



THE BRITISH INTERNATIONAL SCHOOL
KUALA LUMPUR
A NORD ANGLIA EDUCATION SCHOOL

SECONDARY PARENT HANDBOOK



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The British International School Kuala Lumpur

1.1 Welcome

A very warm welcome to the Secondary School Parent Handbook for the academic year 2026/2027. I look forward to working in partnership with you as we support your children throughout the year ahead. The most important part of my role is to ensure that every student feels safe, happy and known. We believe that young people learn best when they feel a genuine sense of belonging, are cared for as individuals and are challenged to achieve their very best. I hope you will see this commitment reflected in every interaction with our Secondary community.

Our philosophy is to **'Be Ambitious'**. We encourage every student to aim high, embrace new opportunities and fulfil their potential, both in and beyond the classroom. We support this philosophy by building strong relationships with our students and creating a culture where care and challenge go hand in hand. We like to use the phrase, **'We know our students and we empower them to succeed.'** By understanding each young person as an individual, we are able to provide the support, opportunities and experiences that enable them to flourish. Alongside academic success, we encourage every student to **Be Resilient, Act with Integrity, Be Ambitious, Take Risks and Be Kind**, values that shape not only successful learners, but compassionate and confident young people.

We begin the new academic year with our Welcome Day for all year groups on **Wednesday 12 August 2026**. Parents will receive information about this event via email (if this is not the case, please contact us for assistance). This is an important opportunity for students and families to reconnect with school, meet form tutors and begin building relationships for the year ahead. Lessons, learning and the new school timetable will begin the following day, **Thursday 13 August 2026**.

This handbook has been created for parents and students to use throughout the year. Inside you will find school hours, key procedures, uniform expectations, homework guidance and other useful information. I hope you will find it a valuable reference. We are proud of the strong partnership we share with our families and believe that the best education is built on trust, open communication and a shared commitment to every child's success. Your feedback is always welcome, if you have any questions, please do contact me or the relevant member of staff, we will always be happy to help.

Best wishes for a happy, successful and rewarding year at BSKL.

Jeffrey Ison

Head of Secondary





1.2 Academic calendar 2026/2027

Below you will find a list of key term and holiday dates for the 2026/2027 academic year. A full list of dates can be found via our Parent App which is updated regularly.

Term one	
12 th August	Welcome day
13 th August	First day of term 1
25 th August	Maulidur Rasul (Prophet's Birthday) holiday
31 st August	National Day holiday
16 th September	Malaysia Day holiday
5 th October – 9 th October	Midterm break
9 th November	Deepavali holiday
10 th December	Last day of term 1
11 th December	Sultan Selangor's birthday holiday
14 th December – 1 st January	Term 1 break

Term two	
1 st January	New Year holiday
4 th January	First day of term 2
22 nd January	Thaipusam holiday
8 th February – 12 th February	Midterm break (Inclusive of Chinese New Year)
24 th February	Nuzul Quran holiday
10 th and 11 th March	Hari Raya Aidilfitri holiday
2 nd April	Last day of term 2
5 th -16 th April	Term 2 break

Term three	
19 th April	First day of term 3
17 th May	Hari Raya Aidiladha holiday
27 th May	Wesak Day holiday
7 th June	Awal Muharram holiday
8 th June	Agong's birthday holiday
25 th June	Last Day of Term 3
28 th June onwards	Summer break



1.3 School staff community

Whole school staff

School Leadership		
School Principal	Ms Vanessa Whay	vanessa.whay@britishschool.edu.my

Secondary school staff

Secondary Leadership Team		
Head of Secondary	Mr Jeffrey Ison	jeffrey.ison@britishschool.edu.my
Deputy Head Academic	Dr Bruce Geddes	bruce.geddes@britishschool.edu.my
Deputy Head Pastoral	Ms Katie Humphrey	katie.humphrey@britishschool.edu.my
Assistant Head Pastoral	Ms Sarah Cole	sarah.cole@britishschool.edu.my
Assistant Head Academic	Mr Dean Horne	dean.horne@britishschool.edu.my

Pastoral Leadership Team		
Head of Sixth Form	Ms Karolina Malinowska	karolina.malinowska@britishschool.edu.my
Student Support and Pathways Coordinator	Mr Daniel Green	daniel.green@britishschool.edu.my
Head of Year 7	Ms Rachael Hammond	rachael.hammond@britishschool.edu.my
Head of Year 8	Ms Blandine Pouchard	blandine.pouchard@britishschool.edu.my
Head of Year 9	Mr Oliver Wilson	oliver.wilson@britishschool.edu.my
Head of Year 10	Mr Martin Lowe	martin.lowe@britishschool.edu.my
Head of Year 11	Mrs Amanda Laragione	amanda.laragione@britishschool.edu.my





School Counsellor	Ms Syahira Khan	nursyahira.khan@britishschool.edu.my
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Academic Leadership Team		
Head of Sixth Form	Ms Karolina Malinowska	karolina.malinowska@britishschool.edu.my
Assistant Head of Student Support	Mr Daniel Green	daniel.green@britishschool.edu.my
Director of Enrichment	Mr Thomas Harron	thomas.harron@britishschool.edu.my
Director of Performing Arts	Ms Rachael Howarth	rachael.howarth@britishschool.edu.my
Head of English	Mr James Jones	james.jones@britishschool.edu.my
Head of Maths	Mr Dharmesh Chauhan	dharmesh.chauhan@britishschool.edu.my
Head of Science	Ms Lucy Thompson	lucy.twinney@britishschool.edu.my
Whole School Head of Languages	Mr Nicholas Bentley	nicholas.bentley@britishschool.edu.my
Head of Geography	Mr Oliver Wilson	oliver.wilson@britishschool.edu.my
Head of History	Ms Megan Smith	megan.smith@britishschool.edu.my
Head of Business & Economics	Mr Mark Tidball	mark.tidball@britishschool.edu.my
Head of Art	Ms Rose Davies	rose.davies@britishschool.edu.my
Head of Graphic Design	Ms Kelly Newton	kelly.newton@britishschool.edu.my
Head of Drama	Mrs Amanda Laragione	amanda.laragione@britishschool.edu.my
Head of Computing	Mr Nevzat Yuksel	nevzat.yuksel@britishschool.edu.my
Head of Music	Ms Rachael Howarth	r.howarth@britishschool.edu.my



Head of Secondary PE and Sport	Mr Joe O'Connor	joseph.oconnor@britishschool.edu.my
Learning Support Coordinator	Cíara Gardener	ciara.gardener@britishschool.edu.my
EAL and Literacy Coordinator	Ms Naraesa Francis	naraesa.francis@britishschool.edu.my
Reward, Progress and Data Lead	Mr Alan Gothard	alan.gothard@britishschool.edu.my

Administrative staff

Please find below a key list of contacts for all the major administrative sections of the school.

Administration Leadership		
Mohd Qisti Husin	Head of Operations (Services, Facilities & IT)	mohdqisti.husin@britishschool.edu.my
Connie Jones	Director of Marketing & Admissions	connie.jones@britishschool.edu.my
Jacqueline Lim	Director of Finance	jacqueline.lim@britishschool.edu.my
Sujatha Nair	Head of HR	sujatha.balachandran@britishschool.edu.my
Elil Arasu	Head of IT	elil.arasu@britishschool.edu.my
Parent Liaison Team		
Parent Liaison/Concierge	+60 3 7727 7775	parentliaison@britishschool.edu.my
Ika Farhana	Parent Liaison Manager	ika.farhana@britishschool.edu.my
School Nurse Team		
School Nurse		nurse@britishschool.edu.my
Agnes Francis	Head Nurse	agnes.francis@britishschool.edu.my





Personal Assistants		
Siti Quraisyah Zulkifli	Executive Assistant to the Principal	sitiquraisyah.zulkifli@britishschool.edu.my
Nur Ain Mohd Salleh	PA to the Head of Secondary	nurain.mohdsalleh@britishschool.edu.my
Noor Ashreen Ismail	PA to the Head of Primary	noor.ashreen@britishschool.edu.my
Services		
Services Team	service@britishschool.edu.my	
Facilities		
Facilities Team	bskl.facilities@britishschool.edu.my	
Finance		
Finance Team	finance@britishschool.edu.my	
Admissions		
Admissions Team	admissions@britishschool.edu.my	
IT		
IT Team	itdepartment@britishschool.edu.my	
Marketing & Communications		
Marketing Team	marketing@britishschool.edu.my	





Our school

2.1 School values

With a child-centred approach at The British International School Kuala Lumpur, the most important people are the students. The children in our school are at the heart of everything, and there is a strong family atmosphere shared by all at BSKL. As a crucial partner in the lives of the children, our most important function is to ensure that the children are safe and happy in school. We do this in partnership with our parent community.

Our overarching philosophy is to 'Be Ambitious'. We encourage every student to strive for success, to try something new, and to believe that anything is possible.

As a caring, professional, and productive community, our BSKL values guide and define our behaviours at all times.

- Be resilient
- Act with integrity
- Be ambitious
- Take risks
- Be kind

The role of the pupil

Our pupils are expected to uphold the BSKL values:

Be ambitious

- We are ambitious for ourselves and responsible for achieving the highest possible learning outcomes.
- We are ambitious for our peers; we encourage and support each other to achieve the very best.
- We are ambitious for our community and the environment around us, showing pride, respect and responsibility at all times.

Be kind

- We show kindness to ourselves and others by upholding the BSKL values.
- We show kindness to our community by looking out for the needs of others, respecting and accepting different beliefs and cultures, while ensuring we are a community where everyone is valued.
- We treat our environment with kindness; making an active effort to be environmentally friendly and look after our surroundings.

Be resilient

- We are resilient with our learning and actively seek out opportunities to learn from others and ask for guidance. We embrace setbacks and accept that this is an opportunity for growth.
- We show resilience through accepting and celebrating new challenges for ourselves and our peers, maintaining a positive mindset and a willingness to try new things.
- We embody resilience within our community by getting involved in the wider school life and participating in events beyond our social groups.





Take risks

- We take risks in our learning by stepping out of our comfort zone to try new things.
- We show perseverance when faced with a difficult task and embrace the challenge that comes with this.
- We celebrate our peers who demonstrate bravery, and we are not afraid to ask for support.

Act with integrity

- We are honest, strive to do the right thing and take responsibility for our actions.
- We respect our school and community and wear our uniform with pride.
- We understand that we are ambassadors for BSKL and maintain the good reputation of our school.

2.2 Positive behaviour ethos

We are all responsible for preserving the learning environment and safeguarding our community. It is everyone's responsibility to ensure our students feel safe and empowered to succeed, and we will intervene if this is not the case.

The [Secondary school positive relationships policy](#) can be viewed on our website. It clearly outlines our ethos, aims and procedures when dealing with student behaviour and expectations. The policy applies to all school related contexts, including off site activities, buses, and all school trips. Relevant points from this policy are provided below. The overarching intention is that all students should feel safe and happy in school. To create an environment in which learning occurs without disruption and our children feel connected to the community.

The Positive relationships policy aims to achieve a positive atmosphere which allows our teachers to focus on teaching and learning and student support. We strive to ensure all our students become the best they can be; to achieve this, we encourage the highest standards of behaviour at all times. Our key values underpin all policies, and in particular the Positive Relationships Policy.

We recognise that the school has a critical role to play in developing self-discipline and independence in students. We aim to establish acceptable patterns of behaviour and good habits as well as to encourage students to develop a sense of responsibility, self-respect and respect for other people, property, and the environment.

All students are encouraged, taught, and expected to demonstrate high standards of behaviour. We highly value the qualities of self-discipline, self-respect and respect for others and their property. More details and specifics of the expectations are listed in the policy section.



Curriculum matters

As an independent school we follow the National Curriculum of England but are not bound by its constraints. Instead, we select the best parts of this to provide an education that is suitable for our pupils. The teaching and learning at Key Stage 3 therefore reflects the key concepts of the National Curriculum, and in addition reflects local cultural conditions and allows for extended opportunities and thorough preparation for IGCSE and A-Level. Our three-Pathway model ensures that every student accesses this curriculum at the level of challenge and support best suited to their individual stage of English language development and academic readiness.

3.1 Curriculum outline

Lessons per week	Year 7	Year 8	Year 9	Years 10/11	Year 12/13
Maths	4	4	4	4	5
Further Maths	-	-	-	4 (Y11 only)	5
English & Literature	4	4	4	4	5
Science	4	4	4	6 (Double award)	-
Physics	-	-	-	3	5
Biology	-	-	-	3	5
Chemistry	-	-	-	3	5
French	3	3	2	3	5
Spanish	3	3	2	3	5
Chinese	3	3	3	3	5
Bahasa/Study	1	1	1	1, 3 (BAH - GCSE)	-
Computing	1	1	1	3	5
Graphic Design	1	1	1	3	5
Geography	1	1	1	3	5
History	1	1	1	3	5
Drama	1	1	1	3	5
PE inc. Dance (Y7/8)	3	3	3	3 (+1 core)	5
Music (incl. SIPS)	2	2	2	3	5
Art	1	1	1	3	5
Media Studies	-	-	-	3	5
Psychology	-	-	-	-	5
EPQ	-	-	-	-	1
Connections	1	1	1	1	1
6 th form tutorials					2
Weekly total	29	29	29	29	19-24
Non curriculum Time 07.45-08.30 Mon-Fri.	Secondary assembly, Year assembly, Academic mentoring, My World PSHE programme.				





3.2 Pathways

At BSKL, our three-Pathway model is an innovative approach to differentiation, ensuring every student accesses the curriculum at the right level for their stage of English language development and academic readiness. This proactive system allows all learners to thrive and succeed.

Key stage 3 (Years 7–9)

Students follow one of three Pathways:

- Core – For students working confidently at close to native-speaker level in English, enabling full access to the curriculum and, where appropriate, extension opportunities.
- Integrated Learning – For students with strong English proficiency who can access the curriculum with some targeted language support.
- EAL – For students in the earlier stages of English acquisition, using a Content and Language Integrated Learning (CLIL) approach that develops English skills through accessible subject lessons.

Key stage 4 (Years 10–11)

At GCSE, students study in the Pathway that best supports their learning:

- Core – English First Language and English Literature GCSEs, plus GCSE options.
- ESL – English as a Second Language GCSE and Media Studies GCSE, plus GCSE options, for students approaching native-level proficiency.
- EAL – A blend of accessible GCSEs with the ASDAN International Award and Literacy Skills programme, designed for students consolidating their English skills.

Pathways assessment

New students are placed in a Pathway based on admissions information and, where applicable, a Pathways assessment covering reading, writing, speaking, and listening. This provides a clear picture of their English proficiency (CEFR level) and academic profile. Pathway placement is reviewed using classroom observation and teacher feedback to ensure it is the best fit.

Pathway system aims

Our Pathways model ensures that every student learns in the environment best suited to their strengths and learning needs. By matching the right level of challenge and support from the outset, students are better positioned to make rapid academic progress, build confidence, and achieve more. It is a cornerstone of how we help all students to thrive at BSKL and create their future.

3.3 Homework

A homework schedule will be published to all students and parents at the start of the academic year. Students should record this schedule in their planners.





Homework aims:

Homework at BSKL should:

- allow for valuable assessment opportunities.
- inform future planning.
- add value to learning and promote progress in a subject.
- be manageable for students (in terms of workload), whilst also challenging them.

Allocated hours:

Please note: In addition to the below, there is an expectation that students will read a minimum of two non-fiction articles per week, and one novel per half term, at Key Stage 3 and 4. This is monitored by the English department through the use of Reading Logs.

Year group	Core (English, Maths, Science)	Non-core (History, Geography, Business, Economics, Languages)	Practical (PE, Music, Art, Drama, Graphics, Computing)
7-8	40 minutes	30 minutes	At the discretion of the teacher, yet 20 minutes maximum
<i>Max allocation</i>	<i>6 hours 10 minutes</i>		
9	45 minutes	40 minutes	At the discretion of the teacher, yet 30 minutes maximum
<i>Max allocation</i>	<i>8 hours 5 minutes</i>		
10-11	1 hour 30 minutes * Trip Sci (1hr each subj) * Doub Sci (45min each subj)	1 hour	1 hour
<i>Max allocation</i>	<i>9 hours</i>		
12-13	4-5 Hours per subject		
<i>Max allocation</i>	<i>15-20 hours</i>		

Assignments may not always be written. Research, learning, revision, and completion of projects may also be set as homework. Students should record time spent on homework in their planner. However, parents can also inform the teacher if an assignment has taken markedly longer than the stipulated time. Parents are encouraged to monitor their son/daughter and to ensure that they have a quiet place to work without distractions.





3.4 Personalised provision

We are ambitious for our students and are, thus, committed to ensuring all our students receive personalised and intensive specialist support. We pride ourselves in knowing our students and plan our curriculum and delivery according to their strengths and areas for development.

Thorough monitoring of progress occurs across all levels of leadership and by class teachers. We are committed to triangulating all available evidence to ensure we develop a rounded and accurate picture of students' needs. Students requiring further support are identified and intervention plans are in place to ensure effective action. Parents will be contacted as necessary.

3.5 Learning support and English as an additional language

Our aim is for all students to access the curriculum independently and to have equal opportunities to achieve their potential in our Secondary School. To this end, we provide English language support and support for specific learning needs. For students developing their English proficiency, we offer a dedicated English as an additional language (EAL) Pathway within the curriculum. This provides tailored subject lessons designed to be accessible while building both language skills and subject knowledge. The Pathway is supported by a team of assistant teachers. In addition, our specialist EAL teaching team deliver extra English lessons through a programme tailored to each student's proficiency level.

For students with additional learning needs, our Learning Support team maintains a student register, works with families on Individual Education Plans (IEPs), and advises teachers on how best to support each student in the classroom. The team also provides one-to-one support and liaises with exam boards to arrange access arrangements for eligible students.

Both our EAL and Learning Support teams work closely with parents and serve as key points of contact for families.

3.6 Reporting

The BSKL Reporting Parent Guide is a useful [handbook](#) to explain the aims, vision and processes involved in our reporting schedule. The overall aim of the report is to help drive pupil progress by keeping everyone informed on pupils' targets, pupils' current attainment and progress towards those targets and pupils' attitude to learning through the year. We have carefully refined the balance of report data, comments, and parent teacher consultations to maximise the impact and meaningfulness of the report and our formal communication points with parents.

- All year groups receive 3 reports over the course of the academic year.
- Reports include personalised, actionable targets where there is a concern.
- All reports also include key progress data - which is the main page of the report showing progress in key metrics across the year. Reports are generally followed





by a parent teacher consultation to allow more detailed discussion of the pupil's subject progress. Parents are of course able to contact their pupil's teachers at any time for further discussion on subject progress. Note that we make it an important part of our practice to contact parents for specific pupils throughout the year where we feel they can support progress or where we may have concerns.

- One report includes a tutor comment. This comes at different points in the year depending on the year group.

The first report can be viewed electronically just before the October half term; it will report back on the attitude to learning of the pupil for each subject, and additional progress information for Y11 and Y13 that are part way through their two-year course. Reports are published via iSAMs.

Pupils will also sit formal internal examinations - for Years 11-13 these are held in January / February and for Years 7-10 these are held at the start of the summer term just before the main external exams begin. Exact dates can be found in the calendar. Please note that internal and external examination dates are fixed and cannot be rescheduled.

3.7 Parent teacher consultations

Curriculum events for all key stages will be held during the first weeks of the academic year, providing parents with an opportunity to meet the teaching staff and learn more about the teaching and learning programme for the coming year.

Parent/teacher consultation days are held twice per year. Appointments last for 5-10 minutes per subject. During these meetings, teachers and tutors will discuss with parents the academic progress of pupils as well as personal and social matters. Again, exact dates are provided in the Parent App calendar.

Parents need not wait for an official opportunity to meet with teachers or Heads of Year but are kindly requested to make an appointment if the member of staff is not available and will prevent any disruption to the teaching day. Parents who wish to meet with the Head of Secondary or a teacher should contact the school either by telephone or email. Parents will always be contacted immediately should any important issues arise between formal reporting points.

3.8 University guidance

Our careers and university counsellor works alongside our Head of KS5 to guide our students through the process of choosing courses, choosing universities, and applying for universities all over the world.

Careers are delivered as part of the My World programme from Year 7-11, to expose students to a range of career paths. Throughout key stage 4 and 5, the number of





these sessions will intensify and will include visits and workshops from universities from around the world. The aim of our careers and university guidance is to find the best course at the best possible university for every one of our students.

Sixth Form students receive tutorial lessons twice weekly led by the university counsellor. These sessions begin by exploring universities and courses around the world and culminate in applications being made between August and January of Year 13.

3.9 Student counselling

Our pastoral support provision is supported by our highly effective student counselling department. Our trained and experienced counsellors work closely with our staff to support the emotional and social development of all students. This support service for students allows for effective one to one and group sessions that greatly enhance our strong My World (PSHE) programme. In addition, our counselling department regularly works with families and have, in recent times, developed successful and respected parent talks and workshop series. Referral to the counselling department is often made by students themselves but can also be made by any of the school's pastoral team.



School life

4.1 School hours

Monday - Thursday

7.30am	Key stage 4 and 5 students enter the building
7.40am	Key stage 3 students enter the building
7.45am – 8.00am	Registration
8.00am – 8.55am	Lesson 1
8.55am-9.50am	Lesson 2
9.50am-10.45am	Lesson 3
10.45am-11.05am	Morning break
11.05am-12.00pm	Lesson 4
12.00pm-12.55pm	Lesson 5
12.55pm-1.20pm	Lunch (duty slot for lunch 1)
1.20pm-1.50pm	Lunch (duty slot for lunch 2)
1.50pm-2.45pm	Lesson 6
2.45pm-3.10pm	Tutor Time
3.15pm – 4.15pm	CCA

Friday

7.30am	Key stage 4 and 5 students enter the building
7.40am	Key stage 3 students enter the building
7.45am – 8.00am	Registration
8.00am – 8.55am	Lesson 1
8.55am-9.50am	Lesson 2
9.50am-10.45am	Lesson 3



10.45am-11.05am	Morning break
11.05am-12.00pm	Lesson 4
12.00pm-12.55pm	Lesson 5
12.55pm-1.25pm	Lunch (duty slot for lunch 1)
1.25pm-2.00pm	Lunch (duty slot for lunch 2)
2.00pm-3.00pm	CCA

If students arrive late to school for whatever reason they should sign in at Secondary Reception and record the reason for late arrival. This information allows us to produce accurate attendance records in case of an evacuation. Our attendance policy can be found here [Attendance and punctuality policy](#).

You will be informed of those days on which your child has Physical Education (PE) classes, and they should bring P.E. or swimming kit on those days.

Our primary aim at BSKL is to ensure the safety and welfare of all students in our care. With this in mind please note the campus will close at 5pm each evening. All students are asked to make arrangements to be picked up by 4.30pm at the latest. In addition, we would like to remind all parents that all our after-school clubs all finish at 4.15pm with the late bus leaving at 4.30pm prompt. Please arrange for pick up no later than 4.30pm.

Students who are not attending after school clubs or revision sessions need to leave campus by 3.30pm. Students should not be on the campus (other than for a supervised activity) after 4.30pm.

4.2 Arrival and departure procedures

The campus opens at 7.30am and pupils will not be able to enter prior to this time. KS4&5 students can enter the secondary building from 7.30am, KS3 students can enter the secondary building from 7.40am.

There is a 'Late Arrival/Early Departure' Logbook at the Reception Desk in which details must be entered of any child who arrives late or must leave early for any reason.

At the end of the school day, pupils using the school bus service assemble in the relevant bus assembly area by 3.15pm, where they are collected by the Bus Monitor and are safely escorted to their bus. Please see the School Bus section below.





Our primary aim at BSKL is to ensure the safety and welfare of all pupils in our care. With this in mind and as the campus will close at 4.30pm each evening, all pupils who are on campus between 3.15pm-4.30pm **must be there for an after-school club or with a supervising teacher.** Students must not remain on campus to be with friends or to socialise.

All pupils are asked to make arrangements to be picked up by 5pm at the latest. In addition, we would like to remind all parents that all our after-school clubs all finish at 4.15pm with the late bus leaving at 4.30pm prompt. Please arrange for pick up no later than 4.30pm.

Pupils who are not attending after school clubs or revision sessions need to leave campus by 3.30pm. Pupils should not be on the campus (other than for a supervised activity) after 4.30pm. After this time they should wait to be picked up in the Secondary Library for parents to arrive to pick them up.

4.3 Procedures for early release from school

To ensure pupils' safety and in line with our Safeguarding and Child Protection policy, there is a strict policy and procedures in place for pupils who need to leave school early. Pupils will not be allowed to leave school early without written notification from parents. Emails should be directed to the tutor, copying the Head of Year. Pupils will be informed that leaving the school without permission will be unauthorised. For planned absences, pupils will be given an early release form from the Front Desk, signed by a member of our Senior Leadership Team. This will need to be handed in to the guard house as the pupil leaves the school. Without this Early Release Form, pupils will not be allowed to leave the building. Parents will be contacted, and if necessary, absence will be recorded as truancy. Please note that staff take a register every lesson. In the case of unexpected medical absences, our school nurse team will contact home and once approval from a parent has been given for their child to go home, the nursing team will complete an early release form.

If, for any reason, you have been delayed, please telephone the school so that we are aware and can inform your child to avoid any unnecessary anxiety. If you are unable to collect your child, please inform the school at your earliest convenience as to who will be collecting your child. For security reasons, teachers will not release a child to an unauthorised person.

4.4 'Beyond the curriculum' Co-curricular activities

The majority of our 'Connections' and community engagement programme takes place during the school day but there is still an extensive range of co-curricular clubs and activities available after school; predominantly in sport and music.

4.5 Educational visits and residential trips

Educational visits are crucial opportunities to learn beyond the classroom and each secondary department is encouraged to take learning beyond the walls of the school through curriculum-related trips. In the secondary school, we offer the opportunity for





our students to enjoy a number of trips with their respective year groups. Trips take place both in Malaysia and abroad, for sport, music, drama, MUN and the International Award. These opportunities are of great benefit in supporting independence, maturity, and self-esteem.

We also provide a residential bonding trip for all year groups at the beginning of every academic year. These trips are a great way for our students to make new friends and spend time with their peers.

4.6 House system

On entry to the school, each student will be allocated a House, with members of the same family being placed in the same House. The House names and colours are as follows:



Normans



Romans



Saxons



Vikings

There are regular House assemblies held throughout the year. House Captains are elected at the start of the year.

The House system comprises two parts:

1. Rewards system, in which students gain commendations/House points for individual awards relating to their progress and efforts in all aspects of school life. All commendations/House points count toward the overall House Cup.
2. Inter-house competitions such as sports days, swimming galas, poetry, and music competitions.

The House Cup, awarded to the winning House is presented during Speech Day at the end of each academic year.

4.7 Commendations, house points and rewards





Central to our rewards system, as a daily occurrence, teachers award commendations/House points for:

- Being ambitious
- Being resilient
- Acting with integrity
- Taking risks
- Being kind

Integration into school events

We have identified several key events throughout the school calendar where students can showcase these values:

- **School bonding trips:** An opportunity for students to demonstrate kindness, resilience, and a willingness to take risks through teamwork, bonding, and adventure. A Bonding Trip Celebration Assembly will be held to celebrate these achievements.
- **Sports day:** Students can exhibit integrity, ambition, and resilience by participating with fairness, striving for excellence, and displaying good sportsmanship. We reward students for participating in Sports Day, reflecting our ambitions for the community. Students are rewarded by earning House Points for participation and where they are placed in the event.
- **End of term head of year assemblies:** Recognising acts of kindness, resilience, integrity, and risk taking throughout the term.
- **House events:** Celebrating students' resilience, teamwork, and ambition in House competitions. Students who take part in House competitions will receive points towards the overall total of their respective Houses.
- **End of year celebration assemblies:** Honouring students who have upheld the values throughout the year.
- **Empowered to Succeed Awards evening:** An invite only event recognising top performing students who have gone above and beyond outside of the curriculum in academic, music, performing arts, and sports achievements whilst embodying our values.
- **Academic Excellence Awards assembly:** In Term 1, we will hold an Outstanding Academic Achievement assembly to identify our students in Year 10 and Year 11 who achieved the highest marks in their subjects based on the previous annual Term 3 assessments. All our students will receive academic achievement certificates in their end of term Head of Year assemblies. These will be based on their termly reports and will identify students' grades, attitude to learning and academic improvement.

External events and rewards

- Students who take part in any external events outside of the school curriculum, such as FOBISIA, MOOT debating, MUN conference, Drama Production, Orchestra etc will receive a participation certification recognising their achievement.





Academic rewards

- Our Empowered to Succeed Awards evening and our Academic Excellence Awards assembly are the two events in our calendar where academic excellence is rewarded.

Acknowledging values through praise emails, postcards, and commendations:

In addition to the events mentioned above, we also recognise and reward students for demonstrating our school values through the following means:

- **Praise emails:** Teachers will send praise emails to students who consistently demonstrate our values in their behaviour and actions. These emails serve as immediate and personalised recognition.
- **Commendations in student journals:** Teachers will have the authority to award commendations to students during lessons when they observe them actively living out our school values. These commendations will be recorded in students' journals and the tutor will take in the weekly totals and add to ISAMS.
- **Postcards home:** Teachers can acknowledge students who have demonstrated the values by writing a personalised postcard. Postcards are sent via POS Laju every Friday.
- **Tutee of the week:** Students who receive the highest number of commendations each week in their form group will receive the 'Tutee of The Week' award.

Integration with house points

We recognise the importance of fostering a sense of camaraderie and healthy competition among our students. Therefore, commendations awarded during lessons will contribute to our House Points system.

- **House points:** Commendations collected by students will contribute to their respective Houses' points total. This reinforces the connection between demonstrating values and the school's House system, encouraging participation and engagement. House Point totals will be shared on the Student Bulletin and updated regularly.

Continuous reinforcement

We emphasise that recognising and rewarding our school values is not limited to specific events. It is an ongoing process that takes place throughout the school year. Our rewards system is designed to provide immediate and long-term intrinsic incentives for students to consistently embody our values.





Criteria for rewards

To earn rewards at these events, students must exhibit behaviours and qualities aligned with our school's values. The specific criteria will be determined by the event organiser, teachers, and staff with input from the school community.

Types of rewards

Rewards may include certificates, symbolic rewards, public acknowledgement, a postcard home, commendations, a praise email, and privileges within the school community. Each reward will be tailored to the value being recognised.

Feedback and evaluation

We will continue to receive feedback from students, teachers, and staff to refine and improve our rewards system, making it more effective in promoting intrinsic motivation.

Communication

Our school community will be informed about the rewards policy and its objectives to ensure everyone understands its purpose and importance from the event organiser, Head of Year, teachers, and staff.

4.8 School uniform

Our school uniform is compulsory for all students attending BSKL. We believe that wearing school uniform in a proud and smart manner promotes positive self-esteem and, therefore, is integral to the ethos of the school.

All students are expected to arrive at school each day in clean clothes, which are to be worn in a tidy manner. We expect our students to take pride in their school uniform.

Please note that students should not wear their own jumpers/cardigans/hoodies.
If students feel cold at any time in school a school jumper or hoodie can be worn.

The Deputy Head Pastoral reserves the right to send pupils home to change if they are inappropriately dressed or call parents requesting appropriate uniform is delivered to school.

If students have PE on their timetable that day, they can come into school in their PE kit for the full day.

You can find the details of the uniform requirements in the [Uniform policy](#) here on our website.





Secondary Uniform



Password: lions

PE Kit & Swimming Gears



Boys



Girls



info@keuniforms.com
www.keuniforms.com/collections/bskl



STRIVE FOR HAPPINESS



BE AMBITIOUS



TAKE RISKS



ACT WITH INTEGRITY



BE RESILIENT



BE KIND



Sixth Form

Sixth Form pupils are our ambassadors, and it is therefore essential that they convey the highest possible standards of work, behaviour and appearance. Sixth Form pupils wear business dress and the Sixth Form dress code is issued to all Sixth Form students upon enrolment.

The link to the full Sixth Form Dress Code can be found [here](#).

Please note that it is compulsory for ALL sixth formers to wear their ID tags once on campus. This is an essential health and safety procedure.

4.9 What you will need to bring

Resources

All Secondary students are expected to bring a pencil case to school every day with personal items needed for the school day. These items include black, blue, and green pens, a ruler, pencils, coloured pencils, rubber/eraser, pencil sharpener, compass and protractor. This pencil case should be brought to school in a bag where other personal items may be kept. Students should also bring a water bottle into school which can be refilled throughout the day.

Students are responsible for ensuring that they bring their school laptop fully charged every day. Games must not be downloaded onto their devices.

4.10 School lunch

A hot, nutritious, and varied lunch is available to all students in school. Students preferring to bring their own lunch from home are welcome to do so. School lunches are paid for in advance using the Vircle app or on the day itself using the prepaid ID card. Please refer to this [guide](#) for details.

If you have not already informed the school that your child has dietary restrictions (whether for health, religious or allergy reasons), please do so immediately. We will inform the school kitchen and special arrangements will be made to provide proper suitable alternatives. There is a coffee bar available, and pupils are able to buy healthy snacks and drinks at published times.

Nut free school

Please be advised that the school is a nut-free zone. Some children have severe allergies to peanuts in particular. No products containing any nuts whatsoever are allowed within the school premises.





4.11 Health and first aid

The school employs three full-time qualified nurses, who deal with day-to-day matters such as cuts and bruises and those children who feel unwell whilst at school.

In the unlikely event of a more serious incident occurring at school, parents will be telephoned to inform them of the accident and if deemed necessary, they will be asked to meet the child and the School Nurse at school who will support them in getting to the hospital. Payment of medical care is the responsibility of the parent.

If your child has a medical issue such as an allergy, epilepsy, asthma, or anything that you think is important for the school to know, please notify the school. Arrangements can be made for you to meet with the school nurse who will put in place an individualised healthcare plan for your child if there is a need for one.

Children are not allowed to attend school in these circumstances:

- if your child's temperature is above 37.5
- if your child has been vomiting or has diarrhoea
- if your child has been coughing for an extended period of time, has green/ yellow nasal discharge.
- if your child has red eye(s) producing discharge or a sore ear.

If your child needs medication during school hours, you will be required to sign a consent form which you can get from the front desk or print it out from the website.

If your child has been diagnosed with any contagious diseases, please notify the school immediately and keep your child at home. You will need a letter from your doctor to say your child is safe to return to school.

Medicine for students

Academic and administrative staff are prohibited from giving any medication to students whilst on site. School nurses require a prescription from a doctor with the doctor's signature and stamp in order to administer any medication to a child. If this cannot be provided, a family representative known to the school will need to give medicine to the student.

4.12 Security

There is no issue that the school takes more seriously than the safety of our students. We have security guards at the front gate to ensure unauthorised personnel do not enter the school grounds and all visitors entering the school are required to sign in and out.

All families will be asked to have their photographs taken by the Front Desk Team or send in electronic photos so that ID cards can be made for any adult picking up a child. All parents must wear their ID tags before entering the site - no adult will be





allowed on the school grounds without their ID card. Staff have been directed to challenge any adult who is not wearing an ID tag. Please support us in this.

If you need to collect your child during the school day, please ensure that you inform the tutor in advance. Pupils will meet parents at Reception and then sign out.

Between 7.45am and 4.30pm parents should wait in Reception only. All other areas of the campus may be used as teaching or staff training areas at these times.

Parents should provide the school with at least two contact telephone numbers in case of emergencies. It is vital that you inform the school of any changes to these contact numbers.





Key school policies

Our policies can be found on our website and via [this](#) link. Please see in particular our policy for:

- Anti-bullying policy
- Child Protection Policy
- Expulsion Policy
- Health and Safety Policy
- Personal Development Policy
- Safe Selection and Recruitment Policy
- Curriculum Policy
- Special Needs and EAL policies.
- Honesty Policy

5.1 Prohibited items

It is school policy not to bring the following items to school:

- chewing gum
- toy or real weapons of any kind including guns
- alcohol, cigarettes/vapes, drugs, any illegal items.

5.2 Acceptable use and BYOD policies

The school recognises that personal communication through mobile technologies is an accepted part of everyday life and that such technologies need to be used appropriately. BSKL accepts that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety.

Parents/carers are requested that in cases of emergency, the school reception should be contacted, and they can ensure their child is reached in a relevant and appropriate way.

We want every student to feel present, engaged, and connected throughout the school day - and part of that means knowing when to unplug. To support a positive learning environment and encourage face-to-face interaction, mobile phones should be kept safely stored in school bags from the moment students arrive on site. This includes break and lunch times, which are great opportunities for students to chat with friends, enjoy some fresh air, and take a well-earned pause from screens.

Laptops and iPads are important learning tools, and students use them frequently during class when directed by teachers. However, they should not be used before or after school hours to play games or watch videos etc. Once students are on school grounds, these guidelines are in place to help everyone stay focused and support respectful digital habits.

By keeping devices out of sight, we all contribute to a more mindful, distraction-free space where relationships grow, and learning takes centre stage.





Mobile phones must be switched off and kept out of sight between 7.30am-3.10pm. In addition:

- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- Unless permission is granted, mobile phones should not be used to make calls, send SMS/Whatsapp messages, surf the internet, take photos, or use any other application during school lessons, assemblies, in the school canteen, Library and reading room. Mobile phones are not to be used whilst walking around the school.
- Mobile phones must not disrupt classroom lessons with ringtones, music, or beeping. They should be turned off during lesson times.
- In emergencies students should only use their mobile phone if permission is granted by a teacher. They must do so in an agreed quiet area.
- Upon infringement of this policy the mobile phone may be confiscated by the teacher and kept in a secure place. The student will be able to collect the mobile phone at the end of the school day and a record will be made of the incident on ISAMS alerting the relevant Head of Year and tutor.
- Should there be more than one disruption to lessons caused by a mobile phone, the responsible student will face sanctions as issued by the teacher, Head of Department (if in more than one lesson in the same subject area) or Head of Year (if across different lessons).
- Further infringements may result in parents/carers being asked to collect the phone from school or in more serious instances a ban on bringing a mobile phone to school. All sanctions in these cases will be as decided by the relevant Head of Year and/or members of SLT.
- Repeated or more serious infringements will be dealt with under the normal guidance in the secondary positive behaviour policy.
- All infringements and sanctions must be recorded on iSAMS alerting the relevant Head of Year and tutor where appropriate.
- Using mobile phones or other technology to bully and threaten other students is unacceptable. Cyber bullying will not be tolerated. If the use of technology humiliates, embarrasses, or causes offence it is unacceptable regardless of whether 'consent' was given.
- Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow students, staff, or visitors to the school.

BYOD

BSKL is operating an updated policy on devices from August 2022/23. The Bring Your Own Device (BYOD) policy will be phased in over a period of a few years. As specific hardware has become less of a focus, our top priority is now ensuring that students have access to the right software and that our network continues to be fast, safe, and secure. We have set minimum requirements for devices, but we have aimed to provide parents with flexibility. Students should not need new devices every year unless their device no longer meets the minimum requirements.

BSKL provides an external vendor to purchase devices from, for those families that would like guidance on supported devices. BSKL will not require parents to purchase through this vendor. Please find our BYOD policy [here](#).





5.3 Attendance

The **Attendance and punctuality policy (Parent)** can be viewed on our website. Relevant and important extracts from this policy are provided below:

The community at BSKL is committed to providing a safe and supportive learning environment for all students. We are ambitious for all students and strive for excellence in all areas of our provision. Excellent standards in attendance and punctuality play a key factor in achieving this vision.

BSKL expects, whenever possible, students to attend school for the full school day, and every day to ensure they have access to, and be able to participate and engage fully in all aspects of school life.

Our attendance policy aims to clarify expectations for students, parents, staff, and the wider community and ensure that we have a clear and shared vision and understanding of procedures.

To ensure high ambitions for all students, we are committed to:

- *promoting the key messages of: **every day counts and every lesson matters**;*
- *providing a safe, healthy, challenging and supportive environment so that all students want to be in school every day;*
- *supporting individual students who struggle to maintain high levels of attendance;*
- *monitoring and communicating with parents, and cooperate with parents to implement strategies to improve regular school attendance;*
- *promoting the belief that truanting can place a student in unsafe situations and impact on their future employability and life choices;*
- *promoting the belief that attendance at school is the responsibility of everyone in the community;*
- *investigating reasons why some students are not able to maintain high levels of attendance and provide the pastoral structures to tackle issues (such as poor sleep habits, dependency on and abuse of technology, bullying etc).*

The aims of BSKL's attendance policy are to:

- *achieve high standards in attendance and punctuality;*
- *support student engagement in learning;*
- *engender a positive attitude to school;*
- *clarify procedures for absences and lateness;*
- *clarify implications if, after support, a student's attendance/ punctuality record does not improve.*

Regular daily attendance is essential if students are to achieve their potential. There is significant research on the impact of attendance on pupils' overall academic performance and personal development. We ask that parents support attendance at school wherever possible. Absence from school for reasons which are neither health-related nor involving an emergency are strongly discouraged and should be kept to a





minimum, since frequent absence can result in the student falling behind - perhaps seriously - in his/her studies and/or missing key assessments.

Parents who are aware of such future absences should inform the class teacher/tutor and seek permission from the Headteacher as far in advance as possible.

Support will be given to parents and students if there are attendance issues. If these support mechanisms fail, and students are unable to achieve the standards required, and in extreme cases, where attendance continues to be a concern, and there is evidence of lack of progress/ improvement, (or falls below 85%) the school reserves the right to:

1. The student will be asked to repeat the year
2. The student may be asked to withdraw from the school

The table below (Attendance Policy) outlines procedures for the monitoring of attendance:

Level	Number of absent days	Action	Communication
1	3-5 days in a term or below 95%	Email home	Tutor
2	8 days in a term or below 90%	Email home, meeting with HoY	Head of Year
3	10 days + in a term or below 85% and/ or + consistent/ lack of improvement	Email home + parent meeting	Deputy Head Pastoral
4	Attendance is between 85%-90% no improvement		Deputy Head Pastoral/ Head of Secondary
5	Continued unauthorised absence, truancy; below 85%	Parent meeting	Head of Secondary + Principal

Please note that it is not school policy to provide work for students who are on unauthorised leave. Parents will receive notification of the attendance and punctuality figures in all progress and full reports.

5.4 Absence due to illness

While regular daily attendance is important, sometimes absence is unavoidable through sickness. Please inform the school if your child is unable to attend school for health reasons. Please email the Form tutors as early as possible. If your son or daughter uses the bus service, it is imperative that you inform the school/bus monitor as soon as possible in order to avoid delaying the bus.

In order for us to ensure the health and safety of your son or daughter, please advise us of any medical problems your child may have when there is an allergy to materials or food. Please ensure that the health questionnaire has been completed.





If your son or daughter becomes unwell and the class teacher/tutor feels that s/he may not be well enough to participate in lessons, the student will be referred to the school nurse on site. After further observation, if the student is clearly not well enough to return to class, you may be telephoned to collect your child. Please be aware that it is the responsibility of the parents to collect an unwell child, and that the school cannot provide a driver in such circumstances. Please ensure that school always has updated contact phone numbers.

5.5 Home/school communication

At BSKL we greatly value working in partnership with parents and guardians to ensure the very best for your children. As part of this, we place a strong emphasis on opening up many avenues of communication between parents and teachers. For the majority of enquiries, you should contact either the appropriate subject teacher directly (email) or your child's form tutor – the tutor will hold the academic and pastoral overview for your child. When communicating with any member of staff, please copy in the tutor.

Parent Portal: Most communication from the school is provided through our management information system iSAMS or via the BSKL Family Portal. Therefore, it is essential that all parents review all of the information regularly. Not only will information from key staff members be presented there but also important calendar events.

Email: Critical/individual communication can also be maintained by email, though we ask you to do this selectively and concisely so that email communication remains manageable for teachers to allow them to focus on their classroom work. The class teacher or tutor would be the first point of contact on most issues. When appropriate, they will refer any important issues to the Senior Leadership Team. If you wish advice on administrative aspects of school our admin team are always happy to help.

Parents are requested not to copy other parents, when emailing staff.

Newsletter: This is issued weekly and published via email. It includes articles from staff and students and photos celebrating students' successes. It is a vital part of our communication; key dates are reminders as well as important messages are also published there.

Parent Information Sessions and Parent Forums: These are held at relevant points in the calendar to inform parents of our processes or of upcoming activities and events. They are an opportunity for staff to update parents on recent developments. Dates are published for these events in September, via the calendar on the Parent App.

Additional information and correspondence during the year:

News: We have regular updates of school activities provided by the news coordinator on each site via newsletter, website and postings on [Facebook](#), [Instagram](#), [YouTube](#) and [LinkedIn](#).





Face-to-face: We believe this is the best and most effective method of communication. We encourage all parents to come and speak to us, and we welcome your active involvement in school. Subject teachers/tutors are happy to discuss concerns you may have about your son or daughter but are unable to do so during teaching time, so please do contact them to schedule an appointment to avoid wasting your time and waiting unnecessarily. Any small issue that can be discussed briefly at drop off or pick up time, must be completed outside of lesson time.

In order to maintain consistent lines of communication, we ask that you ensure that your contact details including mobile phones and email addresses remain regularly updated with the school office.

