with the Subject Coordinator first and if it is unclear it goes to the Team Leader for the cycle.

Article 18: An A-test can only be given to students if the feedback and the grades from the previous test (in the same subject) have been given. This does not apply to students that need to catch up on a missed test.

Article 19: A-Tests should be given out to students to take home but B-Tests & Exams (from S5 onwards) cannot be given out to students to take home, as they remain the property of the school for 3 years.

Article 20: It is strongly recommended that teachers set a maximum of two A-tests per semester (1 per grade deadline) in order to use other forms of assessment and project-based learning as well and help students in achieving their maximum potential.

Subsection 8.3: Grading, Standardisation and Returning Work

Article 21: Each school year is divided into two semesters and four grade deadlines.

Article 22: In regard to grading the school follows the European School rules: A mark is given to a graded piece of work. These marks are anywhere between A to Fx with an E or higher being a pass mark (S1-3) or 0 to 10 with a 5 being a pass mark (S4-7).

Article 23: Teachers can give grades for graded pieces of work (see 8.2) as well as effort and participation in class, with all these grades counting towards the final grades in the report card as part of the A-Mark.

Article 24: The results and marks of A-Tests need to be marked, graded, and digitally published on SMS within 10 days (within regular school working hours).

Article 25: The marks of other graded pieces of work need to be marked, graded, and digitally published on SMS within 15 days (within regular school working hours)

Article 26: The marks of B-Tests and Exams need to be marked, graded, and digitally published on SMS in compliance with the set European Schools deadlines.

Article 27: Every student has the right to see any test, exam and graded assignment, as long as it is in compliance with the European School rules and deadlines.

Article 28: A-Tests, B-Tests and Exams must always be discussed (during or outside of lessons), where every student can see their own work.

Article 29: If there is a procedural error and a student disagrees with the marking of an A-test, B-Test or Exam, this is first discussed with the teacher, and if necessary, the mentor, subject co-ordinator and/or Team Leader for the cycle.

Article 30: There must be a clear set of criteria/mark scheme outlined and explained by the teacher for each graded piece of work.

Subsection 8.4: Policy on re-sitting

Article 31: A student does not have an automatic right to re-sit a test.
The decision to re-sit is made by the subject teacher and if necessary, the mentor (unless it is the same teacher in which case, another mentor joins), and this decision is then final. If the decision to re-sit is positive, this will occur in the student's own time and the resulting grade will be the average of the original test and the re-sat test. The request to re-sit a test does not apply to B-Tests and Exams.

Article 32: If a student, at the end of term, finishes a subject with a failing grade the teacher needs to discuss the results with the student to see how the student can be supported.

Subsection 8.5: Policy on test absences

Article 33: If an A-test, B-Test or Exam is missed for a non-valid reason (validity dependant on each school's absence policy), an Fx (S1 to S3) or 0,1 (S4 to S7) will be digitally published on SMS and the test cannot be retaken.

Article 34: If an A-test, B-Test or Exam is missed for a valid reason (as detailed in the General Rules of the European Schools and the Arrangements for Implementing the Regulations of the European Baccalaureate documents), it must be repeated. The student must make the arrangements for this with the teacher (in the case of an A test) and with the Team Leader for the cycle (in the case of B-Tests and exams) involved, arranging an appointment within a week once they return. Until then, the mark digitally published on SMS is that of an Fx (S1 to S3) or 0,1 (S4 to S7).

Article 35: If there is an absence of a participant on the date of a group presentation, every student of that group has the right to request to delay the date of the presentation. The decision remains at the discretion of the teacher.

Subsection 8.6: Test Fraud and Plagiarism

Article 36: If a student is caught committing fraud/cheating, the student will receive an Fx (S1 to S3) or 0 (S4 to S7). Cheating or attempted cheating includes actions like buying or selling assignments, submitting the same work for multiple courses, allowing copying, and plagiarism. It also covers having someone else write your work or bringing unauthorized materials into exams.

There will be no chance to re-sit.

Subsection 8.7: Study Leave

Article 37: Students in S7 are entitled to up to two weeks of study leave before their written Bac examinations in the summer.

Section 9: Promotion and Repeating the Year

Article 38: The rules concerning and requirements for promotion have to be clearly explained and communicated to the parents at the beginning of the school year and published on the internet or portal of each school.
Link to European School Rules about promotion to the next class.

Chapter 3: Rules about the school as an organisation and building

Section 10: Dress Code

Article 39: As a school, we acknowledge that our students come from diverse backgrounds with different cultural norms. We encourage freedom of expression while also prioritising respect, health, and safety for all students. Clothing should support and promote learning without hindering it. If any private areas, are visible, students should choose more respectful

and appropriate attire for school. Students should refrain from wearing anything that portrays or alludes to offensive or discriminatory symbols, groups, or texts.

Section 11: School Newspaper

Article 40: If a school has a school newspaper it is intended and managed solely for students, with support from staff.

Article 41: It is not allowed for senior management to edit or remove an issue off the school newspaper, nor is it allowed to prohibit or forbid the launch of an issue. The only exception is if certain people or groups are unjustly offended or hurt.

Section 12: Student Council

Article 42: Each school must have an active student council and a Student Council Charter.

Article 43: Each school's Student Council Charter, after approval from the senior management and representative body of the whole school, is a part of the student charter.

Article 44: Students have the right to hold meetings related to matters in the school and use available facilities, after consulting with the school leadership team.

Article 45: The senior management is obliged to offer a room for student council meetings.

Article 46: The student council is obliged to leave the room in a good condition.

Article 47: The senior management can only forbid a meeting of students if the meeting interferes with the participation in a lesson of importance.

Article 48: Activities done by the student council will have the following facilities made available to them by the senior management: copying-and-printing facilities, a lockable cupboard, electronic equipment, and other materials in a reasonable amount.

Section 13: Display Boards

Article 49: Each student council has the right to display content on the notice boards provided for this purpose or on the school monitors if agreed with school management as long as it is of appropriate manner. Posters placed outside of these locations, will be removed.

Section 14: Student registration and law on privacy

Article 50: Every student has a right of knowledge and access to their data, in compliance with EU data policies.

Section 15: Order (Safeguarding and Child Protection Policy, Mobile Device Policy, Positive Behaviour and Anti-Bullying Policy)

Article 52: Everyone is required to follow the guiding principles that are set within each country's legal boundaries

Article 53: Any offences against this Safeguarding and Child Protection Policy can be reported by anyone to the mentor or Middle Management.

Article 54: Each school's Safeguarding and Child Protection Policy, after approval from the senior management and representative body of the whole school, is a part of the student charter.

Article 55: The previous three points similarly apply in the exact same manner to the Anti-Bullying Policy.

Article 56: Each school's policy on Anti-Bullying is led by a respective Anti-Bullying Co-Ordinator in collaboration with the mentor, Team Leader and the Student Support Department.

Section 16: Attendance (Lates and Absences Policy)

Article 57: Students are required to follow the education as laid out in their timetable.

Article 58: During school time, no S1 to S4 students are allowed to leave the school grounds. In the case that students have four (4) or more consecutive free periods (not including the lunch period) during a specific day in their timetable, they are allowed to leave the school premises with written consent from parents via SMS.
If students have three (3) or fewer consecutive free periods (not including the lunch period), they are not allowed to leave the school, but they can do their homework and work on collaborative projects in the Library and/or the Learning Hub.

In exceptional cases where students need to follow a lesson on a regular basis, e.g., piano or violin, parents need to send an email to sec-absences@eshthehague.nl and copy the relevant Team Leader.

S5, S6 and S7 students are allowed to leave the school premises during their "free" periods and breaktimes.

Article 59: Every school is required to have its own procedures related to absences made publicly available to everyone, in compliance with its country's legal requirements.

Article 60: In accordance with the school's Lates and Absence Policy, there is a specific procedure in place for students who experience frequent absenteeism due to sickness. This process ensures that absences are monitored effectively while providing necessary support to students dealing with (mental)health issues.

Section 17: Behaviour rules for teachers in relation to punishment

Article 61: Corporal punishment and verbal intimidation and humiliation are not allowed.

Article 62: All members of the school community show respect for each other's property.

Article 63: When punishment is carried out there must be a certain relationship between punishment and the severity of the offence. This must be outlined in each school's Positive Behaviour Policy

Chapter 4: Consequences of rule violations

Section 18: Disciplinary Measures

Article 64: A pupil who fails to observe the rules within the school shall be subject to disciplinary measures, according to the positive behaviour policy.

Article 65: Serious breaches of discipline shall be immediately reported to the Director and a written report shall be submitted to the Director on the first working day following the incident.

Article 66: Formal disciplinary measures shall be entered in the pupil's personal file and kept for a maximum of three years.

Article 67: In a serious case, involving a risk to safety or health in the school, the Director may, as a precaution, return a student to the care of his/her parents/guardians.

Article 68: Disciplinary measures are outlined in the positive behaviour policy.

Article 69: All schools respect the appeal process in cases of suspension and expulsion.

Chapter 5: Enforcement of this policy

Section 19: Complaints or disagreements

Article 70: In the case of a perceived mishandling or misuse of the student charter, the student and/or their parents/guardians have the right to file a complaint with their respective middle management staff.

Article 71: Each school must follow the legal agreements of their country on complaints on education. This agreement must be available publicly for anyone to read.