2026 - 2027
Secondary School Guide



European School
The Hague
Rijnlands Lyceum

Colophon

This is a publication of the European School The Hague for the 2026-2027 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 noticed any incorrect information, please contact our organisation.

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

European School The Hague
Rijnlands Lyceum

Rijnlands Lyceum



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GENERAL INFORMATION



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

Wouter Abrahamse, Director

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 us to achieve success in 2026-2027.

The school guide continues to be split into two separate editions: one for the Primary School and one for the Secondary School.

1.1 Senior Management

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

1.2. Mission Statement

The European School The Hague is unique compared to the other international schools in The Hague. Established in 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 students' 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, Wassenaar and The Hague area. The Foundation is made up of three schools for Primary Education and five schools for Secondary education with an international character.

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. Three Values to Guide Us

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

Ambition

We strive to reach our full potential.

We accept challenges and have a passion for finding solutions.

Positivity

We focus on the positive aspects in situations.

We build a constructive and positive environment from which everyone benefits.

Respect

We show respect for people, possessions, our planet, protocols, and ourselves.

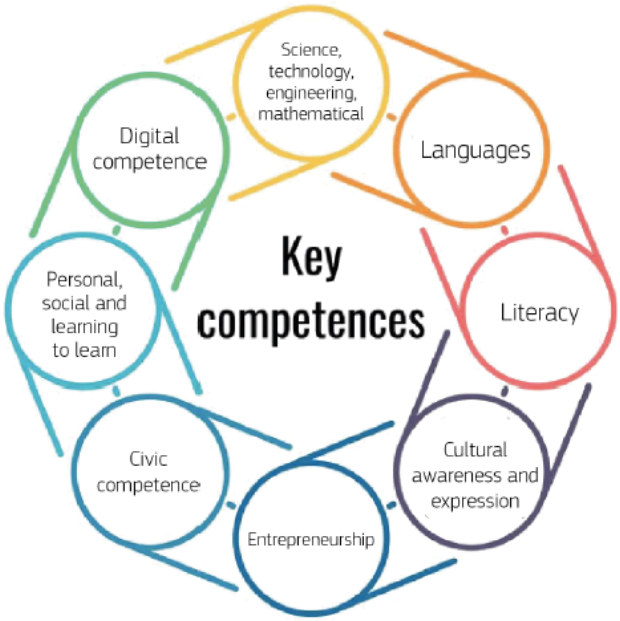
We accept the differences, strengths, and weaknesses of others.

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:

1. Literacy
2. Multilingualism
3. Numerical, scientific, and engineering skills
4. Digital and technology-based competences
5. Active citizenship
6. Entrepreneurship
7. Cultural awareness and expression
8. Interpersonal skills, and the ability to adopt new competences



1.4. Quality Assurance

The school places great importance on the quality of education and safety, and monitors results in a cyclical manner using a quality calendar.

1.5. Language Scenarios

The school follows the European Schools Language Policy, under which the Director determines each student's language section (mother tongue) at enrolment. This placement is intended to remain stable, ensuring continuity in the student's language pathway. Changes to L1, L2, or L3 are generally not allowed and may only be considered in rare, well-justified pedagogical or exceptional circumstances, provided they comply fully with European Schools regulations and remain organisationally feasible. Families are therefore encouraged to make language choices with a long-term perspective.

1.6. Admissions

The full admissions process to the European School the Hague is outlined on our website.

1.6.1. School Fees

School fees for the 2026-2027 school year can be found in the Fees section on our website.

1.6.2. Withdrawal

If your child(ren) will be leaving ESH, a signed withdrawal form is required to formally terminate the enrolment contract. This applies to all students leaving the school, including graduates, with the exception of Primary 5 (P5) students who transfer to ESH Secondary in the following school year.

The Withdrawal form is available to download from the Community Portal, and the full withdrawal process is on our website.

To avoid additional fees, notice of withdrawal before the start of a new school year must be submitted by the **1st of May**. Withdrawals submitted during the school year may be subject to applicable school fees.

Information about the financial implications of terminating enrolment can be found in the ESH Provisions Document on our website.

Documents Issued upon Withdrawal
When a student leaves the school, parents receive a certificate of attendance. This document will only be issued once all outstanding fees have been paid.

1.7. Student Absence 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.

1.8. Bad Weather

KNMI is the official government body that issues weather warnings across the country. 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. Further information can be found at 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 in the Bad Weather Protocol in the Community portal.

1.9. Data 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 Policy on the website.

Video recordings may be made for the purpose of improving lesson quality. These recordings are not shared with anyone outside of school staff and are deleted after the review.

1.9.1. School Photography

Each year, a school photographer visits the school to take student portraits and class photos. Portrait and class photos are taken during school hours. Parents will be informed of the dates in advance. Student portraits are used for administrative purposes. Parents may choose to purchase the photos directly from the photographer. We have an agreement with the photographer to ensure all data are handled safely and in accordance with applicable privacy requirements.

1.10. School Calendar 2026-2027

This year's ESH School Holiday Calendar can be found on our website.

1.11. European National Days

As European diversity is at the core of the European schools, we feel strongly about celebrating National Days.

These celebratory 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. The Primary Mother Tongue teachers - together with the pupils and the community - typically host a celebration in the Primary Atrium. At Secondary, Mother Tongue departments may host their own celebrations with their students. Highlights from these events are often posted on the ESHapp/Community Portal or our Linkedin Page.

1.12. 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 students. 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.

Next to these days, every staff member has a budget (hours and financial) for personal and professional development that can be used during the school year.

1.13. 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. Surveys are conducted every school year and the survey results are shared from Senior Management to the entire community also every school year, typically after the May holidays.

1.14. Useful Contacts

Stichting Rijnlands Lyceum
Executive Board: Mr Arjan Kastelein (chairman) and Mr Martijn Verheus (member)
info@rijnlandslyceum-csb.nl
www.rijnlandslyceum.nl

External Confidential Counsellor
Centrum Vertrouwenspersonen Plus
+31 6 81 31 69 36
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
www.cjgdenhaag.nl

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

Compulsory Education Department
Compulsory Education Officer for Secondary
070 353 5500
leerplicht@denhaag.nl

National Complaints Committee
www.onderwijsgeschillen.nl

Rijnlands Klachtenregeling
071 573 0912
071 573 0914
www.rijnlandslyceum.nl

Secondary Social Worker
Schoolformaat: 070 308 0217

Dutch Inspectorate of Education
info@owinsp.nl
Inspectors' hotline: 0900 111 3111

Questions about education
088 669 6000
www.onderwijsinspectie.nl



2 PRACTICAL INFORMATION



Preparing for a rapidly changing world

Head of School Message 2026-2027

Dear ESH Community,

At ESH Secondary, our mission remains to support every student in their academic, personal, and social development. We aim to help young people grow in confidence, independence, and integrity as they prepare for a rapidly changing world. As we begin this new school year, we look forward to a time filled with purposeful learning, enthusiasm, and shared pride, guided by our core values of ambition, positivity, and respect.

This School Guide and the school calendar outline the multilingual and inclusive educational programme at the heart of our school. Together with the policies in the Community Portal, they provide essential information about daily routines and expectations. We encourage you to use the guide throughout the year and are always happy to support you with further questions.

Our work is anchored in the School Plan 2025–2029, built around the four ambitions of the Rijnlands Lyceum Foundation. These ambitions shape our direction: providing high-quality education, embracing innovation, supporting professional growth among staff, and ensuring a safe and respectful learning environment with modern facilities. They reflect our commitment to continuous improvement and to preparing students to be responsible, engaged European and global citizens.

As our community continues to grow, I warmly welcome all new students, colleagues, and families joining ESH Secondary. We hope you will quickly feel at home and enjoy being part of our vibrant and culturally diverse school.

Juliet Palmer
Head of School Secondary

2. Contact Information

European School The Hague Secondary
Oostduinlaan 50
2596 JP Den Haag
secondary@eshthehague.nl

2.1. Secondary Management Contact Information

Head of School	**Juliet Palmer**	j.palmer@eshthehague.nl
Head of Operations	**Fabienne Kramer**	f.kramer@eshthehague.nl
Pastoral Care Team Leader	**Michelle Sitskoorn**	m.sitskoorn@eshthehague.nl
Quality and Educational Development Team Leader	**Mineke von der Thüsen**	m.vonderthusen@eshthehague.nl
Quality and Curriculum Innovation Team Leader	**Chris Horn**	c.horn@eshthehague.nl
Observation Cycle Team Leader (S1-S3)	**Rosica Koleva**	r.koleva@eshthehague.nl
Pre-Orientation Cycle Team Leader (S4-S5)	**Sofia Iakovidou**	s.iakovidou@eshthehague.nl
Orientation Cycle Team Leader (S6-S7)	**Joanna Serbrock**	j.serbrock@eshthehague.nl
Facility Manager	**Neil Simon**	n.simon@eshthehague.nl

2.1.1. Operational Contact Information

For any operational queries, please contact:

General Enquiries	secondary@eshthehague.nl
Admissions	admissions@eshthehague.nl
Absences	sec-absences@eshthehague.nl
Bus Service	planning@achttax.nl
Communications	communications@eshthehague.nl
ICT Helpdesk	esh_ict@eshthehague.nl
Learning & Innovation Hub	learninghub@eshthehague.nl
Library	mediatheek_esh@eshthehague.nl
Secondary Participation Council	pcsec@eshthehague.nl
Secondary PTA	pta-secondaryesh@eshthehague.nl
Support	support@eshthehague.nl
Timetable	timetable@eshthehague.nl

2.1.2. Internal & External Confidentiality Person

The Internal Confidentiality Person is there for students and staff members 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 and 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.

During the 2026-2027 school year, we will have the following Internal Confidentiality people:

For Students	For Staff
Irene Ruiperez - i.ruiperez@eshthehague.nl Jasper Fijnvandraat - j.fijnvandraat@eshthehague.nl	Pierre Drouot - p.drouot@eshthehague.nl Patrizia Mignano - p.mignano@eshthehague.nl

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
www.cvp-plus.nl

2.2. 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 and/or Team Leader, or the Head of School. If 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.

2.3. Parent Financial Contributions

2.3.1. Lunch Break & Canteen Services

Warm lunches are available in the school canteen for students and staff. Should parents wish to partake in school-provided lunches for their children, parents must register with the canteen provider themselves. ESH will inform parents about the registration process.

At the Secondary school, next to the warm lunch, snacks and sandwiches are also available for purchase during the break and lunchtime in the canteen. Student lunchtime supervisors are also present during Secondary lunchtimes.

2.3.2. 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 S1 Astronaut camp, S2 camp, S4L2 trip, and the S6 cultural trip, in addition to any optional residential trips that parents may choose to enrol their child(ren) in. Please refer to Section 3.10.3 and 3.10.4 for a list of mandatory and non-mandatory trips Secondary students can participate in.

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. Non-payment for the mandatory trips will lead to the exclusion of the student from the trip.

The Residential Trips Booklet in our community portal provides a full breakdown of the planned Secondary School trips and their costs.

2.4. Insurance

The school has a broad accident insurance for all students. This insurance is valid when the students are at school, as well as during 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 resulting in an injury or hospital visit, the health insurance of the child must be used first - only costs not reimbursed through the personal health insurance can be claimed through the school's insurance. In case of an accident, this will be discussed with the parents/guardians.

2.5. School Policies

2.5.1. Student Absences

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.

In the case of absence for sickness or due to an appointment:

- Please inform the reception in advance 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 example, for a doctor's visit, please report to the reception and indicate whether your child will return to school that day.
  - Upon returning from an appointment, students need to check in at reception before returning to class.
- Please 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 on the student. A medical note must be submitted if a request for a resit will be made. Please see the General Rules of the European Schools (Article 30) and the Arrangements for Implementing the European Baccalaureate (2026 version; the 2027 edition will be made available later in the school year).

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

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

- 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 parents 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 a student is frequently absent due to illness, and the pattern of absence raises concerns, the school may involve the school doctor through the Centrum Jeugd en Gezin (CJG). In that case, the parents will be contacted by the CJG to arrange an appointment with the school doctor. The school doctor will then advise the school and parents on any further steps that may be needed to support the student's attendance and wellbeing.

If you have any questions about absences, please contact sec-absences@eshthehague.nl

For more details, please refer to the Lates & Absences policy.

2.5.2. Teacher Absences

In the event of teacher absence, ESH has a procedure to ensure the least possible disturbance for the students. When lessons are covered by another teacher, particularly during the first period of the day, this will be updated in WebUntis. We aim to process these changes before 08:00 a.m., although exceptions may occasionally occur. Students are expected to check WebUntis regularly to stay informed of any timetable changes and to avoid missing lessons.

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).

2.5.2.1. Approach to Teacher Absences and Academic Support

Scenario	Action	Catch-Up Provision
Long-term teacher absence	Internal replacement where possible; otherwise, the role is advertised.	Catch-up lessons organised following consultation with the subject teacher once recruited.
No teacher in post	Recruitment continues until the position is filled.	Catch-up lessons arranged in discussion with the subject teacher or department once there is a teacher available.
Concerns about academic level of a class	Subject teacher assesses gaps and recommends appropriate support.	May include full-class catch-up lessons, optional extra sessions, or targeted individual support.

2.5.3. Mobile Device Policy

The school's Mobile Device Policy states that no mobile phones are allowed in school. They must be left at home or put in students' lockers. The ban also covers other mobile devices such as smartwatches, smart glasses and earbuds. If a student needs their phone related to a medical condition, an exemption can be granted by the Support Department. An exemption can be requested through the student's mentor, who will forward it to the Support Department for review.

Students are requested to check the timetable through the large screens in the hallways, or on their laptops.

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.

2.5.3.1. Laptops

All our Secondary students work with a laptop. Laptops especially for school use can be rented or purchased through the school via The Rent Company. You may also buy a laptop elsewhere - please check with the school for the minimum requirements of the device.

Information about how to buy or rent a laptop can be found in the Community Portal and sent to new parents when they first join ESH. Please note that ESH does not manage these laptops, parents are responsible for the secure installation of all programmes.

Detailed information for students about logging into their school account can be found on the Rijnlands website.

2.5.4. 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 outlined in our Positive Behaviour Policy, which is given to every secondary student at the start of the school year. This policy is in accordance with the European Schools General Rules (chapter 6, article 40 to 44).

2.5.5. Anti-Bullying

We are dedicated to preventing bullying and will follow up on any reported instance. Our Anti-Bullying Protocol 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. Student Charter

Students will follow the rules and Code of Conduct as set by the members of staff and their respective school in general. The Student Charter – which details procedures and general house rules for students and staff - can be found in the Community Portal.

2.7. Student Health, Safety, and Security

2.7.1. School Badges

- Staff members: Staff wear an ID card with a blue lanyard at all times in the building.
- 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 Concierges. If a student has lost or damaged the School ID Badge, a new ID Badge will be issued by the Facilities Manager, which costs 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 our 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 alumni 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.

2.7.2. 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 always carry their ID card with them.

Important: Lockers are the property of the school. The school's 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 2 staff members, one of them being from the management team or the police. The management team will always inform the student about the locker checks.

2.7.3. Weapons

Weapons of any kind (including any tools or objects that contain blades or sharp points) are strictly forbidden at the school's premises. Any weapons that are found will be confiscated and the police will be contacted.

2.7.4. 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.

2.7.5. Drug Policy

2.7.5.1 Smoking, Alcohol, and Drug Abuse

Smoking and vaping are not permitted anywhere on or near the school premises. All staff, students, external contractors, visitors, and parents are asked to refrain from smoking/vaping or walk out of sight of the school's premises to do so.

Possession and/or use of alcohol and drugs are strictly forbidden in the school, on the school grounds, and during school activities off campus. ESH will investigate any rumour about involvement with drugs or substances and reserves the right for a member of management accompanied by another member of staff or the police to search bags, lockers or outer clothing, and take possession of personal property if deemed necessary. Police may be contacted whenever any illegal substances are found.

For more information, please see our Drug Use Policy.

2.7.6. 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 continues to receive a yearly refresher training. 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 (Secondary). 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.

2.7.7. Safeguarding and Child Protection

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 Kindermishandeling 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 receive 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 and review our Safeguarding and Child Protection Policy.

2.7.8. Medical Details

It is the parents' responsibility to ensure that a **Medical Information and Declaration Form** (found in the Community Portal) 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. Any updates regarding medical conditions need to be shared with the school by sending an email to secondary@eshthehague.nl

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. Any medication required for a student in Secondary is stored at reception.



3 CURRICULUM & LEARNING

3. The European Schools Curriculum

Secondary education in the European Schools lasts for a total of seven years and is 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.

S1-S2 Students		S3-S5 Students		S5-S6-S7 Students	
08:30	**Period 1**	08:30	**Period 1**	08:30	**Period 1**
09:15	**Period 2**	09:15	**Period 2**	09:15	**Period 2**
10:00	**Break**	10:00	**Period 3**	10:00	**Period 3**
10:15	**Period 3**	10:45	**Break**	10:15	**Break**
11:00	**Period 4**	11:00	**Period 4**	11:00	**Period 4**
11:45	**Period 5**** Lunch*	11:45	**Period 5**	11:45	**Period 5**
12:30	**Period 6**	12:30	**Period 6**** Lunch*	12:30	**Period 6**
13:15	**Period 7**	13:15	**Period 7**	13:15	**Period 7**** Lunch*
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****

***In very exceptional cases, an 11th period (16:15-17:00) may be scheduled for S5-S7 students.*

3.1. Mentor Hours

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

3.2. 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.eursc.eu. The school also has to follow the European Schools Language Policy when it comes to languages of tuition.

3.2.1. Language Section and Language 1 (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 1). 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.

3.2.2. Language 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-S7 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 and the regulations according to the European Schools Language Policy.

3.2.3. Language 3 and 4 (L3 and L4)

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

3.2.4. 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. From the first year of Primary until the Baccalaureate students must study a first foreign language (L2 or 'vehicular' language: French, English, or German).

3.3. 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.

The table below shows the number of periods per week:

Subjects & 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	3	3	3
Latin		2	2
Art	2	2	2
Music	2	2	2
ICT	1	1	2
Mentor Lesson	1	1	1
Total	**34**	**34/36**	**34**

3.4. 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. During S3, students are required to choose the subjects they wish to study in the Pre-Orientation Cycle. A detailed overview about the various subject choices, assessment process in this cycle, and FAQs can be found on the website.

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 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 optional 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
Mentor Lesson	1
Optional Subjects	
Economics in L2	4
L4 (Spanish, Italian, French, German, Dutch)	4
Latin	4
ICT	2
Music	2
Art	2
Total	**32 up to 36**

3.5. Orientation Cycle S6 and S7

The Secondary school course culminates in the European Baccalaureate at the end of Year 7. The EB diploma awarded is officially recognised by treaty in all the countries of the European Union, and even beyond. Those awarded the diploma 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, ICT and Sustainability and Active Citizenship.

The following table summarises the choices available for students:

Note: 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		
L1	Geography (2P)	Geography (4P)	L4 (or Latin)	ICT	Politics	Lab Biology
L2	History (2P)	History (4P)	Art (4P)	Art (2P)	Sustainability & Active Citizenship	Lab Chemistry
Mathematics	PE	Philosophy (4P)	Music (4P)			
Science (for STS)	Philosphy	L3		Music (2P)	Sport Advanced	Lab Physics
Ethics (2P)		Economics				

3.6. Assessment and Reporting

3.6.1. Observation Cycle S1, S2, and S3

Assessment is both summative and formative. From S1 to S3 continuous assessment plays a more significant role with regular homework, 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.

3.6.2. 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 0 and 10 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 a formative assessment. It reflects the ongoing observations of the student'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 Theatre 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 is the C grade, which 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 A and B marks.

3.6.3. 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 (PreBaccalaureate 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 examination are set in each subject by a panel of

experts using questions submitted by teachers from the European schools. Marking is carried out both internally by the subject teacher and externally by an independent examiner. The final mark is an average of the internal and external grades.

Oral Examinations 15%

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

3.6.4. Academic Reports

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

3.6.5. 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. Based on all the information available to them, the Class Council will advise, and the Head of School will decide whether to promote the student to the year above. Please also see the Procedure of Final Class Council in our Community Portal and the Article 61 of the General Rules of the European Schools.

3.7. Physical Education

The ultimate goal of our Physical Education programme is to encourage students to become physically literate. This means they will not only value physical activity but also possess the confidence and competence to lead a healthy, active lifestyle both within school and as active members of the local sporting community. We achieve this through a diverse curriculum offering 50 different sports from various countries and cultures. To ensure long-term retention and engagement, we utilize modern pedagogical approaches, such as Games-Based Learning alongside traditional teaching.

In every lesson, our primary focus is maximizing active movement time. Secondly, we prioritize differentiation, tailoring our instruction so that every student, regardless of their starting point, has an equal opportunity to compete with their own physical abilities. ESH takes great pride in our P.E. programme which aims to create an environment that nurtures the holistic development of every student. We recognize and support exceptional talent both on and off the field, ensuring every child feels empowered to reach their full potential.

Please feel free to reach out to the P.E. department through your child's P.E. teacher if you have any inquiries regarding our curriculum, trips, or sports programs. Our teachers will be happy to support you.

3.7.1. Gear & Expectations

To maintain a professional and hygienic environment, the following kit requirements apply to all P.E. and Sports Advanced classes:

- Uniform: A school-branded T-shirt is mandatory, paired with sports pants/shorts of your choice.
- Footwear: Appropriate athletic shoes are required. Please note that students need separate indoor and outdoor sports shoes to protect our facilities.
- Differentiation: For hygiene reasons, PE attire (including shoes) must be distinct from regular school clothing.

Weather Readiness: We embrace the outdoors! P.E. sessions take place year-round, regardless of rain, snow, or heat. We kindly ask parents to assist students in preparing their kits according to the weather (e.g., thermal layers for winter or extra hydration for summer).

Ordering: Please order the ESH T-Shirt here and – if necessary – other items as well.

We uphold high standards regarding hygiene, safety, discipline, and respect. These values are central to our department. Please be aware that *consistent failure to bring the required P.E. kit is considered a lapse in discipline and will result in a P.E.-related detention.*

3.7.5. Motorical Remedial Support

Inclusion is at the heart of our department; sports is not just for the gifted and talented. For students who may require extra support with their physical development, we provide Motorical Remedial Teaching. These (near) private sessions are led by a specialized PE teacher who focuses on improving coordination and confidence through proven, evidence-based activities.

3.7.4. Sports Beyond the Curriculum

We also offer further athletic development in our extracurricular sports offerings, school competitions, residential camps and trips, and top athlete support. You can find more information about this in the section 3.10.5.1 - *Beyond the Curriculum*.

3.8. Library

The Secondary Library is open to all students throughout the duration of the school day. Our comprehensive collection includes fiction and non-fiction books in 14 languages, as well as digital resources such as BorrowBox, Pressreader, and JSTOR. In addition to our borrowing services, the Secondary Library offers a dedicated makerspace, board games, and an array of extracurricular societies including Chess, Crochet, Newspaper and Book Clubs. Students are encouraged to utilise the diverse physical and online materials to support both their curriculum studies and their personal pleasure/development.

Students may have a maximum of five books on loan simultaneously. In the event of a lost item or damage occurring during the loan period, parents will be required to replace the item or pay the full replacement cost.

For further information or assistance, please contact the library department at mediatheek_esh@eshthehague.nl

3.9. Materials and Teaching Resources

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

3.9.1. Textbook Responsibility

ESH will provide textbooks or digital resources for required subjects. Students are loaned these textbooks for the duration of one school year or longer. Students bear the full responsibility to care for these materials.

Each textbook has a unique ESH barcode, meaning that it is assigned to a specific student. At the end of the school year, each student must return the exact textbooks assigned to them. If the correct textbooks are not returned (were swapped between the students or lost), the cost of replacement will be charged to the student's name of which the textbook was assigned.

Textbooks that are damaged by misuse (e.g., spilled liquid) will be invoiced to the parents/guardians for a replacement.

3.10. Beyond the Curriculum

3.10.1. 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@eshthehague.nl

ESH will discuss the possibilities in supporting your child to further develop their talent. Teachers should be able and willing to set up work for the missing lessons. In the case that a student misses lessons regularly due to officially approved Enrichment or Talent programmes outside of school, a special contract will be drawn up to ensure the student does not fall behind in regular schoolwork.

3.10.2. Careers Guidance

ESH has a Careers Guidance Team made up of a Careers Counsellor and 7 Careers Advisors for the most popular university destinations of our students.

Students can contact our Careers Counsellor and our Careers Advisors for advice regarding their post-Baccalaureate study and career pathways. Students will also be guided in this process by their mentors. The Careers Counsellor organises activities relating to Careers and future planning, including careers and university fairs and other career-related events.

The Careers Advisors offer regional and language-specific support and advice about careers and university applications for the destinations they are assigned to. They also assist students and parents with university admission forms.

3.10.3. Compulsory 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.

For information about insurance of your child during the trip, please refer to section 2.4.

3.10.4. Events, Excursions, Exchange, and Trips

Throughout the year, ESH also organises many excursions that support the curriculum. Several trips have a strong European focus, as the students are immersed in the cultures of other European countries. 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 can also 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.
- FAMES: European Schools Festival of Arts and Music which happens every two years
- MEC: Model European Council with Accredited European Schools
- Kangaroo in Maths
- Astronaut Camp
- Robotics Camp for S4 students
- Outdoor sports camp for S2 students
- Winter sports camp for S5 students
- Sports Advance Survival trip for S6 Sports Advanced Students
- Model United Nations (THIMUN): students take part in different Model United Nations

Student Exchange
Alongside these excursions, the school has a student mobility programme which offers long-term student exchanges of 8 weeks or 4 months in collaboration with other European Schools for students in S4 and S5. Students have an opportunity to attend another European School and live with a host family.

3.10.5. Extracurricular Activities

Under the supervision of external partners and staff, ESH provides a range of extracurricular activities, including creative development, language, music, and student initiatives. The programme overview is available on our website with instructions on how to register for each activity.

3.10.5.1. After School Sports & Sports Competition

The P.E. department offers a range of after school sports. Our programme is uniquely aligned with "Eurosport," a prestigious biennial event where all European Schools compete internationally over the course of a week. Because the Eurosport disciplines change every two years, our after-school offerings vary to ensure our athletes are tournament-ready.

In addition to our rotating sports, we maintain permanent competitive teams in **Basketball** and **Volleyball**. These teams consistently compete at local, regional, and national levels. While these teams are typically comprised of students already active in club-level sports, open try-outs are held annually to give every student a chance to showcase their talent.

3.10.6. Top Athlete Sport

We recognize and value the dedication required to excel in competitive sports. To ensure our student-athletes achieve academic success without compromising their athletic pursuits, we offer Top Sport Arrangements. This could include custom

adaptations to schedules, ensuring students can balance their curriculum requirements with demanding training and travel schedules.

3.10.7. 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, students take part in a project-based competition that embody the ESH Values: for a period of around 6 weeks, 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. Students in S4 have the opportunity to take part in the CAAP (Citizenship Action for All Programme) for a week towards the end of the school year.

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 MySchool to S5 parents and students. Guidance in writing CVs, motivation letters, and help with the search for an internship placement is done by the S5 mentors in close cooperation with the Work experience coordinator. 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.

3.10.8. Student Council

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.

3.11. Student Support Profile

At ESH, we believe that every student should be able to learn, develop, and feel a sense of belonging within a supportive school community. Our approach to student support is based on the principles of inclusion, equity, and respect for individual differences. We recognise that students have diverse learning profiles, strengths, and needs, and we aim to provide learning opportunities that are both accessible and appropriately challenging.

Most students are supported within the mainstream classroom through inclusive teaching practices and differentiated instruction. When additional support is required, the school offers targeted interventions such as small-group support, specialised learning support, counselling, or guidance from the Student Support Team. For students with more complex or long-term needs, individualized support plans may be developed in collaboration with students, parents, teachers, and external professionals.

Student support at ESH follows a structured model ranging from inclusive classroom practices to more targeted or individualized interventions when necessary. Support is regularly reviewed to ensure that it remains effective and responsive to each student's development.

Through this approach, we aim to help all students develop the confidence, resilience, and skills needed to thrive as responsible and engaged global citizens. A number of students, invited by the support team, have reflected on the support provision and the basic support facilities.

3.11.1. 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:

- Learning Support Coordinator
- Social Emotional Well-being Support Coordinator
- Language (Dutch, German, French and English) and Math Support Specialists
- Learning Support Specialist (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
- Teacher consults for differentiation, universal design for learning and behaviour/classroom management
- DEIB practice consultation and intervention
- Behaviour support

- Anti-bullying workshops
- Subject-specific intervention for areas such as L1 and L2 language support (English, German, French and Dutch) and mathematics
- Learning Support (organisation, planning, learning strategies)
- Interventions to support emotional well-being, resilience, and social skills

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

- Rooms for one-to-one support, time-out and reflection
- 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

3.11.2. Limits of Support

The European School The Hague is committed to providing an inclusive learning environment where students with a wide range of learning profiles can thrive. Through differentiated teaching, targeted interventions, and collaboration with families and external professionals, we strive to support students in accessing the curriculum and participating fully in school life.

At the same time, the support available within a mainstream school setting has practical limits. Our programmes and facilities are designed to support many types of learning needs, however, some students may require a level of specialised provision, adjusted curriculum, therapeutic support, or adapted facilities that extend beyond what the school can reasonably provide.

In such cases, we work closely with families to explore alternative educational settings that may better meet the student's individual needs. This may include situations where students experience significant challenges related to safety, communication, cognition, complex behavioural or emotional needs, or where specialised medical or physical support and facilities are required.

3.11.3. Support Organisation and Process

Our internal support process follows a clear and structured route. Concerns are initially raised to the mentor, who then discusses them with the student, parents and relevant teachers. If necessary, a referral is made to the Student Support Team. The Support Coordinators review the referral and determine 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. An individual learning plan (ILP) is then developed and regular reviews are held that include the relevant teachers, mentor, support specialist, student, and parents to ensure ongoing support and adjustment of the plan as needed.

3.11.4. 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 such as the OPDC. The OPDC (Orthopedagogisch-Didactisch Centrum) is a specialized support center in Dutch education that provides temporary, targeted help for students with behavioural 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



4 PARENTS

4. Communication with Parents and Students

Both general information and important messages are sent to parents and students by email through **MySchool** (SMS) – our student administration system. Credentials will be provided by the school to parents and students.

Parents' first point of contact should always be their child's mentor or relevant subject teacher. Contact details can be found on MySchool. If you are unsatisfied with the handling of an issue, you can raise it with the relevant Cycle 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 Cycle Leader.

4.1. Community Portal/ESHapp

The ESH Community Portal on our website is the best resource hub for ESH parents, containing a wealth of important information, including minutes of Secondary Participation Council (SPC) meetings, official school documents and policies (all of which are referenced in this School Guide), a secondary events calendar, and a news feed for staying up to date with what's happening at Secondary.

The community portal is connected to our mobile application, ESHapp, offering a convenient way for Secondary parents to check news, events, and important documents on the go. Please note there is more information in the Community Portal than in the ESHapp.

Parents can access the Community Portal/ESHapp with their full email address as their username and a password they set themselves. More information on credentials for the community portal and how to download the ESHapp can be found here.

4.2. Parent Participation

4.2.1. 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, parent, and 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.

Parents, students, and staff are welcome to bring their concerns to the attention of the PC via email, and the Council will decide if the issue should be raised with management. 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

Parents	Staff	Students
Gearóid O'Shea (chair)	Nicole Meiners	Lara Oliviera Nunes
József Habenicht	Ana Garcia Saguar	Sami Aguirre Abdul Baki
	Louise Blanker	
	Olivier Schróder	

4.2.2. The Secondary Parent's Association

The Secondary Parents' Association is a volunteer association in the school whose goal is to support school life and contribute to a positive and inclusive educational community. We assist with the organisation of community building events and social activities and also work with the class repesentatives to stay informed about what is happening at ESH. The Secondary PA Board is always happy to welcome new parents who 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 the school.

4.2.3. 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, responding to general questions about the school.

Parent Representatives are encouraged to attend PTA meetings to share ideas about fundraising events for charity, or other social activities that could be held at the school to strengthen our community. Occasionally the PTA may need volunteers, and Parent Representatives can assist by calling on parents in their class to volunteer. It may also be beneficial for Parent Representatives to attend the Secondary Participation Council (SPC) meetings. That way they will be prepared to provide their own feedback during the Parent Representative meetings with management.

Parent Representatives play an important role in making the school year full of fun, social and charitable activities, which are important in providing balance with the academic activities of the school. It is not the role of the Parent Rep to act as a spokesperson for an issue raised by another parent. In this case, please follow the complaints procedure, or direct your feedback to the SPC.

Not sure who your Parent Rep is, or want to get involved? This role is usually arranged during or before the information evening but if you are interested, contact your child's mentor in advance to find out more.

European School
The Hague
Rijnlands Lyceum