



THE BRITISH COLLEGE
OF BRAZIL
A NORD ANGLIA EDUCATION SCHOOL



STUDENT & PARENT HANDBOOK

Welcome

TO OUR SCHOOL

Welcome to our School.

As a Nord Anglia School, we shape a generation of creative and resilient global citizens, a generation that will change our world for the better.

At The British College of Brazil, our purpose is to be a caring and inclusive international community that empowers students to succeed through a world class education.

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MESSAGE FROM OUR PRINCIPAL

At The British College of Brazil (BCB) our ambition is to ensure all our pupils are provided with the best education in order to become successful global citizens. This can only be achieved if there is a positive and supportive partnership between school and family.

The aim of this handbook is to share the school's vision, policies and expectations of everyone in our community. Please take some time to read through the information so that you will be better placed to support your child at our school so we can achieve that positive and supportive partnership.

We are extremely ambitious for our students and use our world class collaborations to provide the best opportunities for them. Being part of a premium network of school with over 82 schools worldwide gives our community significant advantages that include:

- Recruiting outstanding teachers and support teams
- Investing in excellent training
- Regional and worldwide support and monitoring of the learning process

Results that far exceed global and UK averages

- Curriculum enhancements including collaborations with The Juilliard School, UNICEF, and Massachusetts Institute of Technology (MIT)
- A Global Campus for connecting with thousands of teachers and students worldwide
- Being ambitious in our expectations for our students, communities and family of school.

In the Primary School the International Primary Curriculum (IPC) is taught, which is designed and based around the English National Curriculum, but with a more international context and using units of learning that allow our students to explore and be creative, making their learning visible. By the time our pupils leave the Primary School they are more than equipped with the necessary skills and knowledge to be successful in secondary education.



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In the Secondary School the English National Curriculum is taught in Years 7, 8, and 9, followed by Cambridge IGCSE in Years 10 and 11. This culminates at the end of Year 13 with students graduating from the prestigious IBDP. When pupils leave secondary school, they are more than equipped for success at university and beyond.

Along with the English National Curriculum, our secondary students learn Portuguese and Brazilian history, culture and geography. The British College of Brazil offers double certification. By obtaining the Brazilian diploma, students are allowed to continue their studies in Brazil, as the school is fully certified by the Ministry of Education.

Beyond the classroom pupils are encouraged to contribute to the wider community through sport, The Arts, and charitable endeavours. In doing so they make a considerable contribution to improving the world around them. Consequently, pupils leaving BCB are ambitious Global citizens, who want to make a positive impact on society. Learning is a collaborative activity with children receiving help and support from a variety of places. Your continued interest, involvement and support are essential for the on-going development of your child and will be very much welcomed and appreciated by the school.

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We have an active Parent Teachers Association (PTA) These willing volunteers work with our team to put on a range of social events from Festa Junina, Christmas Faire, Halloween and Easter Celebrations, Staff & Appreciation Day, Children and Teacher's Day, and our annual International Day. We encourage all families to join us at these events and welcome support from those who wish to support the PTA as volunteers.

I am very much looking forward to what promises to be a great school year ahead.

Kind regards,

Nick West
School Principal
The British College of Brazil



NICK WEST



WE ARE AMBITIOUS FOR OUR PUPILS

We believe that:

- There is no limit to what every child can achieve
- Creativity and challenge helps every child get better daily
- Learning should be personalised to each and every child
- Unique global opportunities enhance every pupil's learning experience

Why?

- To promote social, moral, spiritual and cultural awareness
- To encourage pupils to feel comfortable with their own unique identity
- To teach pupils to protect the environment
- To prepare pupils for the next step after school, whether it is in education, training or employment
- To develop global citizens

How can we achieve this?

- Promote the highest standards of language
- Develop independent pupils who are responsible for their own learning
- Encourage curiosity and a positive mindset
- Teach pupils how to think creatively and critically to develop problem-solving skills
- Personalise learning to challenge every pupil appropriately
- Focus on an all round education



PUPIL PROFILE

The top of the school's priorities is the personal development of its pupils. The study of academic subjects is as much a means for developing key skills as it is for acquiring subject specific knowledge. The following are key attributes that pupils should develop at the school, and the learning of which is integrated into classroom work and school life. In the Primary school, these attributes are shared and promoted to pupils through our unique 'Learner League' superheroes.



Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines



Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others



Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them



Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience



Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment



Risk-Takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs



Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others



Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development



ACADEMIC DEVELOPMENT



BCB enables pupils to exceed academic expectations. The philosophy of the school develops well rounded individuals who are socially aware and have interests in the arts, philanthropy, and sports.

Consequently, pupils who leave BCB are well prepared to make a positive impact on our global society

Teaching & Learning

At BCB, our main approach to teaching and learning centres around Growth Mindset theory. This is a culture that we endeavour to create, permeating every area of the school.

When children have a Growth Mindset, they believe they can succeed, are driven by their own progress rather than comparing themselves to others, show resilience and perseverance and understand that there are a range of strategies that can help them be successful with their learning.

This is opposed to a fixed mindset in which children avoid challenges and also avoid getting things wrong.

In Primary classrooms, we encourage a Growth Mindset using the 'Learner League' - a system that rewards children for showing the positive learning behaviours they need to succeed.



ACADEMIC DEVELOPMENT

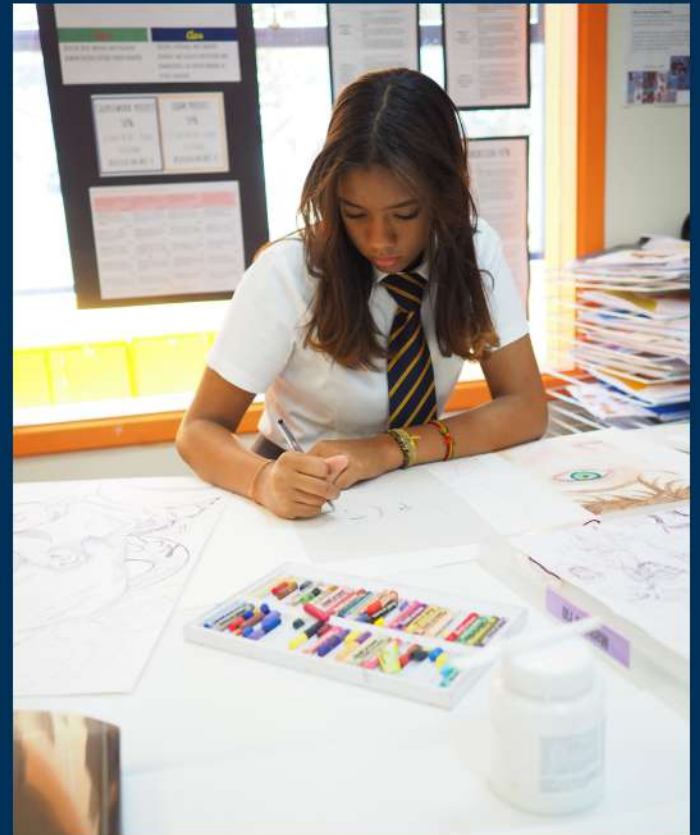
Academic Standards

In the Primary age phase, the school challenges all pupils to achieve beyond their academic potential, measured against the standards set out by the English National Curriculum. This is complemented by the International Primary Curriculum (IPC), a framework for learning in the core subjects (Science, History, Geography, Art, PSHE, Computing & Technology) that provides a defined progressive pedagogy for pupils and teachers. This challenging ethos extends into IGCSE and IBDP where the secondary school pushes pupils to attain grades beyond initial expectations.

What is IGCSE?

IGCSE is the international version of the General Certificate of Secondary Education which all students take at the end of year 11 in England. IGCSE course are 2 years in duration which run throughout year 10 and 11. Some subject's such as Maths, English and Science are compulsory and thereafter students can make individual choices in pursuit of their own areas of interest. Science is the only subject where students receive 2 grades from the one course as the course combines elements of Physics Chemistry and Biology.

>> https://bit.ly/learnmore_IGCSE





ACADEMIC DEVELOPMENT

What is IB?

The International Baccalaureate Diploma Programme (IBDP) is a two-year educational programme aimed at 16-to-19-year-olds in 140 countries around the world. The programme provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide.

Administered by the International Baccalaureate (IB), the IBDP is taught in schools in over 140 countries, in one of three languages: English, French, or Spanish. In order to offer the IB diploma, schools must be certified as an IB school.

IBDP students complete assessments in six subjects, traditionally one from each of the 6 subject groups (although students may choose to forgo a group 6 subject such as Art or music, instead choosing an additional subject from one of the other groups).

In addition, they must fulfill the three core requirements, namely CAS, TOK and the Extended Essay.

Students are evaluated using both internal and external assessments, and courses finish with an externally assessed series of examinations, usually consisting of two or three timed written tests.





ACADEMIC DEVELOPMENT

How is IGCSE and IB Graded

IGCSE Is graded from A*, B, C, D E, F, G.

IB uses a number system, and each subject is graded 1-7 and a further 3 points are available from the course of Extended Essay, CAS, and TOK, Theory of Knowledge. Students require 24 points out of a possible 45 to pass the IB and Achieve a Diploma

IGCSE and IB Exam Dates 23/24

IGCSE exams will take place from mid-April until early June.

Student-Parent Conferences

In the Primary school, academic reports are produced at the end of each term. Term 1 and Term 3 see full reports shared with parents; Term 2's report is an academic update of a pupil's progress towards curriculum objectives.

These reports are complemented by Parent-Student Conferences where the pupils' work and progress are celebrated. In Year 2 to Year 6, externally marked summative assessments are used at the end of the year.

In other year groups and at other times of the year, a mixture of small-scale summative and ongoing formative assessment is used.

Secondary Reports are produced at the end of each term based on formative and summative assessment from that term. At the start of each term students will, in consultation with their teacher, set themselves targets for that term.

In the middle of the Term 1 PTC (Parent Teacher Conference) evening will be organised for Year 7, 11 and 13 to reflect on what progress has been made so far and any support or challenge that pupils may require to meet their ambitions targets by the end of the year.

In Term 2 the same process takes place for Year 8, 9, 10 and 12.



ACADEMIC DEVELOPMENT

Maximising Potentials

The school continuously monitors and tracks individual pupils' progress to identify their academic potential. This information is used to push pupils to greater success.

Independent Learning

Pupils develop the skills and self-esteem that allow them to take ownership of their own learning and become ambitious, independent, lifelong learners.





ACADEMIC DEVELOPMENT

Core 12 Objectives

To support the formative assessment of Year 1 to Year 6 pupils towards achieving year group targets for Reading, Writing, Maths, Portuguese, Music and PE, the Primary school uses the Core 12 objectives.

These have been lifted from the English National Curriculum (Portuguese aside) and represent the objectives that BCB teachers feel are the most important milestones for each year group. In some cases, two or more objectives have been blended to provide greater curriculum coverage.

Teachers use the Core 12 to guide their planning and teaching, and your child's progress towards these objectives is communicated to you three times a year through our academic reports. Outside of these times, you are always welcome to ask the relevant teacher for an update about progress towards any objective.

To learn more information about the Core 12 subjects in Primary school, please scan the following Qr Code:





ROLE OF THE PARENT



We recognise that as a parent you have chosen our school because of the values we hold and our approach to education, which you share. To successfully educate children families and school must be a team.

It is important that families recognise this union to reinforce those commonly held values. BCB promotes a happy, safe and harmonious environment. To this end it is important parents respect each other, our pupils and our staff.

BCB will not accept behaviour from parents who undermine this environment, and the Principal will act against any situations that cause disharmony in the community. It is also important to respect the need for safety.

To that end when entering the campus at any time, for any time, and for any reason parents should be identifiable by wearing their BCB ID cards around their neck.

Additionally, we ask you to please inform the school if you change your contact details to ensure we can contact you whenever needed.

If you have any questions or concerns at any time please contact BCB who will help answer or resolve them.





OUR PTA

BCB would not be BCB without our amazing Parent and Teacher Association, which helps us throughout the year on the creation and organisation of several events, as well as, raising funds towards charities and NGO's.

The PTA also helps to welcome new families into the community and help to organise whole school events, in the past these have included:

- Coffee mornings
- International Day
- Festa Junina
- Halloween
- Charity events
- Christmas Faire
- Easter
- Children and teachers day
- Staff appreciation day and many more!

To join the PTA or learn more,
contact them at
pta-bcb@britishcollegebrazil.org





THE SCHOOL DAY - EYFS/PRIMARY

TIMES	PRIMARY
7:50 - 8:00 AM	REGISTRATION
8:00 - 9:40 AM	LESSONS
9:40 - 10:20 AM	MORNING BREAKS <ul style="list-style-type: none">• KS1 - 9:40 AM• KS1 - 10:00 AM
10:20 - 11:20 AM	LESSONS
11:20 - 12:50 PM	STAGGERED LUNCH <ul style="list-style-type: none">• EYFS/KS1 - 11:20 AM• KS2 - 11:50 AM
12:50 - 15:00 PM	LESSONS
15:00 - 15:50 PM	ECAs (from Monday to Thursday)





TAPESTRY FOR EYFS PARENTS

- **What is Tapestry?**

Tapestry is an online learning journal for EYFS children. Staff members can record photos, videos, comments as observations of your child's learning and achievements. Parents have access to their child's Tapestry account and can also add photos, videos and comments about their child's learning and achievements outside of school. We strongly encourage families to regularly use Tapestry with your child to celebrate their learning both in and outside of school.

- **How do I use Tapestry?**

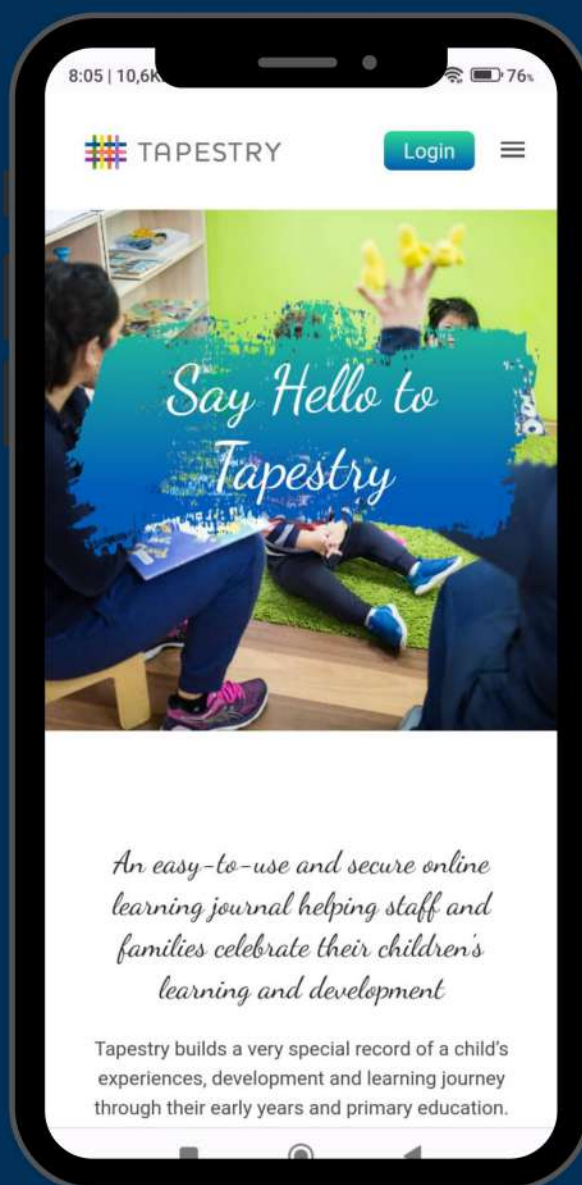
Tapestry can be accessed using an app or website: www.tapestryjournal.com. To gain access, all parents will receive an activation link in their email. Observations will generally include a photo and/or video and a description of your child's achievement in a particular activity. Staff will also include some flags which refer to the seven areas of learning in the EYFS.

- **How to add an observation**

To create an observation, click the "+ Add Observation" button on the top right of the screen. Here you can add photos and videos and a description of your child's learning.



TAPESTRY
ONLINE LEARNING
JOURNAL





CLASSDOJO FOR PRIMARY PARENTS

- **What is ClassDojo?**

ClassDojo is a school communication platform that creates a window into our school and classrooms. Whether used on the APP or the website, ClassDojo has a range of features that teachers, students and parents can use to share and celebrate achievements.

CLASSDOJO POLICY

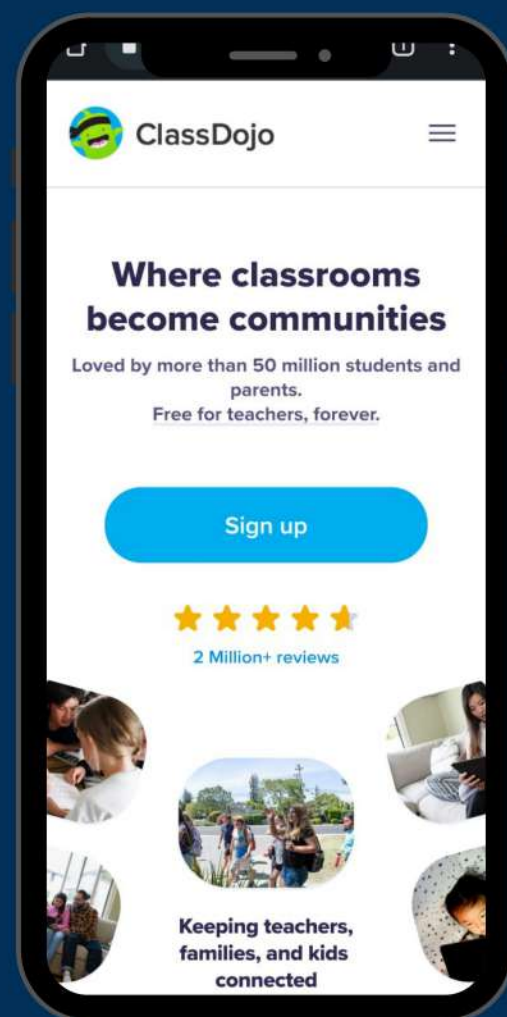
- **School and Class Stories:**

BCB have their own School Story. This is a page that allows whole school messages to be shared with our school community. Whether this is weekly notices, home learning challenges or calendar events, our whole school community can find these pieces of information in one place.

Each class in our Primary School has their own Class Story. On these stories, teachers can share posts for parents to see at home.

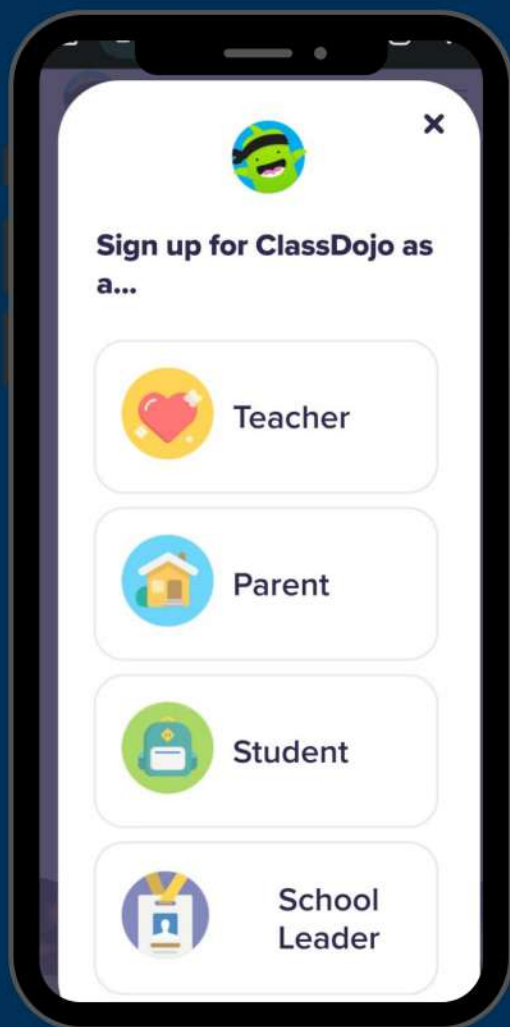
We ask that each class posts 2 or 3 times on their Class Story per week. This is to ensure parents have a well-rounded view of what is happening in their child's classroom.

Teachers can also create events on their Class Story that are specific to their class. These events can then be shared with parents and students. Once these posts are added the School and Class Stories, parents and students can instantly see these at home. This then supports their learning journey as the students explain these experiences to their parents.





CLASSDOJO POLICY



Just like social media, parents and students can like and comment on specific posts, something teachers love to see!

With the introduction of ClassDojo, we hope that our parents will feel like they have a greater understanding of the amazing learning and experiences taking place here at BCB.

We also hope that students will take pride in their work and enjoy sharing tales of their learning at home

• Contacting School

ClassDojo has a messaging function where parents and teachers can keep in contact which we have seen used effectively.

However, if parents wish to contact a member of staff at school, the official platform we will use is email.

This way, parents can copy in other teachers who need to be informed. For example, if there is a change to a students' end-of-day routine, parents can copy the front desk of the relevant campus into their email.





PRIMARY IPC ROUTE PLANNER

YEAR 1

TERM 1	TERM 2
<ul style="list-style-type: none">• Metacognition• Who Am I?• From A to B	<ul style="list-style-type: none">• Sensational• Stories People Tell
TERM 3	TOTAL WEEKS
<ul style="list-style-type: none">• Seeing The Light	33 weeks

YEAR 2

TERM 1	TERM 2
<ul style="list-style-type: none">• Metacognition• A Day In The Life• We Are What We Eat	<ul style="list-style-type: none">• Live And Let Live• Buildings
TERM 3	TOTAL WEEKS
<ul style="list-style-type: none">• Time Travellers	33 weeks



PRIMARY IPC ROUTE PLANNER

YEAR 3

TERM 1	TERM 2
<ul style="list-style-type: none">• Metacognition• Temples, Tombs and Treasures• How Humans Work	<ul style="list-style-type: none">• Land, Sea and Sky• Feel the Force!• Let's Plant it
TERM 3	TOTAL WEEKS
<ul style="list-style-type: none">• Different Places, Similar Lives	33 weeks

YEAR 4

TERM 1	TERM 2
<ul style="list-style-type: none">• Metacognition• Vanishing Rainforests• Material World	<ul style="list-style-type: none">• Explorers and Adventurers• Making Waves
TERM 3	TOTAL WEEKS
<ul style="list-style-type: none">• Chocolate	33 weeks



PRIMARY IPC ROUTE PLANNER

YEAR 5

TERM 1	TERM 2
<ul style="list-style-type: none">• Metacognition• Mission to Mars• Express Yourself	<ul style="list-style-type: none">• Building a Village• Learning Critically Online
TERM 3	TOTAL WEEKS
<ul style="list-style-type: none">• Fairgrounds	33 weeks

YEAR 6

TERM 1	TERM 2
<ul style="list-style-type: none">• Metacognition• Existing, Endangered, Extinct• Champions for Change	<ul style="list-style-type: none">• Moving People• Being Human
TERM 3	TOTAL WEEKS
<ul style="list-style-type: none">• The Holiday Show	33 weeks



THE PRIMARY BEHAVIOUR WHEEL

The Behaviour Wheel is a resource that complements our Learner League in promoting positive behaviours for learning in the classroom. It acts as a visual representation of children's current status in terms of their readiness to learn. The wheel is displayed at the front of each classroom so that all students can see it. Name cards or images for each student are attached to the wheel. All students begin each lesson at 'Ready To Learn'. This means that they are showing positive learning behaviours, such as listening to and following instructions, and communicating well with their learning partner. These positive behaviours are further reinforced with House Points based on the Learner League superheroes.

If a student is not 'Ready To Learn', for example if they are talking over others, are not focused on their work or not behaving collaboratively with their peers, they will be given a 'Reflective Reminder' by the teacher. This is a gentle reminder of the class expectations, and the teacher will move the child's name from 'Ready To Learn' to the 'Reflective Reminder' section of the chart as a visual reinforcement of this.

It is expected that the child's name will be moved back to 'Ready To Learn' within a few minutes, once they have shown an improvement in their learning readiness.

If a student is sitting at Reflective Reminder and is still unable to make a positive change, their name will be moved again to 'Turn it Around', which is accompanied by a clear reminder of school's expectations from the teacher. This is expected to be resolved quickly with the student demonstrating that they are 'Ready To Learn' once again. If they are unable to do this, then their name will be moved to 'Children's Choice' and together with their teacher they will identify a consequence for their actions. If there are further difficulties beyond this stage, parents will be informed by email from the class teacher.





GROWTH MINDSET AND LEARNER LEAGUE

The Basics

Growth Mindset

When children have a Growth Mindset, as well as understanding that their intelligence can always be developed, they believe they can succeed; they are driven by their own progress rather than comparing themselves to others; they show resilience and perseverance; and they understand that there are a range of strategies that can help them be successful with their learning. This is opposed to a Fixed Mindset where children avoid challenges, are scared of making mistakes and believe that their intelligence is static.

What is the Learner League?

The Learner League are a group of superheroes that are linked to 5 key learning behaviours:





GROWTH MINDSET AND LEARNER LEAGUE

The Basics



The Risker (risk-taking) - This encourages the children to take risks and be confident in their learning; they can 'have a go' even if they are not sure, embrace challenges and 'bounce back' if they make a mistake.

Captain Communicator (communication) - The children learn that to be good communicators they need to be confident to share their ideas, be able to explain them clearly so others understand and respect the ideas of others.



Incredible Inquirer (inquiry) - To develop their inquiry skills, the children ask meaningful questions and try different approaches to find the answers.



In pre-nursery, nursery and reception, the heroes are slowly introduced one at a time, including the different colour house points, as and when they are ready to understand each learning behaviour.



GROWTH MINDSET AND LEARNER LEAGUE

The Basics

Reflective Star (reflection) - The children learn how to reflect on their learning journey, thinking about what they already know, where they need to improve and how they will do it.



Grit Man (grit) - The children develop grit by not giving up and setting themselves goals that they are motivated to work towards.

HOUSE POINTS & REWARDS

Children are awarded house points by teachers as and when they display a learning behaviour of one of the 5 heroes in lessons and generally around the school. Each term the children will count up the number of house points they have across each hero and will get a certificate based on this.

- 25 house points across all 5 heroes = In Training
- 50 house points across all 5 heroes = Junior
- 100 house points across all 5 heroes = Qualified
- 200 house points across all 5 heroes = Master

Weekly celebrations assemblies are also held where one child per week will get a certificate for one of the Learner League super heroes.



THE SCHOOL DAY - SECONDARY SCHOOL

TIMES	SECONDARY
7:50 - 8:20 AM	REGISTRATION
8:20 - 9:20 AM	PERIOD 1
9:20 - 10:20 AM	PERIOD 2
10:20 - 10:50 AM	BREAK
10:50 - 11:50 AM	PERIOD 3
11:50 - 12:50 AM	PERIOD 4
12:50 - 14:00 PM	LUNCH
14:00 - 15:00 PM	PERIOD 5
15:00 - 15:50	ECAs

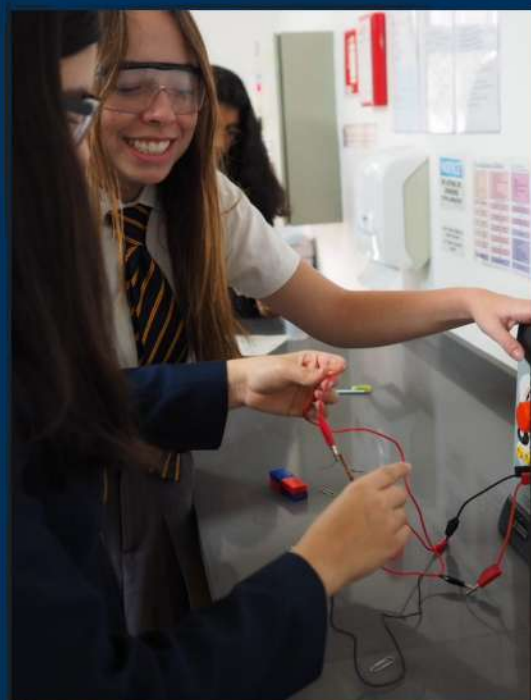


SECONDARY CURRICULUM

YEARS 7-9

SUBJECTS

- English
- Mathematics
- Science
- History
- Geography
- ICT
- Physical Education
- Art
- Music
- Drama
- Portuguese
- Spanish
- Brazilian Social Studies





SECONDARY CURRICULUM

YEARS 10-11 | IGCSE

In IGCSE students have to take a minimum of 5 subjects (including the 3 compulsory ones)



COMPULSORY SUBJECTS

- English Language & Literature or English as a 2nd language
- Mathematics (extended or core) + Additional Maths
- Science double award (extended or core)

STUDENT CHOICE

One subject in each group

GROUP 1:

Geography or History (Inc Global Perspectives IGCSE completed in Year 10)

GROUP 2:

Portuguese A, Spanish A, Brazilian Social Studies, Spanish Literature

GROUP 3:

Portuguese B, Spanish B

GROUP 4 (Choose 2):

Art, Music, Drama, PE, ICT, Computing, Sociology, Business Studies

NATIONALITY-BASED CHOICE

Choose one

Brazilian Students: Must choose Brazilian Social Studies and Portuguese A in Group 2



SECONDARY CURRICULUM

YEARS 12-13 | IBDP

In IB Diploma students have to select 6 subjects among various choices given



COMPULSORY CORE ELEMENTS

- Extended Essay
- CAS (Creativity, Activity and Service)
- TOK (Theory of Knowledge)

OPTIONAL SUBJECTS

Select one of each group

GROUP 1:

English Language and Literature A (SL/HL), English Language B (SL/HL)

GROUP 2:

Portuguese Language B (SL/HL), Spanish Language and Literature (SL/HL),
Portuguese Language and Literature A (SL/HL)

GROUP 3:

History (SL/HL) and Geography (SL/HL) Global Politics (HL) Business Management (SL/HL)

GROUP 4:

Biology (SL/HL) and Physics (SL/HL)

GROUP 5:

Applications and Interpretations (SL/HL) or Analysis and Approaches (SL/HL)

GROUP 6:

Music (SL), Visual Arts (SL), Film Studies (SL), Theatre Studies (HSL) or Chemistry (SL/HL) Brazilian Social Studies (SL)



SECONDARY REWARDS & BEHAVIOURS

R3

Positive
postcard

R2

House
Points

R1

Praise

B1

Verbal
Warning

B2

Behaviour Point
Logged on iSAMS

B3

Reflection

Rewards: 50 Bronze; 125 Silver; 250 Gold
Each Class: Highest HP w/ lowest behaviour points = Diamond



IMPORTANT INFORMATION

Attendance and Timekeeping

- All pupils should attend school every day and at the correct times
- Regular poor timekeeping will be challenged by the school as this can affect a pupil's progress
- Holidays should not be taken during term time
- School considers good attendance as 95% or above
- Students are expected in school according to the published school calendar and the attendance requirements of Education Law where PN-Y1 have a 60% attendance requirement and Y2 and older it is 75%
- Research shows that academically successful pupils always attend school
- If pupils are not in school BCB cannot educate them, and they cannot learn
- Any request to be absent from school due to holidays or other long-term reasons should be directed to the Heads for approval, according to school policy
- Work will not be set for students with unauthorised absences
- On the unusual occasions when your child is absent through illness the tutor or class teacher and the school receptionist should be informed via email



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IMPORTANT INFORMATION

Arrival and Departure Procedures

Arrival:

- The school gates will only be opened at 7:30am for health and safety reasons
- The school gates will close at 7:55am, when registration begins
- Pupils arriving after 7:55am can only enter the school through the reception, where they will be marked as late



Departure (for all pupils not taking part in ECAs):

- The school gates will be opened at 3:00pm
- The gates will close at 3:15pm, by which time all pupils should have been collected
- Pupils using the bus will be looked after by duty staff
- For health and safety reasons the school cannot organise playdates, which should be arranged by the parent responsible who must inform the school about those arrangements with a list of children attending
 - Parents of children leaving school with another family, must inform the school in advance. If the school is not informed, the child will be kept at school until permission has been confirmed.

(All pupils up to Year 11 not taking part in ECAs or clubs must be collected at 3:00pm)



Departure (for pupils taking part in ECAs and sixth form students):

- The school gates will be opened at 3:50pm
- The gates will close at 4:05pm, by which time all pupils should have been collected
- Pupils using the bus service will be looked after by duty staff
- For health and safety reasons the school cannot organise play dates, which should be arranged by the parent responsible who must inform the school about those arrangements with a list of children attending
 - Parents of children leaving school with another family must inform the school. If the school is not informed the child will be kept at school until Permission has been confirmed.
 - On the exceptional occasions when you may be delayed collecting your child due to circumstances beyond your control, please telephone the school as soon as possible: Chácara Flora +55 (11) 5547 3030 and Cidade Jardim (11) 3096-2424



- This is essential to ensure the safe care of your child until you arrive. Parents who consistently collect their children late will be requested to meet with the principal.
- It is imperative that parents respect the requests of the doormen at drop off and pickup times. Signage and pedestrian crossings outside of the campuses should be observed at all times. Cars should never be left unattended.
- Parents who do not respect the parking rules or the directions of the doormen will be requested to meet with the principal.



Extra-Curricular Activities (ECA)

The purpose of the optional ECA programme is to enable pupils to experience an enriched curriculum that supports and enhances the taught curriculum through stimulating and meaningful activities

- ECAs are optional activities taking place after school between 3:00pm and 3:50pm. There will be no ECAs on Fridays, when all pupils go home at 3:00pm





School Uniform

School uniform is compulsory for all pupils attending BCB from Pre-Nursery to Year 11. Students in the IBDP should wear business dress. We believe that wearing school uniform proudly and smartly promotes positive self-esteem and a sense of identity. It is integral to the ethos of BCB. All pupils are expected to arrive at school wearing a clean and tidy uniform.

- Shoes must be solidly black
- Pupils are permitted to bring trainers to school to wear at break / lunch times, but must change back into their black footwear on their return to class
- Ties are optional only in Term 2 (January – April) and must be worn at all other times of year (This was a debate and decision from the Student Council)
- Jumpers must be school jumpers
- Uniform items carrying the logo of the school's former group are **no longer permitted**
- Pupils must wear their PE kit for PE lessons only
- We encourage parents to purchase a house t-shirt to join in competitions and events representing their House allegiance.
- Sixth form students are expected to adhere to business attire
- Details of our school uniform are outlined on our school website



School Uniform

- Parents will be notified by email if pupils are not wearing appropriate school uniform
- For health and safety reasons, jewellery should not be worn on PE days, unless for special reasons and simple stud earrings should be the choice.
- Hair should be neat and in its natural colour. Any hair below shoulder length should be tied up. Students in Year 10 and above are allowed subtle tints and colours as agreed by the Student Council.





What you will need for school:



Water bottle



Sunscreen



Sun hat



Insect repellent

BCB accepts
no responsibility or liability
for loss or damage
to personal items brought
into school



STANDARDS OF BEHAVIOUR

Code of Conduct

Our school's code of conduct aims to achieve a positive atmosphere in which time spent on teaching and learning is maximised.

The school has a critical role to play in developing self-discipline in pupils. We aim to establish acceptable patterns of behaviour and to encourage pupils to develop a sense of responsibility, self-respect and a respect for other people, property and the environment. It is essential for parents and school to work in partnership, so that the values encouraged by home and school are mutually reinforced





Anti-bullying Policy

At BCB, we expect every family to respect our values corresponding to our expectations in protecting the learning of every individual in the school. Should compliance not be met, The British College of Brazil reserves the right to consider withdrawing the offer and, consequently, the attendance at school, while supporting a transfer to another educational institution.

The British College of Brazil Anti-Bullying Policy - This policy is based on best practice and UK guidance "Preventing bullying"(July 2017) and supporting documents such as 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

Mission statement:

The British College of Brazil is committed to creating and sustaining a safe, positive and inclusive environment for all students, staff and parents/carers.

We believe that all students, staff and parents/carers have the right to be protected from bullying and abusive behaviour.

Who the policy applies to:

This policy was developed and is reviewed and monitored through consultation with the whole school community and applies to all members of our community.



1) Policy objectives:



- This policy outlines what The British College of Brazil will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- The British College of Brazil is committed to developing and maintaining an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding and Child protection policy
- Confidentiality policy
- E-safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone and social media policies

3) Links to legislation

In Brazil, there are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- LEI N° 9.394, DE 20 DE DEZEMBRO DE 1996 (LDBE)
- LEI No 13.185, DE 6 DE NOVEMBRO DE 2015

4) Responsibilities

It is the responsibility of:

- The Designated Safeguarding Leads (DSLs) to communicate this policy to the whole school community, to ensure that any disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- All staff, including: senior leadership, teaching and non-teaching staff, should support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to read and abide by the policy.





5) Definition of bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (UK, “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

6) Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy, and our school expectations, cover all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics) i.e. Bullying related to race, religion, faith and belief and for those without Faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)





7) School ethos



- The British College of Brazil recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Helps to monitor and review our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.





8) Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services, where appropriate.
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will do all that it can to ensure that the concern is fully investigated, especially where this impacts on students at the school. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.





Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with individuals to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, but only in accordance with the local law.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
 - Inform the police if a criminal offence has been committed, where this is in the student's best interests.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.





Supporting pupils

Students who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, counsellor or other member of staff, as appropriate.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering counselling, engaging with parents and carers etc.

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions and the impact of this on others.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and exclusions for fixed periods.
- Where necessary, working with the wider school community and local organisations to provide further or specialist advice and guidance.



Note: Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable. While the school has no duty or responsibility to investigate issues between parents or the wider school community, issues affecting staff or students will be dealt with in line with this policy and or local law.



9) Preventing Bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider school community and outside agencies, where appropriate, to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.





Policy and Support

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the school community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied, including restorative justice approaches.

Education and Training

The school community will:

- Require all staff and volunteers, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as an anti-bullying week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.





10) Involvement of students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying, through interviews and student surveys.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise potential for pupil led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have, including the use of restorative justice approaches.

11) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in understanding policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying.
- Work with all parents/carers and the school community to address issues beyond the school gates that give rise to bullying, where appropriate.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.





12) Monitoring and review: putting policy into practice

We will:

- Ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- Bullying concerns will be escalated across the schools SLT, as appropriate.

Relevant School personnel:

Nominated Members of Leadership Staff Responsible for the policy:

- Paul McDaniel paul.mcdaniel@britishcollegebrazil.org (Head of Primary School)
- Andy Mullan andrew.mullan@britishcollegebrazil.org (Deputy Head of Primary School)
- Tim Jones timothy.jones@britishcollegebrazil.org (Deputy Head of Secondary School)

Designated Safeguarding Leads (DSL):

Paul McDaniel, Andy Mullan and Timothy Jones

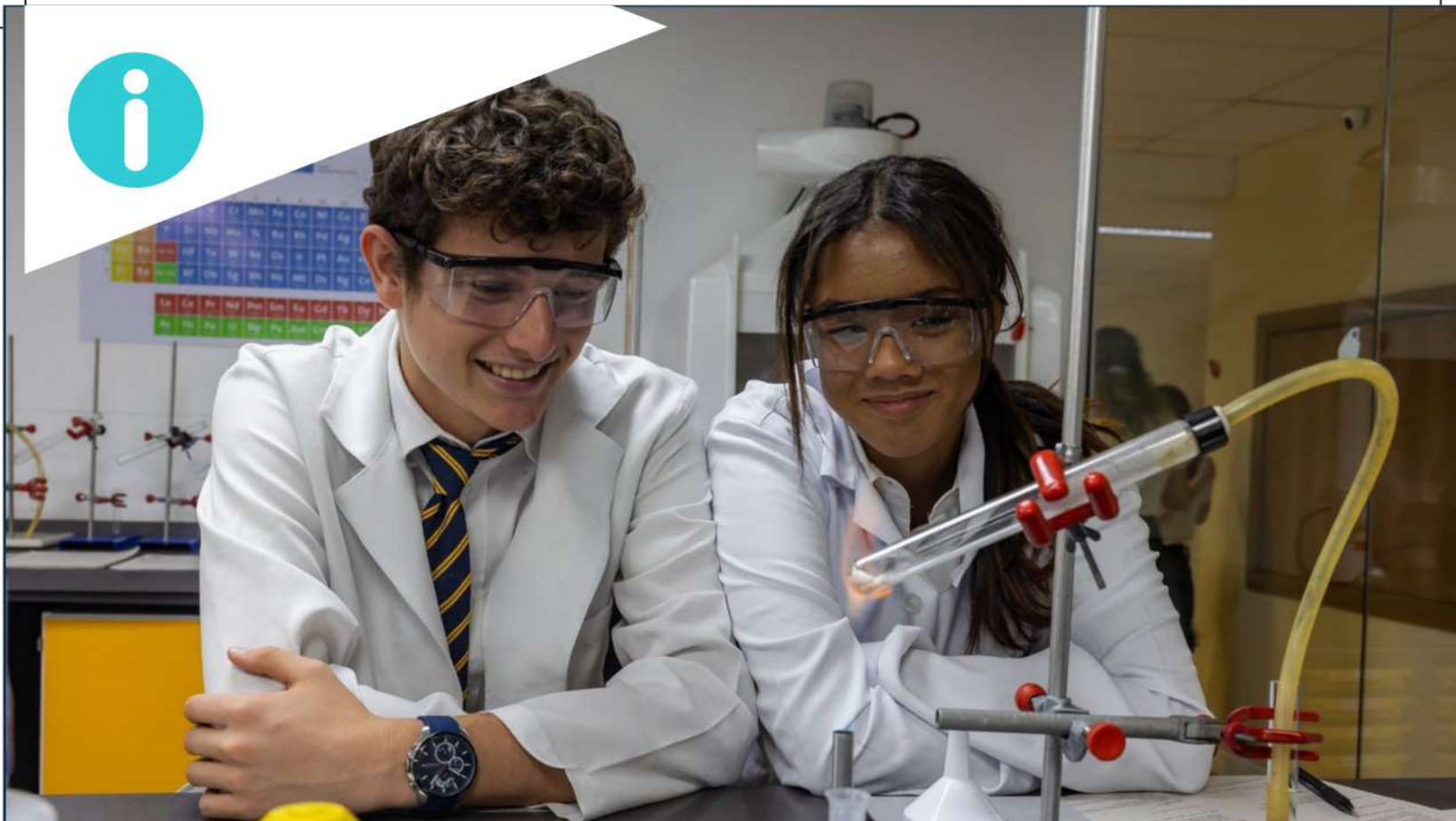
Date written: (September, 2019)

Date reviewed: (October, 2022)

Date of next review: (October, 2023)

This policy will be reviewed and where necessary updated annually.





COMMON LANGUAGE POLICY

We expect all pupils to speak English at all times whilst in school. It is important that we have a common language as an international school of over 40 nationalities. It encourages friendship and social development as well as providing an environment where first, second or third language learners can develop their English language skills quickly and effectively.

It is essential for parents and school to work in partnership, so that the values encouraged by home and school are mutually reinforced.





BUS POLICY

The school buses are an extension of the school, and BCB expects all pupils to display the same high standards of behaviour as at BCB.

Those who fail to reach those high standards will be dealt with in accordance with the school rules.

The organisation of the bus routes is extremely complex. In light of this, using the bus service to facilitate playdates and parties is not allowed.

Parents are responsible for informing the school's front desk and the bus company of any changes to their child's schedule.

cf-reception@britishcollegebrazil.org

cj-reception@britishcollegebrazil.org



HEALTH



The school employs a full-time qualified nurse and designated staff are first-aid trained and can deal with day-to-day matters such as cuts or bruises and pupils who feel unwell whilst at school.

In extreme emergencies, such as serious injury or extreme sickness the school will make every effort to get the child to medical facilities.

If your child becomes unwell and the class teacher feels that s/he may not be well enough to participate in lessons, they will be referred to the school nurse on site. After further observation, if the child 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 their unwell child and the school cannot provide a driver in such circumstances.

► Medication can only be administered with written consent and directions from the parents. Medicines must be given to the nurse by the parent, not the child ◀



- If your child has had to visit the nurse due to injury you will be informed of the incident in writing



- Please inform the school if your child is unable to attend by sending an email to the Class Teacher/Form Tutor and the school receptionist



- If your child uses the bus service it is imperative that you inform the school/Bus Monitor as soon as possible to avoid delaying the bus



- If your child is sick, they should not be sent to school to avoid passing on the sickness to others. A period of 24 hours should be observed to ensure symptoms have abated. If the school feels that a child has returned to school too soon, parents will be contacted to collect their child immediately



COMMUNICATION



We aim to keep parents fully informed about events or developments at BCB in various ways, for example:

- Class Dojo (Primary)
- Curriculum meetings
- Organised meetings
- Presentations
- “Meet the Teachers Mornings”
- Workshops
- Pupil Conferences
- Reports

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.



COMMUNICATION

Below you will find the communication protocol to ensure that your question or concern gets dealt with quickly and efficiently. Parents should always follow the communication procedure. This allows us to be informed but the initial contact should be the person most involved with the child on a daily basis

Primary School Communication Process

firstname.surname@britishcollegebrazil.org

CLASS TEACHER

Any question about your child's learning then contact their teacher using the email format above

PHASE LEADER

If you don't think you have had a satisfactory response from your class teacher, please contact the phase leader using the email format above

PRINCIPAL

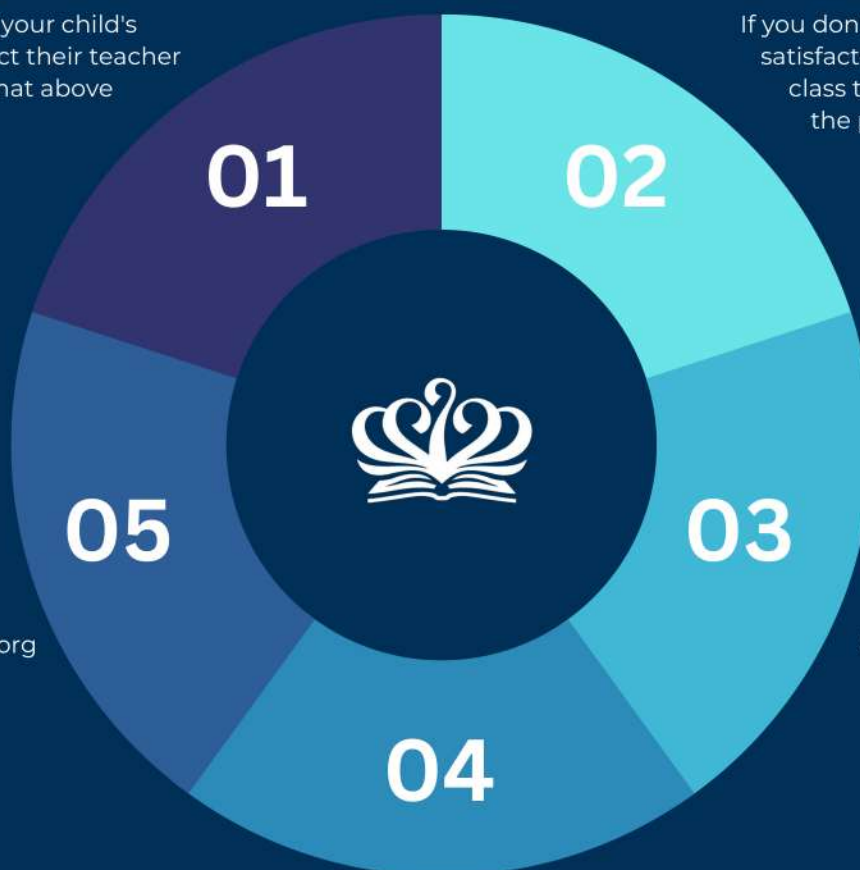
If you don't think you have had a satisfactory response from the Head, please contact the Principal,
nick.west@britishcollegebrazil.org

DEPUTY HEAD

If you don't think you have had a satisfactory response from your phase leader, please contact the Deputy Head,
andrew.mullan@britishcollegebrazil.org

HEAD

If you don't think you have had a satisfactory response from the Deputy Head, please contact the Head,
paul.mcdaniel@britishcollegebrazil.org





COMMUNICATION

Secondary School Communication Process

firstname.surname@britishcollegebrazil.org

SUBJECT TEACHER OR FORM TUTOR

Any question about your child's learning then contact their subject teacher using the format above.
Any question about your child's wellbeing or pastoral care, then contact their form tutor using the format above

PRINCIPAL

If you don't think you have had a satisfactory response from the Head, please contact the Principal,
nick.west@britishcollegebrazil.org

HEAD OF SUBJECT OR HEAD OF YEAR

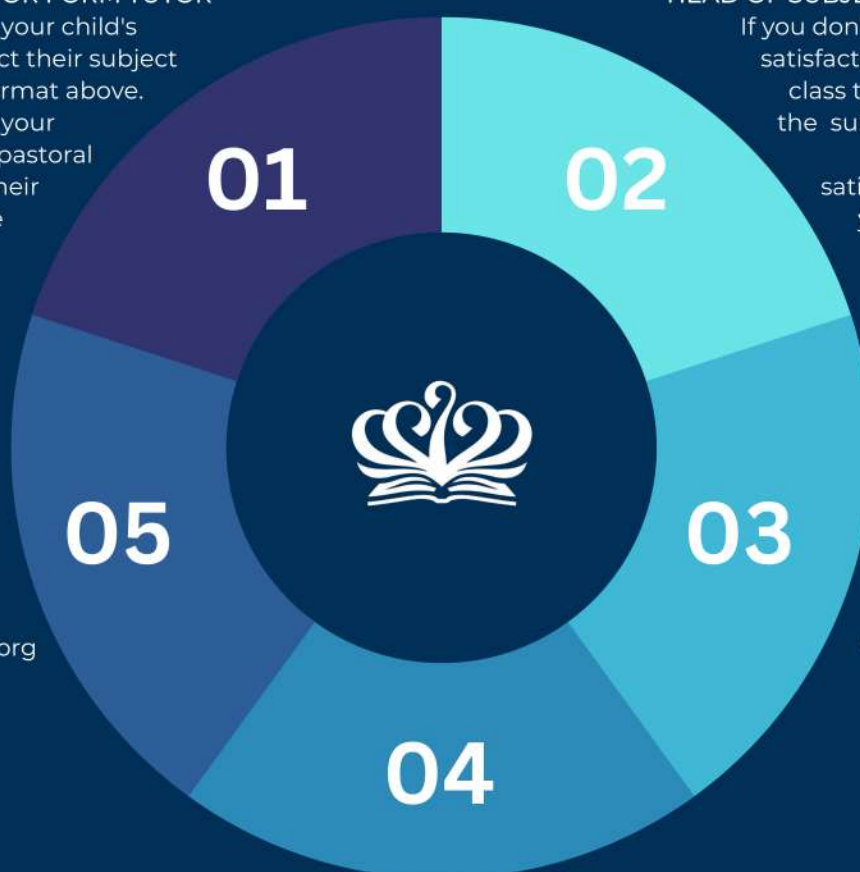
If you don't think you have had a satisfactory response from your class teacher, please contact the subject head. If you don't think you have had a satisfactory response from your form tutor, please contact the Head of the Year

DEPUTY HEAD

If you don't think you have had a satisfactory response from your Head of Subject or Head of Year, please contact the Deputy Head,
timothy.jones@britishcollegebrazil.org

HEAD

If you don't think you have had a satisfactory response from the Deputy Head, please contact the Head,
maurice.hartnett@britishcollegebrazil.org





Key Staff Email Addresses Academic

NAME	ROLE	EMAIL
Any teacher	Class teacher	firstname.surname@ britishcollegebrazil.org
Joanne Price	EYFS Leader	joanne.price@ britishcollegebrazil.org
Jessica Lindhorst	KS1 Leader (Y1/2)	jessica.lindhorst@ britishcollegebrazil.org
Samuel Hardwicke	Lower KS2 Leader (Y3/4)	samuel.hardwicke@ britishcollegebrazil.org
James Chapman	Upper KS2 Leader (Y5/6)	james.chapman@ britishcollegebrazil.org
Naomi Todd	Head of Year 7	naomi.todd@ britishcollegebrazil.org
Maurício Ruiz Jr.	Head of Year 8	mauricio.ruiz@ britishcollegebrazil.org
Gary Pixsley	Head of Year 9	gary.pixsley@ britishcollegebrazil.org
Jonathan Brock	Head of Year 10	jonathan.brock@ britishcollegebrazil.org
Samuel Spruce	Head of Year 11	samuel.spruce@ britishcollegebrazil.org
Richard Watts	Head of Year 12 and 13	richard.watts@ britishcollegebrazil.org



Key Staff Email Addresses

Non-Academic

NAME	ROLE	EMAIL
Finance	Finance Department	finance@ britishcollegebrazil.org
Jorge Oliveira	Head of Finance	jorge.oliveira@ britishcollegebrazil.org
Admissions	Admissions Department	admissions-bcb@ britishcollegebrazil.org
Carla Joyce	MAC Leader	carla.basile@ britishcollegebrazil.org
Priscilla Jordon	Shop Lead	uniforms@ britishcollegebrazil.org
Janaina Figueiredo	CJ Nurse	janaina.figueiredo@ britishcollegebrazil.org
Bruna Matsumoto	CF Nurse	bruna.matsumoto@ britishcollegebrazil.org
Gabriela Houck	CJ Reception	cj-reception@ britishcollegebrazil.org
Kayene Mattos	CF Reception	cf-reception@ britishcollegebrazil.org
Priscilla Leal	Brazilian Director	priscila.leal@ britishcollegebrazil.org
Natali Pereira	School Secretary	secretaria-bcb@ britishcollegebrazil.org



SCHOOL COMPLAINTS PROCEDURE

If you have a complaint regarding any nonfinancial matter concerning the school, the first point of contact is normally your child's class or form teacher. They will take the matter up for you and will do one of two things:

1. Reply directly within 24 hours when possible
2. Pass the matter to the appropriate person

Please note that email is the preferred method of handling communication with class / form teachers as they are busy during the day and cannot respond to phone calls. Alternatively, a meeting can be requested via reception.

If the complaint is regarding the class or form teacher, and you feel that it would not be appropriate to raise it with them, you may contact their head of school directly.



If the complaint is concerning the head of school, then the complaint should be lodged directly with the Principal.

Urgent matters of child welfare (safety) can be immediately addressed to the school in person, and a meeting will be arranged as soon as possible with a senior member of staff

Complaints of a financial nature should be directed to the school's Finance Department. Appointments can be made to see heads of school via reception

Complaints are handled as swiftly as possible and in confidence where appropriate /requested. Parents will be kept up to date of the progress of their enquiry throughout the process.

RETAKE EXAMS

Students who fail to meet expectations for the year will need to retake examinations at the end of the year. Notice will be given in May in addition to any potential consequences for the student. The date in the calendar will be after speech day.





HOUSE SYSTEM



On entry to the school each child will be allocated a house and members of the same family placed in the same house. The House names are as follows:



Panthers



Lions



Tigers



Jaguars

The House system will have two parts:

1. Merit scheme where pupils gain house points for individual awards relating to attainment, progress, effort and achievement.
2. Internal competitions such as Sports Day, Swimming Gala, Poetry and Music competitions



LUNCH



- Lunch is provided by the school and is prepared in our kitchen to ensure every member of our community has a balanced diet to promote healthy lifestyle habits and to maintain energy levels for a full day of learning.
- We offer pupils a healthy choice of food each day which includes a range of salad, vegetables, proteins and carbohydrates
- We encourage our pupils to eat healthily and whilst we recognise that some pupils may not like certain food, we always encourage pupils to try everything with an expectation that they eat a good meal every day. Any food allergies should be reported to the school and accompanied by a medical certificate
- We limit the amount of salt given to pupils, so this is not readily available.





Important Addresses

- CHÁCARA FLORA CAMPUS

Rua Álvares de Azevedo, 50 - Chácara Flora, São Paulo - SP, 04671-040

- CIDADE JARDIM CAMPUS

Rua Engenheiro Oscar Americano, 630 - Cidade Jardim, São Paulo - SP, 05673-050

- BCB UNIFORM STORE

Rua Molière, 413 (room 3) - Chácara Flora, São Paulo - SP, 04671-090

- SÃO PAULO ATHLETIC CLUB - SPAC

Av. Atlântica, 1448 - Socorro, São Paulo - SP, 04768-200





THE BRITISH COLLEGE OF BRAZIL

A NORD ANGLIA EDUCATION SCHOOL



@britishcollegebrazil



/TheBritishCollegeBrazil



/the-british-college-of-brazil



/thebritishcollegeofbrazil3940

Chacara Flora Campus

Rua Alvares de Azevedo, 50
Chacara Flora, Sao Paulo - SP - 04671-040
+55 11 5547 3030

Cidade Jardim Campus

Rua Engenheiro Oscar Americano, 630
Cidade Jardim, Sao Paulo - SP - 05673-050
+55 11 3096 2424