

The British Academy

Parent Hand Book



Introduction

Welcome to the British Academy – you have entered into an exciting partnership with The British Academy, to ensure that your child has a nurturing and enriching learning experience. We will do this together, understanding that we are committed to providing your child with all that he / she needs to develop to his / her full potential. A child's early growth and development extend beyond the family to the school environment. It is important that at all times home and school work together for the benefit of the student. While the British Academy accepts its responsibility to provide a caring and nurturing learning environment for every student, we also require the reciprocal support of parents. We encourage open and positive communication, adhering to standards of communication that are always in the best interest of the student.

Parents are provided with copies of the **Student Handbook** and **The British Academy School Policies** on enrolment. These documents provide valuable information of how we operate and parents are expected to be fully informed and supportive of all our policies.

A bit about us:

Our Mission: To create an environment that nurtures questioning minds and adventurous spirits.

Our Vision: We will create a learning facility that compares favourably to any international school providing a high quality secondary education within a fully integrated campus.

Our Motto: A questioning mind and an adventurous spirit.

In striving to achieve the highest educational standards, we value:

- Learning and Achievement
- Questioning and Fearlessness
- Nurturing
- Innovation
- Self-discipline
- Trust

Our students will become:

- Ready
- Responsible
- Respectful
- Resourceful
- Resilient

How did the British Academy begin?

About Us

The British Academy, founded in 2006 has celebrated 11 years of steady growth. What started as a need for an education that offered a seamless transition from primary to secondary education, bypassing the **dreaded** SEA system, has evolved into a school that prepares children for life and not just for an exam.

Over the last 11 years, we have found that the ideal classroom for us were small class sizes, a room that our children were able to question the teacher on how something works and not get a reply of 'write the notes'. Classes where the subject was engaging, students debate and have enthusiasm for the topic. We wanted teachers to be a balance of young and experienced educators who are open-minded, progressive and believe in the potential of **every** student, who have a passion for teaching, who genuinely enjoy and have the requisite desire for working with young adults.

Discipline was another important aspect of The British Academy, as parents, we wanted to know the respect we fostered at home continued in school. We needed to know that the school environment would be supporting our child's development into a productive, confident and innovative young adult.

We wanted our children to want to come to school, to want to learn and have fun doing this; to be engaged and energized by their learning.

Hence our motto became ***"questioning minds and adventurous spirits"***.

There was also a need to have a system that recognised that no two children were alike and they don't learn the same way. We wanted our children to be happy and comfortable, growing in confidence with every small step, believing that they can learn, that they can progress.

The Cambridge Curriculum offered this diversity, structured in incremental steps, allowing for a range of abilities, learning styles and teaching strategies. In addition, the Curriculum recognises that some children do well at exams while others crash at exam time, so course work is offered at Cambridge in some subject areas – students can still get a good grade by doing well throughout the term. More importantly, as they experience success with course work, they are more willing to persevere to the ultimate goal.

The British Academy follows the UK Curriculum model, which had formed the development of the local educational system almost 30 years ago. However the UK curriculum has evolved to meet the needs of the modern student while the local education system has not.

The Cambridge Curriculum follows the requirements of the UK National Curriculum, which was reviewed in 2014 – 2015 to meet the changing needs of the future global markets. This curriculum is flexible, evolving and respectful of Trinidad & Tobago’s cultural and religious diversity, and provides latitude for the individuality of every student to develop and reach their true potential. While academic achievement is the goal of the British Academy, it is expected to fit within the wider development of every individual – student and staff – participation, involvement, community service and finding your individual strengths and gifts are equally important to those Cambridge Grades of Excellence. Participation in sporting and extra-curricular activities creates balanced and well-rounded students with diverse interests and abilities.

Island life is enjoyable and for some of us we want our children to call Trinidad their home; however we also want our children to be able to compete in the international market. Today’s learner needs an education system that is internationally recognised and accepted and prepares them for the world.

The Cambridge International Examinations Qualification at both the Ordinary and Advanced Levels is a globally recognized qualification that prepares all our students for the demands of a modern technology driven environment. The Cambridge International General Certificate of Secondary Education is recognised internationally by universities and employers and is one of the most popular international qualifications for 14 to 16 year old learners. Cambridge International AS & A Level qualifications prepare learners who need advanced study to prepare for university and higher education.

11 years later we are graduating students who have grades worthy of most University entries in the UK, Canada, USA and Europe. Our students have built lasting relationships with their teachers, many whom have inspired them to continue their tertiary education following in their footsteps.

We have many challenges as the students of today are joining us dejected, uninspired, lacking motivation and discipline. Our track record suggests that we welcome these students, embrace them and bring about a much needed change in them. Only with parental support and involvement are we able to turn these children around and set them on a path of successful learning.

Cambridge Learner Attributes are:

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| <ul style="list-style-type: none"> • Confident • Responsible • Reflective • Innovative • Engaged | } | Critical Thinking | Support |
| | | | Resilience |
| | | Collaboration | Creativity |
| | | | Independence |
| | | Communication | Organisation |

Student Attendance

- Parents have the responsibility to ensure attendance at school. Unless there is a major health concern, attendance should rarely drop below 90%.
- Parents are asked to communicate with the school on the **first day of absence** by:
Phone: 622-4285
E-Mail: admin@britishacademy.edu.tt
- Parents or Guardians must inform the school administration in writing if they would be out of the country or unavailable for any period of time and give an emergency contact during their absence.
- Prolonged absence from school will have a negative effect on the student's performance and should be avoided. Holidays in term time are not advisable but when unavoidable parents must notify the Principal in writing and arrangements must be made for the student to cover all work missed. Parents must submit a written request for student's absence.
- Student absence from school activities especially at the end of each term due to early family vacations should be avoided.

Student Performance

- Early involvement of parents/guardians is not only desirable but essential if links between home and school are to be established. Parents/Guardians will be informed of any concerns with their child's learning, behaviour and/or attitude. Similarly the concerns of parents/guardians will be treated as equally valid and if necessary, appropriate action taken.
- Parents are asked to monitor students' homework and study time and to sign off the daily homework records in the Students Homework Diaries.
- Parent support and encouragement are important for each child's development and progress. Teachers provide Term Plans at the start of each term and parents are encouraged to use these plans to guide their children with their studies. Term Plans are posted to the British Academy web site: <https://sites.google.com/britishacademy.edu.tt/bawiki>

End of Term / Year Examinations

Makeup examinations for students absent due to illness, are scheduled for the first two (2) working days and the last two (2) working days of the school vacation. Corrected scripts are returned to student within the first week of the new school term.

Makeup examinations for any other reason for absence **will not be** facilitated.

Parents support student learning when they:

- Ensure student attendance in the correct uniform; punctuality and regular attendance are good life habits.
- Provide student support materials.
- Ensure that Homework is completed on a timely basis
- For younger students, check that homework is done daily and that the student learns how to be prepared for the following day.
- Monitor student and contact the teacher if their son or daughter is struggling unduly and may need extra help.
- Provide a learning environment at home to support student with homework, regular revision and assessment preparations. No student is too old for a parent to monitor their studies.
- Support the development of your child's sense of responsibility, acceptance of consequences and respect for others and property.
- Meet with the teacher to address issues and problem solve.
- Maintain confidentiality regarding other students and families.
- Encourage student to support and abide with school standards.
- Support school programmes that help to develop a student's resilience and perseverance. Giving up too easily does no one any good.

Parent and School Communication:

A student's progress in school may be hindered by teachers or parents who speak disparagingly of each other – this will negatively affect the students trust and respect for the teacher. For teachers, this is unprofessional, for parents it is not good modelling of problem – solving behaviour. Parents are urged to avoid discussing with their children their views of a teacher or how a particular matter was handled. While we do not always agree, we must agree to disagree in such a way that the child's confidence in the teacher / school / system is not negatively affected.

Students have their part to play as well:

Attendance

- Students are expected to arrive at school in good time for registration. Tardiness will be recorded and detentions given for persistent tardiness.
- It is expected that attendance at school will be above 90% unless there is a serious medical problem.
- Tardiness of more than 30 minutes after registration will count as an absence and a note from parents will be needed.
- If students arrive after registration, they **must** sign in at the Administration Office.

Performance

- Students are expected to be prepared for every class with the relevant text books, notes and other materials.
- It is a requirement that all homework be completed prior to the due date, understanding that homework is given to reinforce classroom instruction and learning.
- Student attendance and performance are closely related. Being absent for more than 50% of classes for the school year, the Principal will conduct an Academic Review and make one of the following recommendations:-
 - i.) Vacation Classes to improve performance
 - ii.) Repeat of the Current Year Level
- Students are encouraged to take responsibility for their learning, checking for and completing any work missed due to absence, and asking for individual help when needed.

When should a parent or teacher bring their concerns to the Principal?

The Principal is available to parents, teachers and students at all times. Any matter can be brought to the Principal's attention at any time. However, teachers are encouraged to address issues in the best interest of the student, and rely on the Principal for support and guidance. For the parent, the first line of contact is the Form Teacher or the subject teacher, depending on the concern. If however, the matter cannot be resolved at the teacher parent level, to the satisfaction of either or both parties, the Principal should be immediately notified to intervene.

Student Diary and Homework

The school provides every student with a Student Diary for \$100.00 paid at the start of the school year. The Student Diary is used for more than recording Homework on a daily basis. Secondary students set their goals at the beginning of each term and parents are encouraged to review the sections on study tips and revision schedules with their children. Primary parents can use the Notes pages to communicate directly with their child's teachers.

Every teacher must, in assigning Homework, ensure that it is recorded in the Diary. Form Teachers routinely check Student Diaries and remind parents to sign the entries. Merits are also recorded at the back of the Diary.

Student Records:

The Student File is a confidential document and available from the office on request. Teachers are urged to familiarize themselves with the student records to better understand each student's needs. Parents are encouraged to bring relevant information to the attention of the Principal to include on a student's file.

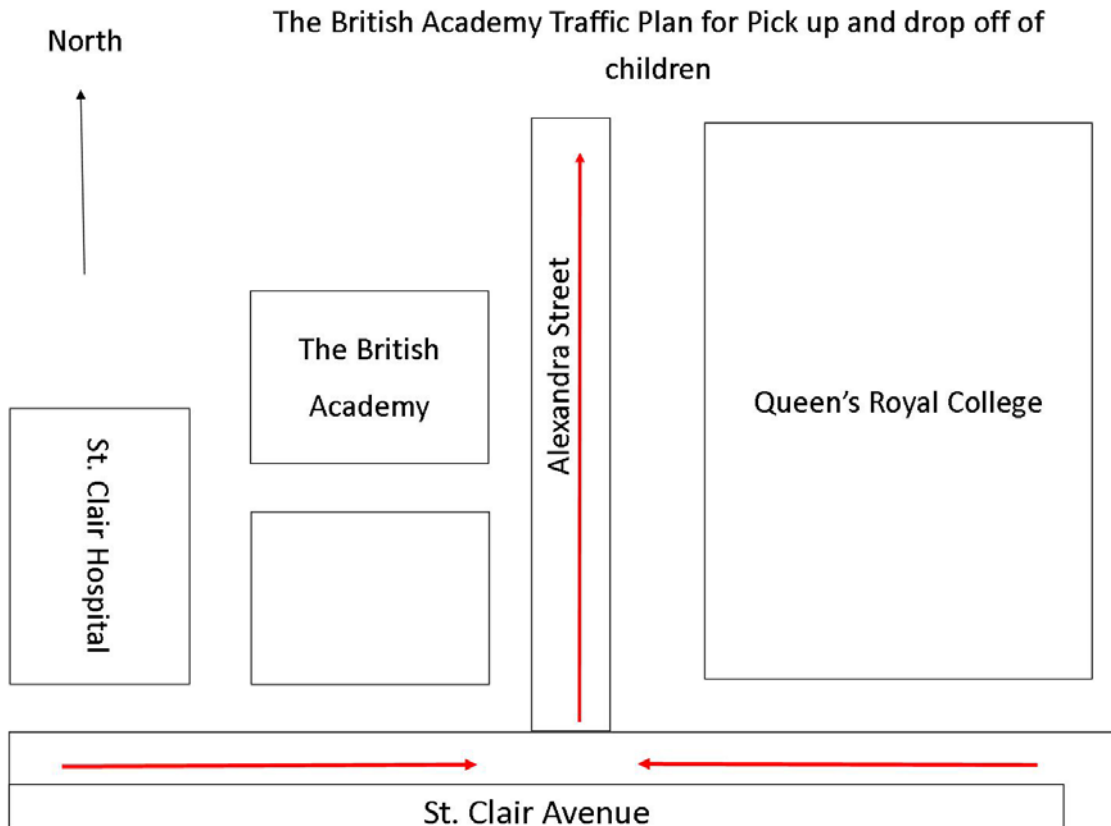
The British Academy PTA

The school's PTA is an important part of our school community, and all parents are urged to become involved. Activities include Read-a-Thon, Art Competitions, Tuck Shop on special days / activities. Annual Parent dues: \$300

The British Academy Traffic Plan

The British Academy Traffic Plan works well, with the full co-operation of parents, guardians and drivers. Please ensure that everyone involved in dropping off or picking up your child is prepared to follow the plan to avoid unnecessary congestion on Alexandra Street.

All vehicles must approach the school pick up / drop off zone from St. Clair Avenue, and continue North on Alexandra Street. Please do not approach from the North and stop on the opposite side of the road or worse, pull over to the school side, as this can be dangerous and lead to traffic. See below diagram:



The British Academy School Day – Secondary and Primary

Secondary		Primary	
7:50 am – 8:00 am	Registration / Assembly	7:50 am – 8:00 am	Registration / Assembly
8:00 am – 8:40 am	Period 1	8:00 am – 8:40 am	Period 1
8:40 am – 9:20 am	Period 2	8:40 am – 9:20 am	Period 2
9:20 am – 10:00 am	Period 3	9:20 am – 10:00 am	Period 3
10:00 am – 10:15 am	BREAK	10:00 am – 10:15 am	BREAK
10:15 am – 10:55 am	Period 4	10:15 am – 10:55 am	Period 4
10:55 am – 11:35 am	Period 5	10:55 am – 11:35 am	Period 5
11:35 am – 12:15 pm	Period 6	11:35 am – 12:30 pm	LUNCH
12:15 pm – 1:10 pm	LUNCH	12:30 pm – 1:05 pm	PM Silent Reading
1:05 pm – 1:15 pm	PM Registration	1:05 pm – 1:50 pm	Period 6 & Dismissal
1:15 pm – 1:55 pm	Period 7		
1:55 pm – 2:35 pm	Period 8 & Dismissal		

Appendix 1
The British Academy Anti-Bullying Agreement
Student and Parent/Guardian Agreement

Everyone has the right to feel physically and emotionally safe at school. I will do everything I can personally, as a member of my school's community, to create and preserve a physically and emotionally safe environment. In my school, The British Academy, bullying is not tolerated.

Bullying refers to verbal acts, physical acts, or other acts of harassment by using electronic devices.

Some examples of specific behaviours that constitute bullying include:

- Spreading rumors or posting degrading, harmful, or explicit pictures, messages, or information using social media or other forms of electronic communication (also known as "cyber-bullying").
- Taunting or making sexual slurs about a person's gender orientation or sexual status.
- Name-calling, joking, or making offensive remarks about a person's religion, gender, ethnicity, or socioeconomic status.
- Physical acts of bullying, such as punching, slapping, or tripping someone.

We understand that bullying, whether it is cyber bullying, physical, or verbal acts that disrupt the learning environment, will result in the following disciplinary actions:

- **1st Offense:** Name reported to Dean - Discipline. Sign the behaviour log; conference with the Dean; conference with The Principal, peer conference and parental contact. If an immediate consequence is needed, it will be based on severity.
- **2nd Offense:** Name reported to Dean - Discipline. Sign the behaviour log; conference with Dean – Discipline; 2 days out of school suspension, with mandatory parent meeting. **(3 out of school suspensions in a term grading period will result in a Board Hearing.)**

Student's responsibility:

I commit that I will not bully my peers. When I witness bullying, I will report it to an adult. I understand the anti-bullying policy and procedures.

Student's Name

Form

Teacher's Signature

Date

Parent/Guardian's responsibility:

I commit to encouraging my child to always respect others. I have instructed my child not to bully. I have advised my child to report any bullying to the authorities. I understand the anti-bullying policy and procedures.

Parent/Guardian's Signature

Date

Appendix 2
The British Academy Merit System

BA MERITS	ACHIEVEMENTS	ACTION
Level 1	<ul style="list-style-type: none"> • Completing an exceptional piece of work in class or at home. • Making a significant contribution in class. • Demonstrating initiative or foresight. • Completing extra work/research. • 100% attendance. • Commitment to a club or extracurricular activity. • Effective use of the Yearly Planner. 	<ul style="list-style-type: none"> • 2 BA merits points will be added to your report.
Level 2	<ul style="list-style-type: none"> • Assisting staff with the organisation of an event or performance. • Presenting an assembly. • Completing a piece of exemplary work. • Recycling/helping the school be “green”. • Helping to create or put up a display. • Contributing to a student publication. • Leading a PHSE lesson. • Displaying work in a school based exhibition. 	<ul style="list-style-type: none"> • 4 BA merits points will be added to your report.
Level 3	<ul style="list-style-type: none"> • Representing the school at a sporting event or performance. • Involvement in a community based event or project. • Performing or participating or displaying work at a local event (reference needed from organisers). • Assisting another student to overcome a challenging situation. 	<ul style="list-style-type: none"> • 6 BA merits points will be added to your report.
Level 4	<ul style="list-style-type: none"> • Organising a school charity event. • Representing the school at a national level. • Election to the Student Leadership Team (Head Prefect, Prefect, House Captain, Vice-Captain, Sport-Captain). • Showing resilience/overcoming a personal difficulty. 	<ul style="list-style-type: none"> • 10 BA merits points will be added to your report.

Appendix 3
The British Academy Consequence System

CONSEQUENCE	INFRINGEMENTS	ACTION
Level 1	<ul style="list-style-type: none"> • Wearing jewellery and / or refusing to hand over the item for confiscation. • Failing to wear uniform correctly and ignoring requests to do so from a member of staff. • Wearing make-up. • Disrupting other students' learning, despite several warnings issued by the teacher. • Having a visible or audible mobile device and failing to hand it to a member of staff for confiscation. • Failing to complete two consecutive homework tasks. • Writing graffiti on a workbook or planner. • Being late to the lesson without a satisfactory reason. • Presenting your work without care or attention. • Failing to have the correct equipment for the lesson. 	<ul style="list-style-type: none"> • 2 consequence points will be added to your student profile. • Detention at the discretion of teachers.
Level 2	<ul style="list-style-type: none"> • Persistent and open defiance of instruction despite warnings and the issue of a Level 1. • Using inappropriate language (not directed at teacher) in lesson. • Misuse of ICT network (please refer to school's ICT policy). • Failing to attend a detention issued by the teacher / department. 	<ul style="list-style-type: none"> • 4 consequence points will be added to your student profile. • Referral to Dean. • Detention.

<p>Level 3</p>	<ul style="list-style-type: none"> • Using inappropriate or offensive language towards an adult. • Truanting lessons. • Leaving the classroom without permission. • Intentionally damaging another student's work or assignment. • Walking away from an adult without permission (in defiance). • Bullying another student. • Demanding money or other articles from another student. • Gambling on school premises. • A significant breach of health and safety. • Knowingly bringing a 'trespasser' onto the school site. • Inappropriate physical interaction with another student on the school compound. 	<ul style="list-style-type: none"> • 6 consequence points will be added to your student profile. • Referral to Dean and Principal. • Parent conference. • Internal or external suspension.
<p>Level 4</p>	<ul style="list-style-type: none"> • Making racist, homophobic or other offensive comments. • Fighting on the school premises or in the local vicinity. • Damaging school property (including theft). Please note that you will be charged for a new replacement. • Intentionally setting off the fire alarm system outside of a genuine emergency. • Viewing racially or sexually offensive material on the internet on school site or in the local vicinity. • Possession of matches, lighter or fireworks. • Bringing offensive or dangerous weapons to school (including blades and pointed objects). • Serious actual or threatened violence against another student or member of staff. • Sexual abuse or assault. • Possession, use or supply of alcohol, cigarettes, e-cigarettes or other smoking paraphernalia. • Use of any banned or illegal items on the school compound. • Possession, use or supply of illegal drugs. 	<ul style="list-style-type: none"> • 10 consequence points will be added to your student profile. • Referral to Dean and Principal. • Parent conference. • External suspension or expulsion.