

# THE BRITISH SCHOOL OF GRAN CANARIA



## PARENT INFORMATION BOOKLET

KEY STAGE 5  
Y12-Y13

ACADEMIC YEAR 2021-2022



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## 1. THE SCHOOL

Should you wish to contact School for general information, please do so via the school's office, however, for more specific issues or concerns the following contacts are also available;

Headmaster: [director@bs-gc.net](mailto:director@bs-gc.net)  
Chair of Governors: [chairofgovernors@bs-gc.net](mailto:chairofgovernors@bs-gc.net)

The school is located on two sites.

### TAFIRA & OFFICE

Pupils between the ages of 3 and 18

Crta. Marzagán a Tafira s/n  
35017 Las Palmas de Gran Canaria  
Gran Canaria  
Tel: 928 351 167 Fax: 928 351 065  
e-mail: [oficina@bs-gc.net](mailto:oficina@bs-gc.net)

### SOUTH

Pupils between the ages of 3 and 11

Calle Mar de Azor 3, Urb. El Hornillo,  
35100 San Bartolomé de Tirajana  
Gran Canaria  
Tel: 928 142494 Fax: 928 148573  
e-mail: [south@bs-gc.net](mailto:south@bs-gc.net)

The British School of Gran Canaria is an independent, non-profit making, non-denominational school that provides a complete education for boys and girls of all nationalities from nursery to university entrance. The education is based on the British model and with the exception of Spanish language and humanities classes the medium for learning is English. The School and its studies are fully recognised by the Spanish authorities.

## 2. OUR SCHOOL'S CORE VALUES

- Honesty
- Fairness
- Responsibility
- Caring
- Recognising worth in others
- Respecting yourself
- Achieving potential

## 3. SCHOOL VISION

To recognize and release the unique potential of each student, equipping them with the skills, knowledge and values to meet the demands of an ever changing world, inspire social responsibility and a commitment to lifelong learning.

## 4. SCHOOL MISSION

The British School provides a quality, diverse, stimulating, academically challenging education in an English speaking environment; preparing students of all nationalities to become successful, enthusiastic, well prepared citizens of the future.

Our students are confident, creative, independent thinkers who thrive in an atmosphere where friendship, communication, honesty and trust are highly valued. Committed staffs inspire our pupils to maximise their individual potential in a happy, safe and welcoming environment.

We foster a sense of responsibility, self-control, mutual respect and tolerance, where academic success goes hand-in-hand with the personal and social development of each individual.

## 5. SCHOOL AIMS

The aims of the British School of Gran Canaria are;

- To provide an education, cultural understanding and international awareness based on standards set for British schools.
- To prepare our students for university education in Britain, Spain and other countries with high levels of academic achievement and a range of life and 21st Century skills.
- To provide pupils with a wide range of educational experiences and learning opportunities that will prepare them for adult life with confidence.
- To promote the school's Core Values so that the school community feels secure and happy, and where all relationships are based on co-operation, tolerance and mutual respect.



- To celebrate diversity within the school, local community and wider world.

## 6. EQUAL OPPORTUNITIES

At the British School we believe that all individuals, regardless of race, colour, religion, gender, sexuality or ability, are of equal value.

- We do not discriminate against anyone, be they staff, pupil or visitor to the school, on the grounds of their gender and gender identity, race, religion, nationality, ethnic or national origins, sexual orientation or marital and family status.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and we constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the diversity of our community and show respect for all the groups and individuals within it.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance; through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

For further information please refer to the school's [Equal Opportunities Policy](#).

## 7. CONSTITUTION

The School is formally owned by a body called "The British School Association". All parents whose children attend the School are automatically eligible for Association membership. Any member is entitled to attend, speak, propose motions and to vote at General Meetings of the Association. Parents who are Association members are also eligible for election to the Association Committee and the Board of Governors.

The Board of Governors regulates all aspects of School policy (including fees, admissions, curriculum and staffing) while entrusting its effective implementation to the School's Head. The Board has fourteen members. Five are trustees who are responsible for the general long-term welfare of the School. There are two parent and two teacher governors. The Head and four co-opted governors complete the Board, which governs the School, subject to the approval of the Association.

The Association Committee convenes and manages the General Meetings. It is made up of seven members, all of whom are elected at the General Meetings of the Association.

An Annual Report is produced by the Board of Governors and circulated to all members, parents and staff.

## 8. BOARD OF GOVERNORS

### TRUSTEES (post held for 4 years/años)

- Sra Araceli Domínguez - Chairperson
- Ms Debbie Davies
- Ms Susan Cranfield – Secretary
- Mr Richard Martin
- \*Mr. Robert Hopkins – Treasurer

### PARENT GOVERNORS (post held for 2 years/años)

- \*Sr Jorge Gordillo
- \*Mr Alfredo Almeida
- \*Mrs Clotilde Ortiz
- \*Mrs Raquel Cabrera
- \*Mrs Monica Vriethoff
- \*Mrs Poonam Punjabi

### TEACHER GOVERNORS (post held for 2 years/años)

- \*Anna Cooke– January 2021
- Carol Eccleston – January 2021

### EX OFFICIO

- \*Mr Julian Clark - Headmaster

### LEAD GOVERNORS FOR KEY SCHOOL POLICIES

- Child Protection – Debbie Davis
- Safe Recruitment – Araceli Dominguez
- Health and Safety – Monica Vriethoff
- Anti-Bullying and Harassment – Freddie Almeida

All governors hold honorary positions and six are currently parents of students of the School. The Board normally holds a monthly meeting and subcommittee meetings when necessary, these groups making recommendations to the Board for its approval.



## 9. SECONDARY STAFF

JC	Clark, Julian M.	Headmaster
AA	Archer, Alison	Head of English
AC	Cooke, Anna	English Teacher, Cambridge Advanced English Teacher, History Teacher and Exams Officer
AE	Boyle, Anthony	Physical Education Teacher
AV	Vega, Ana	Spanish teacher
BH	Horner, Ben	Business Teacher (Paternity leave)
CB	Brunton, Charlotte	Head of English (Maternity leave)
CE	Eggar, Charlotte	Learning Support Coordinator and Assistant Teacher
CG	Garcia, Cristina	Head of KS3 & Y10 and Spanish Teacher
CK	Kloos, Cornelia	Assistant teacher
CM	McDonald, Claire	Music Teacher
CW	Wallace, Clare	Head of Maths & Computer Science and Maths Teacher
CY	Godfrey, Christopher	Head of Creative & Performing Arts, Wellbeing Lead and Physical Education Teacher
DA	Arocha, David	Spanish University Coordinator, EBAU Teacher and Laboratory Technician
DK	King, David	Head of Humanities, Cover Manager and Geography Teacher
DT	Thompson, David	Business Studies Teacher
EC	Comoret, Emeline	French Teacher
GS	Stanley, Grace	Science Teacher
IM	Morrison, Iain	English Teacher
IR	Rodriguez, Ivan	Spanish Humanities Teacher
JP	Poyser, Jane	Assistant Head - Students
KP	Price, Kelly	Computer Science Teacher
LA	Azimi, Layla	Science and Maths Teacher
MC	Calero, Miriam	German Teacher
MD	Sherwood, Marc	Head of Science and Science Teacher
MF	San Frutos, María Jesús	Directora Técnica and Spanish Teacher
MJ	Johnson, Mary	Supervisors
MS	Santana, María	Head of Modern Foreign Languages and Spanish teacher
NF	Froidevaux, Nathalie	Head of PSHE, Enrichment and House Activities, French Teacher and Assistant Teacher
PS	Stillman, Philip	Assistant Teacher
RC	Clarke, Roslyn	Assistant Head – Teaching and Learning
SH	Howell, Stanley	History Teacher
SR	Bonar, Sharon	Supervisors
SS	Stacey, Sian	Maths Teacher
TP	Pallaris, Thekla	Head of KS4 & 5, Chemistry Teacher and Timetable Manager
TW	Wilson, Trystan	Art Teacher



### ADMINISTRATION AND SUPPORT STAFF

AF	Faber, Alicia	Head of Cook
AO	Expósito, Ana	Cook
AR	Ramos, Álvaro	Receptionist, Translator
CA	Cabrera, Caterina	Cook
CC	Castillo, Candelaria	Cleaner
CM	Martín, Cristóbal	Head of Maintenance
CS	Rodríguez, Chamaida	Cleaner
DH	Hay, Derek	ICT Support Coordinator
DO	Oliva, Daniel	ICT Support Assistant
DQ	Quesada, Davinia	Patio Supervisor
ES	Santiago, Esther	Receptionist (Maternity leave)
FP	Pulido, Francisco	Assistant Maintenance
HG	González, Mima	Human resources, & Health and Safety
JM	Martín, Jacob	Assistant Maintenance
KE	Pearce, Katie	Receptionist
MG	Morales Milagrosa	Cleaner
MM	Miranda, Montserrat	Kitchen Support and Cleaner
MO	Socorro, Miguel Ángel	Head of Finance
MR	Reyes, Marga	Headmaster's PA, Secretarial Support Manager
NG	González, Nereida	Secretary and Requisitions
OD	Díaz, Odalys	Kitchen Support
PN	Nadal, Patricia	Receptionist
RS	Casiano, Reyes	Cleaner
SA	Robaina, Sonia	Kitchen Support and Cleaner
SN	Alemán, Sandra	Kitchen Support
TS	Simmonds, Tara	Saturday School Coordinator
VM	Makai, Vivien	Reprographics
VR	Rigesti, Vanesa	Patio Supervisor

### 10. SECONDARY MANAGEMENT STRUCTURE

#### STUDENT TEAM

##### Assistant Head – Students – Jane Poyser

Responsible for the coordination of the Student Team with regard to all aspects of student welfare, support, care and guidance across secondary.

##### Head of Key Stage 3 and Y10 – Cristina Garcia

Responsible for the welfare, support, care and guidance of students in Y7 – Y10.

##### Head of Key Stage 4 and 5 – Thekla Pallaris

Responsible for the welfare, support, care, guidance and vocational guidance of students in Y10 – Y13 including support for university applications outside of Spain.

##### Learning Support Coordinator – Charlotte Eggar

Responsible for leading and coordinating the support of identified students on the Learning Support register.

##### Head of PSHE, Enrichment Opportunities and House Activities – Natalie Froidevaux

Responsible for the design and implementation of the PSHE curriculum, the coordination of the secondary enrichment programme and the coordination of student house competitions and activities.



Spanish University Coordinator – David Arocha

Responsible for the guidance of support of Spanish university applications

TEACHING AND LEARNING TEAM

Assistant Head - Teaching and Learning – Ros Clarke

Responsible for the coordination of the Teaching and Learning Team with regard to all aspects of teaching and learning across secondary including curriculum, exams, assessment and tracking.

Head of Creative and Performing Arts – Chris Godfrey

Responsible for leading the teaching and learning of Art, Music and Physical Education.

Head of English – Charlotte Brunton/Alison Archer

Responsible for leading the teaching and learning of English and effective use of the LRC to enhance learning.

Head of Humanities – Dave King

Responsible for leading the teaching and learning of Business, Geography, History and Sociales.

Head of Maths and Computer Science – Clare Wallace

Responsible for leading the teaching and learning of Maths, Computer Science and ICT.

Head of Science – Marc Sherwood

Responsible for leading the teaching and learning of Science.

Head of Modern Foreign Languages – Maria Santana

Responsible for leading the teaching and learning of French, German and Spanish.

Exams Officer – Anna Cooke

Responsible for the management of all school examinations including timetables, supervision, compliance and external administration.

Directora Técnica – Maria Jesús San Frutos

Responsibility for liaison with Spanish educational authorities to ensure alignment and compliance with all national requirements and legislation.

Cover Manager – Dave King

Responsible for the control and supervision of daily cover requirements and substitutions.

Timetable Manager – Thekla Pallaris

Responsible for the construction of the annual teaching timetable for teachers and students.

## 11. SCHOOL DAY - NORMAL

8.45-8.50	REGISTRATION
8.50-9.25	PERIOD 1
9.30-10.00	PERIOD 2
10.00-10.35	PERIOD 3
10.35-10.55	BREAK
10.55-11.30	PERIOD 4
11.30-12.05	PERIOD 5
12.05-12.20	BREAK
12.20-12.55	PERIOD 6
12.55-13.30	PERIOD 7
13.30-14.25	LUNCH
14.25-15.00	PERIOD 8
15.00-15.35	PERIOD 9
15.50-16.50	ACTIVITIES

## SCHOOL DAY – COVID CHANGES

8.50-8.55	REGISTRATION
8.55-9.25	PERIODO 1
9.30-10.00	PERIODO 2
10.00-10.35	PERIODO 3
10.35-10.55	RECREO
10.55-11.30	PERIODO 4
11.30-12.05	PERIODO 5
12.05-12.20	RECREO
12.20-12.55	PERIODO 6
12.55-13.30	PERIODO 7
13.30-14.25	ALMUERZO
14.25-15.00	PERIODO 8
15.00-15.35	PERIODO 9

## 12. CLASS ORGANISATION

Age	British School	British Key Stages	Spanish System
3/4	N	Foundation	Infantil
4/5	R		Infantil
5/6	Year 1	Key Stage 1	Infantil
6/7	Year 2		Primaria 1
7/8	Year 3	Key Stage 2	Primaria 2
8/9	Year 4		Primaria 3
9/10	Year 5		Primaria 4
10/11	Year 6		Primaria 5
11/12	Year 7	Key Stage 3	Primaria 6
12/13	Year 8		ESO 1
13/14	Year 9		ESO 2
14/15	Year 10	Key Stage 4	ESO 3
15/16	Year 11		ESO 4
16/17	Year 12	Key Stage 5 (Sixth Form)	Bachillerato 1
17/18	Year 13		Bachillerato 2

ESO: Educación Secundaria Obligatoria





### 13. CURRICULUM

The Sixth Form corresponds to the two years of secondary education between the ages 16 to 18. The national Sixth Form qualifications in England and Wales are A2 and AS-levels.

A2-level = Advanced level

AS-level = Advanced Subsidiary level, (half A2-level)

Students can study up to four AS-level subjects during Y12 and continue studying three of these subjects up to A2-level in Year 13. Students may choose to study A2 Spanish in one year in Y12 in place of one AS level. In exceptional cases students may continue with four A levels in Y13. Each subject is examined and assessed on a scale of A-U. Grades A-E are pass grades.

The curriculum is enriched by Step Ahead which is comprised of lessons on world awareness, games, and vocational guidance in Y12, and on English as a second language, games and vocational guidance in Y13. In addition, both Y12 and Y13 take part in community service.

The subjects studied and the respective number of periods are given below:

	Y12	Y13
A & AS-LEVELS - PER SUBJECT	8	8

### 14. UNIVERSITY ENTRANCE

Sixth Form education at the British School of Gran Canaria is directed towards university entrance.

### 15. UK AND EUROPEAN UNIVERSITIES

BSGC Students receive guidance relating to access in many European countries including the UK, Spain, The Netherlands, Germany. Those who wish to study at a British university will need at least three A2-level passes, although in some cases two A2-levels are acceptable. Applications are made through a central office (UCAS) and the deadline for applications is 15 January for entry the following September. Guidance on UCAS applications will be provided during Vocational Guidance lessons.

### 16. SPANISH UNIVERSITIES

Students who wish to study at Spanish Universities will send their predicted grades in March for entry the following September. A minimum of three and a maximum of four A levels subjects are used to calculate the mark out of ten. For entry onto more competitive university courses, this grade may be raised to fourteen in one of two ways. The A level grades for students studying one or more of Maths, Physics, Biology, Chemistry, Geography and Business are accredited by the UNED to generate up four extra marks without the need to sit separate EBAU específica exams. For student studying other subjects the option remains to study an EBAU specific subject for examination in the May prior to September entry in the Spanish university.

### 17. PERSONAL & SOCIAL EDUCATION

The Curriculum includes many aspects of PSHE within subject programmes of study and during the Step Ahead Curriculum.

### 18. ENRICHMENT ACTIVITIES

Enrichment activities take place daily between 15.50 and 16.50. Please see calendar for dates.

Further details will be given in a letter to parents. Some are free and some are charged for on a termly basis and open to all students.



## 19. ASSESSMENT

There are three evaluations in the year. Please refer to the master calendar for information on exam dates and reports. The assessment of each evaluation, (relative weighting of exam and coursework), is based on 100% exam.

The correlation between the Spanish and British systems can be seen in the table below:

Sistema español	AS	A2 Grade
1	U	U
2	U	U
3	U	U
4	U	U
5	E	E
6	D	D
7	C	C
8	B	B
9	A	A
10	-	A*

The Year marks for English taught subjects in Y12 and 13 will be the external exam grades.

## 20. ABSENCE DURING INTERNAL EXAMS

### Illness

Internal exams take place at the end of the first and third terms the dates of which can be found well in advance in the school calendar and on the school website. If a student falls ill during this period and cannot attend school, every effort will be made to re-timetable as many exams as possible so that the student can sit them on their return. Under exceptional circumstances of illness some exams may be sent home.

### Trips

Internal exams will not be rearranged to accommodate absence due to family trips except in exceptional circumstances.

## 21. ABSENCE DURING EXTERNAL EXAMS

### Illness

External exams cannot be rearranged. If a student is ill on the day of an exam they must make every effort to come to school on that day. Absence may result in a fail. If a student is considered to be at a disadvantage due to poor health when taking an external exam then the school will send a request for special consideration to the exam board.

### Trips

Trips must not be arranged during the external exam period.

## 22. PROMOTION AND VALIDATION

The promotion and validation of Spanish students is dependent on the achievement of certain minimum grades. The guidelines are given below:

### Promotion/validation of Y7–Y10

It is not the policy of the school to require that pupils repeat a year if they do not achieve a level of satisfactory or higher in all of their subjects. It is essential, however, that additional work be done during the Summer to ensure that he/she is better prepared for the next and more demanding course.

### \*Promotion/validation of Y11

Minimum 5.0 in Spanish Language and Spanish Humanities and passes of C/4 or above at IGCSE in 4 subjects. Re-sit examinations are held in September for students who fail to gain 5.0 in Spanish Language and/or Spanish Humanities. Passes of 5 or more subjects at grade C/5 are required to access the BSGC sixth form.

\*Failure to achieve these grades may result in the student having to repeat a year.

### Promotion/validation of Y13

Minimum E grade in two or more A levels / two AS levels and one A level and passes of C/4 in five or more IGCSEs.

## 23. TUTORS

Every child at the school is assigned to a tutor. They play an important role in the pastoral care of the children. The students see their tutor at the beginning of each day for registration and throughout the week in subject classes. Should parents have any concerns about their child they should bring these to the attention of the tutor.



## 24. HOMEWORK

Homework is an integral and important part of the teaching at the British School of Gran Canaria. It will be set weekly and a timetable will operate to ensure that homework is evenly spread. Homework is set because:

- it can add a substantial amount of study time
- it encourages student self-reliance and independence
- it can exploit materials and resources that are not accessible in the classroom
- it allows students to complete work started in school
- it allows students to practice skills acquired in class
- it permits the setting of tasks in accordance with the abilities of individual students
- it allows students to prepare for a new section of work
- it can strengthen links between home and school

Homework assignments for Y12 and Y13 should average about 60 minutes per homework task and is set when necessary. Homework should encompass a variety of tasks. It need not necessarily be written. Reading, discovering information, performing experiments, learning by rote - these are all acceptable homework. For homework to be done well, a good working environment needs to be provided, free from the distractions of the television, computer games and mobile phones.

At the beginning of the year each student is issued with a planner to make a brief note about each individual piece of work. Homework are also be uploaded onto Google Classroom to allow student and parent access from home. The planner is also used by teachers to make comments about progress. There may not always be something written. The diary may be used for praise for work well done and also to inform you when things are not going so well. Tutors will use a student's planner to write notes about incorrect uniform, lateness to school or to lessons, sickness during the school day, etc. Tutors will check Diaries on a weekly basis.

The role of the parent is crucial if a student is to gain success from homework. Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the student when homework is to be done as a student's free play is important too.
- Checking the time spent on individual tasks.
- Ensuring that outside clubs do not hamper a student's quality of work and put a student under undue pressure.
- Checking presentation and content of all homework being returned to school.
- Signing the homework planner each week.
- Providing the school with information about any problems through the homework diary or by contacting the school directly.

Your signature in the planner each week indicates that:

- You think your student is organised and is using their planner well.
- You are overseeing their homework and are happy with the quality, quantity and that it is being done on time.

If a student fails to do homework for no good reason he/she is likely to be given a detention after school, in addition to completing the missing work. Where a student fails persistently to produce homework, we would normally wish to discuss the problem with parents. Parents are asked to help with this matter by checking and signing the planner at the end of each week.

The planner is designed to last for the year and we hope that students will take care of it. If the planner is lost, however, a small charge will be made for a replacement.

## 25. POSITIVE REINFORCEMENT

The achievement of success is an essential factor in the development of personal esteem. We are continually involved in the process of positive reinforcement, complementing on, and giving merit points for, good effort, work well done and positive contributions made to the school community.

For further information please refer to the school's [Behaviour Policy](#).

## 26. REFERRAL SYSTEM

If a student is performing poorly or underachieving through lack of effort the following system operates:

1. Teacher identifies a problem:
  - a) speaks to student
  - b) writes comment in homework diary
  - c) informs the Head of Key Stage

In cases of indiscipline:

- Teacher identifies a problem:
- a) gives reprimand



- b) applies minor offence sanction
- c) applies serious offence sanction and refers student to the Head of Key Stage
- d) refers student to Assistant Head - Students

For further information please refer to the school's [Behaviour Policy](#).

## 27. SCHOOL RULES

The School's rules are designed to support the School's values in matters such as attendance and punctuality, positive behaviour, uniform and appearance, standards of academic work and to safeguard the welfare of the community as a whole. Parents who accept a place for their student at BSGC undertake to support the authority of the Heads of School and the Director in enforcing them. The School undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place

1. An explanatory note from parents should be provided for all cases of absence, lateness or incorrect uniform.
2. No student should leave the school premises during the day unless accompanied by a teacher or unless arrangements have been made with parents and the office has been notified.
3. Students should always walk quickly and quietly between classes. At the beginning of each class students should form an orderly queue outside the door and wait for the teacher before entering the room.
4. All food should be eaten in the dining room or in the playground. No eating or drinking in the corridors or in a classroom.
5. Sunflower seeds, lollipops and chewing gum are not allowed in the school.
6. Homework diaries should be taken to every class, kept up to date and signed by parents.
7. With the exception of language classes English should be spoken at all times in school.
8. The use of tippex is prohibited within the school.
9. Mobile phones, cameras and personal music systems may not be used within school without permission.
10. All students should behave in a polite and sensible manner, showing respect for their environment and all persons in the school.

For further information please refer to the school's [Behaviour Policy](#).

## 28. DISCIPLINE

The British School of Gran Canaria aims to produce an atmosphere in which pupils feel secure and happy in which they are encouraged to make the most of their educational experience and are able to develop relationships based on co-operation and mutual respect with other pupils and adults.

Pupils are expected to adopt the highest values and standards of behaviour both inside and outside the classroom and in any written or electronic communication concerning the school. We expect pupils to treat staff and each other with consideration, respect and good manners and to respond positively to the opportunities and demands of school life. They should care for the buildings, equipment and furniture and behave at all times in a manner that reflects the best interests of the whole community

It is our policy to challenge any form of anti-social behaviour. In every case the aim would be to reform such behaviour and a brief explanation is often sufficient. In more serious cases sanctions may be necessary.

For further information please refer to the school's [Behaviour Policy](#) and to the school's [Discipline and Exclusion Policy](#).

## 29. UNIFORM

There is no formal uniform for Sixth form pupils although the following rules operate:

1. Tops must be discrete.
2. All clothing must be intact, torn or ripped clothing is not permitted
3. Make-up and Jewellery must be discrete

Students should come to school dressed appropriately for study.

For further information please refer to the school's [Uniform and Appearance](#) Policy.

## 30. SCHOOL POLICIES

All school policies are available on the school's [website](#).