Berlin British School

– Internationale Ergänzungsschule –
– staatl. anerkannte bilinguale Grundschule –

Primary School

Handbook

2026/2027

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Welcome to Berlin British School, Primary School

Following their introduction to inquiry-based learning in the Early Years classes, students continue their learning journey at the Primary School.

In May, 2016, Primary School became a fully accredited International Baccalaureate Primary Years Programme (PYP) School. This conceptually based curriculum utilises a broad-based inquiry learning style that supports, challenges and extends each student's learning.

From Grade 1 up to the end of Grade 5 we offer two separate streams; a) a monolingual English-only stream, which is based upon the framework of the International Baccalaureate (IBPYP), and b) a bilingual stream, where up to 50% of lessons are taught in German. The latter stream is based upon a blend of the framework of the International Baccalaureate – the IBPYP – merged with the local Berlin framework; i.e. the Berliner Rahmenlehrplan. The curriculum is taught through transdisciplinary 'Units of Inquiry' which provide a context through which the students explore seven specified concepts – form, function, causation, changes, connection, perspective, and responsibility, under six transdisciplinary themes:

- Who we are
- Where we are in place and time
- How we organise ourselves
- How we express ourselves
- How the world works
- Sharing the planet

All six themes are explored in each Grade from 1 to 5 and the depth of understanding and complexity of skills and knowledge is increased as the students' progress through the school.

Lessons are characterised through flexible groupings and differentiated learning tasks to meet the needs of students. Extra support is offered to students through 'English as an Additional Language' classes and through teaching assistants across the learning spaces.

The open-plan classrooms allow teachers to collaboratively plan, prepare, teach, assess and reflect on each student's learning. Students are grouped for their learning across the year level rather than just within their class.

The use of a range of technologies is available for students to utilise in their learning. The Primary School has three movable laptop trolleys, and a portable class set of iPads, available to all classes.

Through learning provocations and guided and independent inquiries the school presents a curriculum that is engaging, relevant, challenging and significant.

Supporting the pedagogical practice, the IB Learner Profile and the Approaches to Learning draw together the characteristics and actions we wish all students to develop whilst at Berlin British School.

The Learner Profile comprises ten attributes:

* Inquirer
* Communicator
* Courageous
* Reflective
* Knowledgeable
* Principled
* Caring
* Thinker
* Open-minded
* Balanced

The Approaches to Learning are five sets of transdisciplinary skills:

* Social skills
* Research skills
* Thinking skills
* Communication skills
* Self-Management skills

Ersatzschulstatus and Bilingual classes

At BBS, two separate streams are available for students: a) monolingual English-only, and b) bilingual English-German.

As of December 2022, BBS has been granted the status of 'staatlich anerkannte bilingual Ersatzschule' from the Berlin Senate Administration for Education. Regulations about Ersatzschulen state that up to 50% of the education provided must be in German. Children attending the bilingual stream receive reports written in German for all subjects irrespective the language of instruction. All classes in Primary School receive instruction in Mathematics and P.E. through the medium of German. In addition, all students receive regular German lessons each week, either at Native or non-Native level.

At Primary school, within each Ersatzschul-year group (bilingual), the children are divided into two groups for Maths and P.E. Those children who have obtained a '*Befreiung von der Schulbesuchspflicht*' will receive instructions in English, and those in the bilingual group in German. The curriculum followed by both groups is a mixture of the IBPYP curriculum and the Berliner Rahmenlehrplan, and care is taken in teachers' planning to ensure that both groups cover the same content during the year. Diplomatic families, and those families who are regarded as 'high mobility' and whose children are exempt from '*Schulpflicht*', can opt for an education purely in English on application to BBS.

Our vision: A community of 'vibrant and global thinkers'.

Our vision is to provide a high quality, international education in a caring and stimulating environment that inspires and maximises individual growth for all our students.

Our mission is to serve the educational needs of diverse communities in Berlin within a caring culture that is committed to the wellbeing of all. We support students in their individual growth, aiming for them to acquire the knowledge, skills and dispositions they need to become lifelong learners and to thrive in a fast-changing world. In addition to their intellectual development, we aim for students to become global citizens, to take responsibility for their choices to make our environment and our world a better place.

1. Locations

Berlin British School occupies three separate sites:

- Early Years at the Berlin British School (K1, K2 and K3)
- Primary School (Grades 1 - 5)
- Secondary School (Grades 6 - 12)

Our Primary School is a five-minute walk from Berlin's historic Olympic stadium in the suburbs of Charlottenburg. The single-story building houses open airy and bright learning spaces, as well as a library, music room and two gyms. There is a large, well-equipped playground.

2. The Primary School Day

Our school day begins at 8.30, when students are expected to be in their classrooms for registration. Primary School also offers before school supervision from 8:00am from Monday to Friday for those students who arrive early.

Each Grade develops a timetable allocating classes for: Mathematics, English, Visual Arts, Unit of Inquiry German, P.E. and Music. Grade 1 have an additional morning break at 9.45am.

Registration 8.30	Lesson 1	Lesson 2	Lesson 3	Morning Break 10.40-11.00	Lesson 4	Lesson 5	Lunch Break 12.20-13.20	Lesson 6	Lesson 7	Lesson 8	After School Care After School Clubs
	8.40-9.20	9.20-10.00	10.00-10.40		11.00-11.40	11.40-12.20		13.20-14.00	14.00-14.40	14.40-15.20	

3. Behaviour

The school has adopted a 'positive discipline' approach to behaviour management. We believe that good behaviour is fostered by focusing on the positive and by continually articulating what is expected, rather than drawing attention to the negative. However, on occasion students do require firmer reminding of the school's expected behaviour. During these occasions, we seek your support in the measures taken.

The International Baccalaureate Attitudes and Learner Profile are key points of focus in developing positive behaviours and attitudes.

Management of inappropriate behaviour is dealt with tactfully and compassionately, ensuring students realise and accept responsibility for their actions and focuses upon developing and rebuilding relationships.

Each classroom has an 'Essential Agreement'. This is a collaboratively written by the students and teachers, about expected behaviour within each area of the school.

4. House System

House Points

As part of the House System, students are awarded points for their Houses for their participation in team or individual House events or competitions. The House points tallies are announced at assemblies at regular intervals.

5. School Uniform

School uniform is compulsory at Berlin British School. A list is provided before students start school and can be ordered directly from the suppliers.

For cooler weather	White school polo shirt
	Blue school jumper
	Grey trousers/skirt/pinafore dress
	Dark shoes with grey socks (boys) and white socks (girls)
For warmer weather	Girls may wear a blue school summer dress
	Girls and Boys may wear grey shorts
	Darksandals with grey socks (boys)/ white socks (girls)
P.E.	School P.E. shorts
	White school T-shirt
	Navy hooded school top (optional school tracksuit top)
	Navy school tracksuit bottoms
	Predominantly white trainers (no black soles) [1)]
	House T-shirt for inter-house sports competitions
Swimming (Grade 3 only)	One-piece swimsuit (girls) [1)] / Swimming trunks or swim shorts (boys) [1)]
	Towel [1)]
	In winter a silicon swim hat is required for long hair [1)]
	Flip-flops [1)]

Students who have P.E. during their first lesson at school may arrive in their sports clothes. They then change into their regular uniform at the end of the lesson.

To ensure compliance with school uniform rules, all items, except those marked ([1]), please see our website for more information.

Shoes

In school students need to wear simple black or dark brown shoes. They may change into other suitable footwear during break times, for example snow boots when the weather is very cold. Trainers are not to be worn to or in school.

Other things to bring to school

School Book Bag: These are used for carrying school reading books, library books, homework diaries and homework folders to and from school.

Pencil Case: Students do not have to bring a pencil case as basic stationery is provided. If they choose to bring one, it should be practical and functional – the fewer embellishments the better! Recommended contents are a handwriting pen, a pencil, a rubber, a pencil sharpener, a small ruler and some coloured pencils.

Cloakrooms/ Lockers

Students in Grade 1 and Grade 2 have cloakrooms with pegs in which they may hang their bags and coats. In Grades 3, 4 and 5, students have individual lockers in which to keep their belongings.

Lost Property

Should uniform go missing, lost property boxes are located in the cloakrooms. These containers are emptied at the end of every term. Named items are returned to their owners. Unnamed items are donated to charity or added to the stock in the second-hand uniform shop.

6. Food

It is part of our school ethos to promote healthy eating. We also encourage good manners when eating together and allow students plenty of time to finish their food.

Drinks and Water Bottles

Students may bring a water bottle into the classroom with them, particularly when the weather is warmer. Other drinks may not be brought into the classroom.

Students may bring in other drinks, such as fresh fruit juices, to be drunk during snack and lunch times. Drinks containing artificial flavours and colours are not to be brought into school.

Snack & Packed Lunches

Parents are requested not to send sweets, crisps and fizzy drinks in their child's snack or packed lunch. For safety reasons, glass bottles are not allowed in school. Please do not include peanuts, as they produce a severe allergic reaction in some children.

Hot School Lunches

Many students elect to eat the hot meal provided at school by Luna. More details are given when students are registered.

Birthdays

On birthdays, parents are welcome to send in a treat for the class or grade level to share. We suggest that cupcakes are a preferred option. As an alternative, we have found that the children enjoy a plate of prepared sliced fruit. Please note that we are a **nut free school.**

7. Learning at Home

During the Primary years we place great importance on reading aloud to an adult each night, and ask that you spend a little time each day talking with your child about the book they are reading. Books are changed twice a week. Book bags need to be taken home every day and returned the next morning.

As students progress through the school, daily reading remains a vital part of their acquisition and development of language skills. However, the amount of additional 'Learning at home' tasks also increase. These tasks are a valuable way of both consolidating learning and involving parents in the learning process.

Helping your child to organise their time so that the 'learning at home' tasks are not left to the last minute, making sure there are suitable quiet working conditions and spaces and checking their work are useful ways of supporting your child. If at any time your child becomes distressed whilst doing learning tasks at home, stop the tasks and write a note to the teacher letting them know.

Students at BBS Primary do not receive regular formal 'homework' other than their reading tasks: all tasks which may be sent home are 'authentic', and related to the curriculum currently being studied. Students may be asked to complete work unfinished during the day in class, or to undertake a project based on their Unit of Inquiry. In Grades 4 and 5 students receive more structured reading tasks and may receive occasional additional tasks, which complement the work done in class and are differentiated according to need and ability.

Other Ways to Support Your Child's Learning at Home

While learning at home tasks establish necessary working routines, learning at home can also be promoted through a more 'hands-on' approach. Learning is most effective when parents are interested in the learning taking place. Following are some fun out of school activities to extend your child's learning:

- When you go on holiday, collect postcards, photos, tickets, maps etc to make a scrapbook or make a page for a travel brochure to advertise you holiday destination showing what interesting things there are to do there.
- Visit the amazing museums, galleries and examples of history and art in and around Berlin.
- Explore what each of the Learner Profiles might look like within your home environment.
- Look at food parcels at home and locate their origin on a world map.
- Visit the local flea markets and discuss some of the strange and wonderful things that you see.
- Go for a walk in the many wooded and park areas within the city.
- Get a bike and ride along the Spree or through the Tiergarten.
- Find a recipe from another culture and cook it together.

8. Single Subject Teaching

Full participation in all single subjects is key to ensuring children develop essential lifelong learning skills and attitudes. Therefore, all single subjects are compulsory elements of the Primary curriculum at Berlin British School. Where appropriate, single subject lessons will be an integral part of the year level's units of inquiry. Teachers will facilitate the student's inquiry into the central ideas and concepts through their single subject focus.

German

The programme caters for the language needs of both German mother tongue speakers and non – mother tongue speakers. The German language department endeavours to ensure that all students experience an excursion. These excursions immerse the students in the German culture, whilst allowing them to apply their language skills outside the classroom experience.

Physical Education (P.E.)

Participation in sporting activities is an essential element of any healthy and balanced lifestyle. Through our Physical Education programme, we aim to develop each student's ability to be courageous and try to do better, to set goals and find the determination to pursue them, to appreciate and learn the importance of fair play and healthy competition, to understand the co-operation involved in team sports and to appreciate the fun of taking part.

Performing Arts - Music

Students participate in two Music lessons per week. Through these lessons they are taught to analyse, reflect, compose and perform. The students learn about and through a range of musical instruments, compositions and experiences.

9. Learning Support

English as an Additional Language (EAL)

When necessary, additional support is available to help students whose first language is not English. Emphasis is on providing opportunities for students to use English in authentic contexts. While explicit teaching of grammar is given when appropriate, the main objective is in creating an environment in which students gain confidence, and 'take risks' by trying a new language in a supportive environment.

Students are encouraged to communicate through reading, writing, listening and speaking to the necessary level in order to successfully access the curriculum in a variety of ways.

- Withdrawal – Small groups of students are withdrawn from the classroom and given intensive English tuition during Literacy and/or Foreign Language lessons.
- In-class support - Students are supported in class by trained teaching assistants.

Special Educational Needs (SEN)

At any point in their school life, students may experience educational, physical, emotional or behavioural needs that require additional educational provision. The school has a network of support staff that work to:

- Ensure that needs are identified, assessed, provided for and reviewed
- Enable all students to have full access to the school curriculum
- Make clear the expectations of home, school and outside agencies in the process
- Ensure that students have a voice in this process

Identification of students who are thought to have Special Educational Needs can come from a range of sources including class and single subject teachers, parents, information from previous schools and even students themselves.

When a referral has been made, further assessment and diagnostic testing are usually necessary in order to initiate appropriate strategies.

When a student receives some degree of '*School Action',* the Learning Support Co-ordinator takes responsibility for monitoring and managing the student's Individual Education Plan (IEP). This identifies specific targets to cater for individual needs. Provision for SEN is reviewed on a regular basis and information is shared with parents through reports and meetings as necessary.

10. Library

Classes visit the library once a week. During these sessions, the students may choose two new books to take home in addition to hearing stories, learning library skills and conducting research. The teachers offer guidance to students when browsing for books, but one of our aims is to encourage students to enjoy all

sorts of books, and we allow them some freedom to make their own choices. The Library is open to students every day between 12.50 - 13.20 for them to come and browse and develop their love of books.

Students need to return their books to the library each week in order to borrow other titles. If it has not been reserved by another child, they may also extend the length of time for which they have borrowed a book. There is always keen competition to borrow the most highly sought-after titles and this rule keeps the books in circulation. Please remind your child to pack their books into their school bag the night before their library sessions. There is also a 'Suggestions Box', where the children can request new titles – every effort is made to supply the titles requested.

Late Returns

If a book is not returned, the class teacher will send home a note identifying the title and asking you to help look for it.

Lost or Damaged Library Books

The school expects students to take care of the books which they borrow from the library, and return them promptly and in good condition so that other students may enjoy them. We do understand that books can occasionally be lost or damaged. We try to deal with this problem in a fair and sympathetic manner, so that students are not discouraged from borrowing library books.

If a student has lost or damaged a book, the class teacher should be informed. Parents are likely to be asked to either provide the library with a replacement copy of the book or pay the cost of replacing the book. The cost of the replacement book will be invoiced to parents.

As ever, the library remains indebted to everyone who has been kind enough to donate books and those who give up their time to help.

11. Additional Activities

Extracurricular Clubs

Clubs are a great way for students to get to know others outside their year group, to work with different teachers, to develop new skills and interests and, most of all, to have fun. Clubs run after school from 15.30 onwards. These enable our students to take part, on an entirely voluntary basis, in a variety of activities such as chess, art and crafts, football, tennis and computer club. While many do not, some clubs incur a small cost. In some cases, where it is necessary to provide transport to the club venue or to hire an outsider or specialist teacher, a charge will be made to cover costs.

Instrumental Tuition

We are fortunate to have the services of many excellent peripatetic music teachers who offer individual instrumental tuition for a wide range of instruments including piano, voice, drums, classical guitar, electric guitar, bass guitar, violin, flute, trumpet, saxophone and clarinet. If your child already plays a musical instrument, or would like to learn one, they have the opportunity to receive lessons after school.

Sometimes, the teachers also give lessons during the school day, and your child would have to miss some other lessons (usually on a rota basis) in order to attend.

After School Care

After School supervision is offered from 15:20 until 17:00 Monday to Friday. Students who wish to avail of the after school care service can remain until 16:00 from Monday to Friday, free of charge. From 16:00-17:00 on Monday to Friday, fees apply. Students may attend on a flexible or regular basis according to requirements.

12. Absence

Illness: When your child is unwell and needs to stay at home, parents/ guardians must complete the online form only to inform the school of their child's absence on the first day of absence before 8.30 am. This is important for our records as, without this, absences are recorded as unauthorised. If your child is absent for more than two days, the school needs a doctor's certificate, which should also confirm they are well enough to return to school. In cases of diarrhoea or vomiting we strongly recommend students are kept at home for at least 24 hours once they have recovered.

13. Health and Safety

Medical Forms

When your child begins school, you will receive a medical questionnaire, which must be filled out and will be kept in your child's personal file in the school office. It is vital that the school is notified of conditions such as asthma, allergies or epilepsy and that all emergency contact numbers are up to date. Any health information given is held in the strictest confidence and only shared with the staff responsible for your child or attending medical personnel.

Accidents and Emergencies

In the event of your child suffering from an illness or being involved in a serious accident at school we will immediately attempt to contact you. In the event that we are unable to contact you, we will call for an ambulance to take your child to hospital. Your child will be accompanied by a member of staff who will inform the ambulance staff of any allergies or relevant medical information. If your child suffers a head bump or injury, but does not require an ambulance, you will be contacted and requested to come to school and take your child to your local doctor.

Medicines in School

Apart from asthma inhalers, Primary school pupils are not allowed to carry any medication – prescribed or over-the-counter – with them to school. Should your child require medication during the day, a 'Medicines in School' form should be sent to the class teacher, together with the medication, outlining the dosage. A

written confirmation from a doctor is also required, giving permission for members of staff to administer the medication. The medication will then be stored safely in school.

Fire Safety

Please familiarise yourself with the 'Fire Safety' notices that are displayed throughout the school. If you hear the Fire Alarm ringing, you MUST follow the given instructions quickly and quietly leave the building.

Head Lice

Please read the school's policy and practices regarding head lice.

Signing Students 'In and Out' During the School Day

If for any reason (doctor/dentist appointment) you either bring your child late to school or collect them before the end of school bell, we ask you to ensure that the reception is informed, in order that the register can be amended. This is vital because, in the unfortunate event of an emergency, we can identify which children have been collected early and which children have arrived late for school, thus providing us with accurate numbers.

14. Communication

Raising a Query or Concern

Please follow the school's communication protocols by contacting the teacher concerned in the first instance. If you wish to speak with your child's teacher, please email them to make an appointment at a mutually suitable time - as they will usually be busy preparing for class or settling children into the day at the beginning of school. If such queries or concerns cannot be resolved, the Head of Primary or Primary Years Programme Coordinator may be contacted.

The following aim to strengthen communication within the Primary School:

The School Calendar

This contains planned events for the upcoming term such as assemblies, sporting competitions, incursions/excursions and other special events. It is available on the school website.

Assemblies

We welcome parents to join our assemblies, but request them not to talk and to turn their phone off or onto silent once the assembly begins.

15. Formal Reporting

During the school year, there are two parents' conferences at Primary School, one in the Autumn Term and one in the latter half of the Spring term.

Formal written reports are shared with parents/ guardians twice an academic year, in February and at the end of the Summer term, in July. In addition to a general comment, teachers will provide specific detail about your child's progress in areas across the curriculum. This report will also include comments from the single subject teachers.

During the Summer Term, you will be invited to attend a Student Led Conference. This conference is led by your child who, with some support by their teacher will guide you through their portfolio, highlighting their learning journey and areas of achievement. The teacher is there to support and assist your child to facilitate the discussion about their learning. During the Student Led Conference you are invited to discuss and ask questions of your child about their learning.

If at the end of the Student Conference, if you would like to discuss things further with the teacher, please email them to arrange a mutually convenient meeting time.

16. Parents

In order to promote respect and integrity throughout our community the high expectations associated with staff and students also lie with parents. We ask that you:

- Use the communication Protocol when raising a query or concern.
- Raise concerns with your child's teacher and not with other parents.
- Be mindful and respectful that classes begin promptly at 8.30 and finish at 15.20.
- Remember that teachers often have meetings after classes finish - prompt collection of your child is appreciated. Children who are not collected by 15.30 will be taken to After School Care, and parents invoiced accordingly.

17. Voluntary Parental Involvement

Parents are encouraged to be a pro-active participant in their child's education.

The Parent-Teacher Association

BBS has a long-standing parent/ teacher association. Its primary aims are to provide a friendly network for members of our community and support the school by providing another channel for the sharing of information, fundraising and organising special events for students. If you are interested in becoming a member or helping out at school events please visit BBS website

Helping with Grade Level-Based Activities

If you are interested in cooking, arts and crafts, listening to reading or helping out on excursions, there are always opportunities to help out. Likewise, if you have an interesting job, hobby or interest there are opportunities throughout the year to share your talents and interests. Please contact your child's teacher to let them know.

Running a Club

Parents are always welcome to offer an extra-curricular club after school for students or adults. Please contact the Clubs Coordinator if you would like to volunteer.

Parents helping out in class or attending excursions will be required to supply the school with a 'Working with children police check'.

School Improvement Projects

Over the course of the year the school embarks on improvement projects covering a variety of areas. These often benefit from parental perspective and/or expertise.

Developing the Library

Volunteers are always welcome to help organise, re-shelve and repair books, and create displays or make resources.

And Finally,…

Please remember that although we have tried to include as much information about our Primary School as possible, you will probably still have questions. We encourage you to come and speak with us whenever you have a query or concern.

Appendix I / School Rules, Use of ICT, Personal Property and More

School rules

- The school expects full support from parents regarding the application of school rules as well as the imposition of sanctions as deemed appropriate by the school if one or more rules are broken.

Student movement

- Students in Primary School are not allowed out of classrooms at the end of the day until collected by an adult. If a parent wishes to change the usual pick-up arrangements for their child, requests must be made to the class teacher before noon on the day the changes are to be implemented.
- Primary students should be picked-up at 3.20pm at the end of lessons. If they are not, the student will be placed in After-School Care, and a charge made after 4pm.

Use of Information and Communication Technology

Parents are expected to monitor their student's use of the internet at home. The school accepts no responsibility for messages and dialogues which students may exchange on social networks outside school time. For further information, please refer to the Acceptable Usage Policy and guidelines for use of technology at home.

Safeguarding of personal property

- The school does not accept responsibility for the personal property of students. All items should be clearly marked with the student's name, and placed in lockers. Loss of any items should be reported immediately to the class teacher.
- Large sums of money should not be brought to school. If this is unavoidable, such sums should be given to the site administrator for safe keeping during the day.

Play areas in Primary School

Students are closely supervised whilst in the playground, and staff ensure they stay in areas safe for play.

Medicine

If a student is required to take medication during the school day, parents must inform the class teacher in writing as to when and how the medicine is to be administered. A 'Medicines in School' form is available for this purpose.

General information

There has been a worldwide increase in the number of cases of head lice in schools. Anyone can become infected, irrespective of their personal hygiene or age.

Head lice are small insects, which live close to the scalp and are parasites. The female lays five to eight eggs a day. These are 'glued' to the base of the hair shaft and take 5-7 days to hatch. The lice grow to full size in ten days, and are then ready to lay further eggs. They can live for up to 40 days. Head lice move by crawling through hair. They cannot jump or fly and head-to-head contact is the only way of becoming infected. Empty egg cases are white and called nits. They grow out with the hair. They cannot spread head lice and are not contagious. An itchy scalp is an indication that lice may be present.

Prevention and control

The responsibility for the treatment of head lice lies with the parent or carer. The local doctor or pharmacists may offer advice on treatment. Courses of medication include *Goldgeist* or *Infectopedicul* which usually need to be used several times in order to remove the problem.

Preventing the spread of an outbreak of lice is a community task.

In order to reduce the number of cases of head lice at school we request that parents check their child's hair at least once a week. A fine-toothed comb can be useful in helping to find the whitish-grey, oval-shaped eggs the females lay; these stick to the individual hairs and sometimes resemble dandruff. If a parent finds that their child has head lice, he or she should not be brought to school until full treatment has been administered. Equally, if we discover a case of lice in school, we will ask parents to collect their child and take them home to complete treatment.

The school will require a doctor's note stating that the individual is no longer infected, to allow a return to school.

The school will also send an email to parents whose children are in the same year group as the affected student, stating that an incident of head lice has occurred. Parents of students in the year group will need to be particularly vigilant in checking their child.

Should parents have any questions regarding this policy, they should speak with their child's class teacher or the Head of School.

Appendix III / Rules for Using the Internet Safely and Responsibly

- We use the internet to help us learn and we learn how to use the internet safely and responsibly
- If we see anything on the internet, or receive a message, that is unpleasant, we inform an adult
- Approval from an adult may be needed before we email, chat to or video-conference anyone at school
- We can write polite and friendly emails or messages to people whom we know
- We use only our first names when communicating electronically
- We never post photographs or video clips without a teacher's permission and never include names with photographs
- If we receive a message sent by someone we do not know, we inform an adult
- We know who and when to ask for help
- We aim to look after each other by using our safe internet in a responsible way
- We never give out passwords or personal information (like our last name, address or phone number.)

Appendix IV / Admissions - Age and School Year Entry

Regardless of their educational experience up to the point at which they are admitted, or their rate of progress following admission to our school, it is Berlin British School policy that students enter and remain in the school year group that reflects their age and the date of birth between 1 September, and 31 August of the following year. It is the school's experience and belief that, even if the student appears to stand above or below the academic level of the year group into which he or she is due to be entered or of which they are already members, it is in his or her wider educational, as well as social, interests to learn in an environment with other children of similar age. Thereby, the teacher may more easily identify the student's strengths and weaknesses and take the necessary measures to ensure his or her individual needs are met: as a mixed ability school, differentiation within year groups plays a key part in our teaching and learning. Prospective and current parents are welcome to seek further information on and advice about this policy from the appropriate Head of School.