

Brit-Magyar School

Organisational and Operational Regulations



Revised May 2022

I. GENERAL PROVISIONS, SCOPE OF THE CODE

The provisions and regulations concerning the organisational structure, operation, external and internal relations of the **Brit-Magyar Bilingual Primary School**, based on the proposal of the head of the institution, will be adopted by the educational body in 2020.

Compliance with the rules of organisation and operation and other internal regulations is mandatory for all employees of the institution.

1.1 Basic Data:

Name of the school: Brit-Magyar Bilingual Primary School

Short name of the school: Brit-Magyar School

OM identifier: 203474

The school's headquarters: 1021 Budapest, Tárogató út 2-4.

The school founder: ESB Bilingual Primary School Foundation (1061 Budapest, Andrassy út 17. I / 8.)

The sponsor of the school: **Brit-Magyar oktatásért Alapítvány (1021. Budapest, Budenz út. 1)**

Type of school: Primary school

Max, number of students: 352 (from 2024-25)

Number of grades: 8 grades (opening with 1-6 grades in the 2022-2023 academic year and Grade 8 from 2024-25)

International Accreditation: Cambridge International Education

Basic tasks of the institution: Full-time school education

Director of the school: Horváthné Toldi Szilvia

Deputy in case of absence: Gulyás Eszter

Senior Director (Foundation): Dr. Nici Wood

II. THE SCHOOL'S ORGANISATIONAL SYSTEM, MANAGEMENT AND INTERNAL AUDIT PROCESS OF THE PEDAGOGICAL WORK

2.1 The school Leadership Team:

The Leadership team consists of the Senior Director, Director and Deputy Director.

2.2 The Head of school:

The head of the school, as required by law, responsible for its maintenance, as well as the internal regulations of the school, is the Director.

- The Director is the head of the institution.
- The Director is responsible for the professional and legal management of the institution.
- The Director represents the institution.
- The Director plans, organises, controls, analyses and evaluates educational work.
- The Director performs managerial duties according to a coordinated division of labour with the heads of the working community.
- The Director of the school has employers rights over the employees

2.3 The responsibilities and powers delegated to the heads of the working communities shall be:

- Organising celebrations.

- Organising complex study competitions related to their field of expertise.
- Organising excursions and class trips.
- Organisation of child protection tasks.
- Administration of student accidents.
- Organising regular health examinations for students.
- To contribute to the creation of healthy and safe conditions for educational work.
- Liaise with the parent organisation and the advocacy groups.

2.4. Control of the head of the institution

Evaluation of the work of the Director is made using feedback from staff and parents surveys that are carried out each second and fourth year following their appointment.

2.5. School Supervisory Board

Members of the school board :

- Representatives of the Foundation
- Founders
- Senior Director
- Director
- Assistant Director

Their tasks are as follows:

- Legal compliance is ensured by the Director and Foundation
- Director prepares school plans and budgets. The budget is approved by the Foundation
- Directly involved in non-educational projects: facility development, financial planning
- Approves educational plan, supervises adherence to vision, mission and values, supervises school leadership

2.6. School Leadership Team

Members of the school Leadership Team:

- Senior Director
- Director
- Assistant Director

Their tasks are as follows:

- Creates school plans and budgets
- Manages all Educational aspects of the school
- Manages non-educational tasks, facilities, finance, HR, admissions, licencing

In the absence of the school Director, responsibility as Head of School will be assumed by the Deputy Director. In the absence of the Deputy Head, the Head of Hn or En Department will assume responsibility.

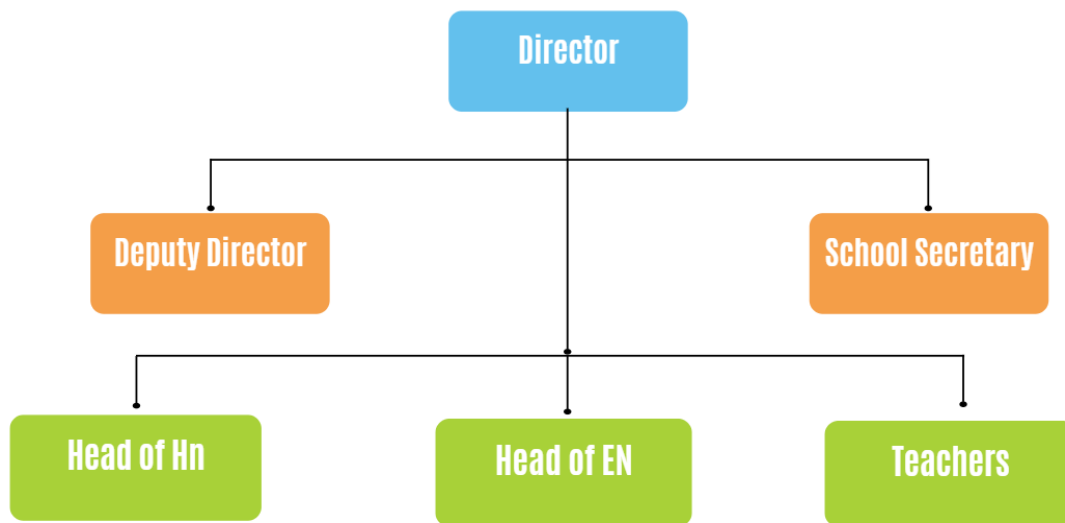
2.7. School departments:

The education and welfare of the students is governed by the class teachers, who are managed by the Deputy Director, Director and Senior Director.

Curriculum development, through the integration of the NAT and Cambridge curricular, is overseen by the Head of English, Head of Hungarian Maths and the Head of Hungarian Grammar and Literacy.

2.8. Organisational structure:

Please refer to the following graphic:



III. COMMUNITIES OF THE INSTITUTION, THEIR LEADERSHIP AND RELATIONSHIPS WITH EACH OTHER

3.1. The school community:

The school community is made up of school staff, parents and students. Members of the school community communicate through the following groups:

3.1.1. School staff:

The school ensures that the rights, duties and allowances of school employees, as well as their opportunities to communicate their interests within the school, follow regulations as outlined by legislation (firstly, the Labour Code, the Law on Public Education and related regulations).

School employees refer to the following members of staff:

- Those with teaching duties (Teachers)
- Those with teaching support duties (Teaching Assistants)
- Those with school administrative duties (Administrators)

The opinion of the teachers shall be sought in cases laid down in the higher legislation. They may provide opinions or make proposals on all matters relating to the operation of the school.

During a school year, the following meetings take place:

- Staff training and operational meetings at the start of the year (all staff)
- Weekly staff meetings throughout the year (teachers)
- Report analysis meetings at the end of each semester (teachers)
- Staff training and operational meetings at the end of the year (all staff)

As set out in the higher legislation:

- A meeting shall be quorum if more than 50% of its members are present
- Decisions shall be made following an open vote and by a simple majority, except in cases where there is conflict with legislation or the organisational and operational regulations of the school.
- Minutes of the meetings shall be kept.

An extraordinary meeting shall be convened if more than 50% members of the teaching staff ask for it, or if the school director or the school board considers it justified.

3.1.2. Heads of Department:

The tasks of departmental heads, within their relevant professional-pedagogical field are:

- To manage and control pedagogical, professional and methodological activities.
- To develop the curriculum and pedagogy, in line with latest educational reforms and best practice.
- To track student progress through the monitoring of data and performance of teaching staff.
- To identify, organise or coordinate study competitions.
- To provide mentoring for teaching staff and organise, or assist, in staff professional development.
- To take responsibility for the development and execution of the school development plan.
- To assist in the performance management of teaching staff.
- To coordinate the selection and ordering of educational resources
- In collaboration with teachers, determine the entry of a student into a higher grade.

Professional working communities operate according to a work plan for the academic year, drawn up on the basis of the pedagogical program of the school, the school development plan and the suggestions of the members of the given working community.

3.1.3. Staff committees:

In some cases, working groups may be formed from the members of the faculty following a decision made by the teaching staff or the leadership team. The members of the committee are either elected by the teaching staff or appointed by the director.

3.1.4. Parent committees:

In order to ensure opportunities are created for parents to be active participants of the school community, we have a parent committee, the Parent Teacher Association or PTA. The parent representatives of the PTA are made up of the parents of the students who attend the school, with one parent representative elected to represent each class. The PTA representatives, on behalf of the other parents linked to the class, send their questions, opinions and suggestions to the school leadership team for discussion during a 'Meet the Director' meeting. In addition, PTA members meet with the leadership team twice each semester, to plan community events.

3.1.5. Student communities:

- The class community: Students in the same class form a class community. The head of this community is the teacher of the class. Teachers carry out their roles in accordance with their job descriptions.
- The student council: Representatives from each class are elected at the start of the academic year, to form the body of the student council. Meetings are held throughout the year, under the supervision of a teacher, to enable students within a class, through their representative, to bring their ideas and concerns to the leadership team. The student council meets with the leadership team at least once in each semester.

- Student Ecofriendly council: Representatives from each class are elected at the start of each year to form the Ecofriendly council. The committee meets at least twice in a semester to discuss and implement ideas that will enable the school to reduce its carbon footprint.

3.2. Communication:

The forms of communication between the communities of the institution are varied: School website, Online teaching platforms, Communicator, class blogs, email, telephone, meetings, workshops and Open Days.

3.2.1. Parents and the school:

Communication with parents on the welfare and academic progress of their children is through:

- Class Dojo - This online platform is recommended as the primary source of communication between the Homeroom teachers, Subject specialists and parents. Communication may take the form of private messaging, class blogging to celebrate student performance, class information regarding upcoming calendar events or reminders relating to homework. Teachers are given a 36 hour response time, within working hours and non-inclusive on weekends.
- Google Classroom - This online platform provides access to homework tasks for parents and students. It is used as a platform for the delivery of lessons in cases of class or school closure.
- Brit-Magyar Communicator - This online platform provides parents and students with the teaching resources used during the delivery of our English program.
- Email - Staff school email addresses are shared with parents at the start of the academic year. In support of Health and Safety, staff are unable to share private email contacts with parents or children. Teachers are given a 36 hour response time, within working hours and non-inclusive on weekends.
- Telephone - Administrators are available throughout the working day, to receive calls from parents.
- Meetings - Parents have access to teachers for short periods of time at the start and end of the school day. Parents can make private appointments to meet with staff if they require longer meetings. Meetings can be held either in person or online, in response to parent request and staff availability.
- Meet the teacher - These face to face events occur twice a year; at the start, where parents are introduced to staff and expectations are set; at the end of the first semester, where there is a review and expectations for the second semester are set.
- Parent and Teacher Conferences - These online meetings are held twice within an academic year. Parents are informed about their children's academic progress and performance during lessons.
- MozaNapló - This online service provides parents with weekly updates of their children's attainment, and monthly updates regarding their attitudes and behaviours. An end of semester report provides a summary of their child's performance over that time period.
- Website - Documentation regarding school policy and pedagogy are available on the school website: <https://britmagyariskola.hu/>

Communication with parents on matters outside of their children's academic performance take the form of:

- Class Dojo - This online platform is used to deliver information relating to the whole school in the form of a school blog. Messages will be posted on the whole school feed by members of the Senior Leadership Team (SLT).
- Meet the Director - Four online sessions are conducted throughout the course of the year. PTA representatives submit items for the agenda one week in advance of the meeting.
- Parent Workshops - These occur as online or face to face events. The content relates to topics highlighted as specific areas of interest for students or parents.
- Open Days - Six events are conducted over the course of an academic year. These provide information about the school's principles and procedures.

- Parent and Teacher Association (PTA) - Parent representatives from each class form our PTA committee. These representatives channel information from the parent body to members of the SLT. Our PTA plays an active role in the organisation of community events. The SLT meets with the PTA committee members four times an academic year.
- Parent survey - This document is shared annually with parents. Feedback from the survey generates data used to update the school development plan.
- Meet the Founders - Parents have an opportunity to attend an annual meeting where they will receive updates on the progress of the school and information regarding proposed future developments.

3.2.2. Communication with teachers:

Communication with staff occurs on a daily basis during their continual interactions. A weekly online briefing document is shared with staff members to update them about upcoming events and relevant information pertaining to school process, or members of the community. All staff attend the weekly staff meeting, to discuss strategy or to receive training.

3.2.3. Communication with students:

Homeroom teachers would be the first point of contact for students, but all of our staff develop caring relationships with the students and would be available to support them with any problems or concerns.

All students are provided with a school email account so that they can receive online information through the Google Classroom and the BM Communicator. Students are not expected to communicate with their teachers using the Class Dojo application.

The Student Council provides a channel for students to express their ideas and opinions to the leadership team.

3.2.4. Communication with school partners:

Members of the leadership team are in daily contact with representatives from the Foundation. Online weekly meetings keep them informed about procedural changes, strategy and school performance. Members of the SLT meet in person with representatives from the Foundation every month.

3.2.5. Managing communication:

For general enquiries, parents can contact the school through email: admin@britmagyariskola.hu, or by telephone, during school operating hours. For issues related to teaching and learning, parents can contact homeroom teachers, or specialist teachers, through Class Dojo, or email and expect a response within 36 hours, not including weekends. Teachers cannot be disturbed by parents during their working day except under exceptional circumstances.

IV. ELECTRONIC DATA PROTECTION

4.1. Management arrangements for electronically produced, authenticated and stored documents

Brit Magyar uses the Public Education Information System (KIR), in accordance with the requirement of 229/2012 (VIII.28.). The electronic signature with enhanced security used in the system can only be used by the director of the institution to authenticate the documents.

Homeroom teachers, in addition to the Director are responsible for authenticating end of year certificates by signing and stamping these documents.

V. EXTERNAL RELATIONS OF THE SCHOOL'S MANAGEMENT AND COMMUNITIES

The school board has a permanent working relationship with the following institutions:

- With the operator of the institution: Brit-Magyar Oktatásért Foundation (1021 Budapest, Budenz 1.)
- With the leaders and faculty of local educational institutions: International and British-Hungarian bilingual primary schools in districts 2 and 12
- Swimming: Hegyvidéki Szabadidősport Nonprofit Kft (1122 Budapest, Városmajor utca 29.)
- Sports ground: Vasas Pasarét SC
- Third parties that are involved in the after school programme
- Representatives of the historical churches when necessary
- Alternatív és Magániskolák Egyesülete (AME)
- In order to protect the health of the students, the school's board maintains regular contact with Budapest Főváros II. kerületi Önkormányzat Család- és Gyermejjóléti Központ (1027 Budapest Horvát u. 2-12.). They provide the school access to experienced health workers, who provide child protection services, counselling services and workshops.

VI. OPERATING ORDER OF THE SCHOOL: RULES APPLYING TO THE ENTRANCE, AND SCHOOL ACCESS

The school building is open to students, Monday to Friday, between 8.00 a.m. to 5.00 p.m. Based on prior consultation with the School Leadership Team, the building can be opened at different times, including Saturdays and Sundays.

During extended holidays periods, the school is staffed in accordance with a staff duty rotation schedule which is published on the school's website.

The school is secured with a lock and electronic keypad. The setting of the keypad code is handled by a person appointed by the Director.

From Monday to Friday, during operational hours, 8 a.m. to 5 p.m. a member of the Senior Leadership team must remain on site.

In the event that the Senior Director, or Director, is unable to be at school, for extraordinary or urgent reasons, the Deputy Director is entrusted with the task of operational management of the school. This mandate must be brought to the attention of the employees.

The working schedule of the school staff and the length of their contract, is set out in the job description for that individual.

Any person that is not legally bound to the school can only enter following a prior arranged appointment

6.1 The structure of the day:

The daily schedule is shown in the table below:

Event	Start Time	End Time
Drop Off	8.00	8.30
Circle Time	8.30	8.40
Lesson 1	8.40	9.30
Lesson 2	9.35	10.25
Break	10.25	10.50
Lesson 3	10.50	11.35
Lesson 4	11.40	12.25
Lunch	12.25	13.25
Lesson 5	13.25	14.10
Lesson 6	14.15	15.00
After School Program	15.00	16.00
Late pick up	16.00	16.30

Lessons range in length from 50 minutes in the morning, to 45 minutes after the break session. A daily ethics lesson in the form of Circle Time is scheduled for a 10 minute period at the start of the day. Some compulsory lessons may occur in the afternoon program. Permission for students to miss these sessions must be sought in writing by parents and approved by the director. The number of core lessons increase as the children progress to higher grades up the school:

Grade levels	Number of core lessons
1, 2 and 3	26
4	27
5	29
6	28
7	30

6.2. Start of the day:

There are staff on duty in the ground floor lounge from 8.00am onwards to supervise the children. Any child who arrives before 8.00am remains the responsibility of the parents, or another designated adult, until they can gain entrance to the school.

The children will be supervised by staff in the lounge area before being escorted to their classrooms at 8:15am. Parents are able to wait with their children in the lounge and escort them upstairs. Once upstairs, parents can come into the school to help their children change their shoes and see them into class.

Children arriving after 8:15am must be escorted directly upstairs by their parents. Children in Grade 4 and upwards, may come into school independently, following written parental consent and approval by the school Director.

Parents must leave the school premises by 8:25am in the mornings.

6.3. End of the day:

In the afternoons, parents can come and collect their children up from the classroom between 3:00 and 3:10pm.

After 3:10pm, children will be either in the garden or at their usual after school programs and can be picked up from those venues.

During the school day, students may only leave the school at the personal or written request of the parent. Students may only be collected by a parent, or responsible adult person, named in writing by the parent. The homeroom teacher must be notified as the child is collected by the parent.

6.4. Breaks and Lunch:

The daily schedule accommodates short breaks of 5 minutes between lessons with longer morning and lunch breaks. Although break times are scheduled in the daily program, teachers of the lower grades have the flexibility to provide additional short breaks when they feel it is in the best interests of the children. This often correlates with the delivery of lessons that involve complex concepts or assessments and an additional short break enables the children to be more focused in subsequent lessons.

The lunch break is scheduled for 60 minutes, during which the children have ample time to enjoy their lunch in the canteen, before going to the garden to play or relax.

Parents have the option to purchase a well balanced, hot lunch provided by an external provider, currently Mezna, or to provide their child with a healthy lunch themselves. All children eat their lunch together in the canteen, supervised by teachers and teaching assistants.

Supervision of students during break and lunchtime periods is carried out by the teacher and teaching assistants, in accordance with a duty rota.

6.5. Student absence:

Whenever possible, medical and dental appointments should be made outside of school hours so as not to disrupt the children's lessons. If this is not possible, please advise the school of any appointments made. Requests for holidays in term time should not be made.

At the request of the parent and with permission of the Director, the child can miss up to 5 days of school per semester. The parent must apply for student leave by completing a 'Leave of Absence form', which can be collected from the school office. The form must be submitted a minimum of 4 days in advance of the leave date.

Students may only have authorised absence of more than 5 days of school if permission has been granted by the Director. The student may stay away from the school without a prior request for permission only in justified cases and the parent is obliged to report the reason for the absence to the Director.

In the case of illness, student absence must be supported by a medical certificate from the doctor which is given to the Homeroom teacher or school secretary.

6.5.1. Informing the school about absence:

Before 8.30am, parents need to inform the office, either by phone or email, that their child will not be attending school. A suitable reason must be given for the absence. Alternatively, parents may contact their child's homeroom teacher using Class Dojo messenger.

Students' absence from school is recorded by the homeroom teacher in the Mozanapló after the start of the class.

If no reason is given for the child's absence, then they will receive an unauthorised absence mark in the register for the days that they do not attend school, until notification is received from home. Office staff will contact parents on the first day of an unauthorised absence.

Notification for an unauthorised absence, must be provided within 5 days following the absence, or the student will not receive justification for the lessons missed. In cases of prolonged, unauthorised absence the school will contact the Government welfare Office. Further measures will then be taken in accordance with the provisions of the law.

Absence from compulsory extracurricular activities must be certified. The procedures for justifying absence of a student from extracurricular activities is the same as stated above.

6.5.2. On returning from an absence:

All children must only return to school if they are fully well or have been deemed fit to return to school by a doctor. An email or electronic message should be sent if notification has not already been provided.

Children who return to school following an illness should bring a medical certificate to the homeroom teacher. These are kept on record by Homeroom teachers until the end of an academic year.

Parents will be asked to collect any child returning from illness, but still showing clear symptoms.. If a child has been suffering from diarrhoea or vomiting, then the school requires a period of 48 hours without symptoms before the child may return to school. This is for health and safety reasons to ensure no cross-contamination with other students.

6.5.3 Lateness:

The register is taken before classes start at the beginning of the morning. A note is made on the register to indicate absent students and late comers. Parents will be informed in semester Reports of the attendance record for their child.

The Deputy Director, Director, or Senior Director will become involved with those who are frequently late to school.

If you know in advance that your child is going to be late or needs to leave school early on a particular day, then a message should be sent to the school the day before.

6.6. Use of facilities:

The buildings and related amenities of the school must be used according to their intended purpose. The users of the school premises are responsible for:

- Protecting the property of the school

- Preserving the order and cleanliness of the school
- Compliance with fire and accident protection and occupational safety regulations
- Compliance with the rules of the organisation and operation of the school

Students can use the school's facilities, premises, only under the supervision of a member of the school staff.

In addition to school staff and students, only those who handle official business or those who have received permission from the school principal (e.g. in the case of room rental) are allowed to stay in the school building.

Equipment belonging to the school can only be taken from the school building with the permission of the Director and the provision of a receipt.

Use of school premises outside official opening hours and during the school holidays, is granted only following an agreement concluded by the operator and Senior Leadership Team, as long as this does not interfere with school activities and events. External users are restricted to the agreed areas of the school building, at the agreed times

6.7. Protection of the school's assets:

All employees and service providers of the school are financially responsible for the assets they use. The liability for damages is imposed by the regulators of the Public Education Act and the Labour Code.

VII. HANDLING OF ELECTRONIC DATA

In connection with the management system of the education sector through the Public Education Information System (KIR), we use an electronically produced, authenticated and stored document system pursuant to Art. 229/2012. (VIII.28.) In accordance with the provisions of the Government Decree. The enhanced security electronic signature used in the system can only be used by the Director of the institution to authenticate documents. When using the electronic system, paper copies of the following documents must be printed and placed in the file cabinet:

- Modification of the data relating to the institution body
- Data reports on employed teachers and teaching staff
- Announcements regarding student status
- The October 1 teacher and student list

The forms listed above, produced electronically, must be stored in a certified form with the seal of the institution and the signature of the Director.

The written storage and authentication of other electronically sent data is not required. The documents are stored in the school's IT network, and can only be accessed by persons authorised by the head of the institution (school secretary, Deputy Director).

Authentication procedure for paper-based forms produced electronically:

- Text evaluations and registers are signed by the head of class, authenticated and stamped by the Director.

The data content of the school's computers must be saved annually to the storage device purchased for this purpose. If necessary, this period can be shortened or, in justified cases, extended. This data carrier must be kept in the office safe.

VIII. EXTRACURRICULAR PROVISION AND OTHER ACTIVITIES

8.1. After School program:

Our afternoon program provides a channel for students to reinforce the lessons learned in the classroom and therefore boost academic performance, apply learned skills in a real-world context, learn new skills, broaden their social skills, experience relaxation and stress relief techniques and improve their time management. The after school program starts at 3.30pm in general. Our extra curricular program provides part of a well-rounded education and offers the following:

- Daycare and homework facilities: application at the beginning of the academic year. The daycare sessions run from 4pm to 4.30pm and costs for this provision are covered by parents.
- Development sessions: participation on the recommendation of the senior leadership team and specialist teachers.
- Talent management activities: participation on the basis of selection. This may involve preparation and participation in competitions.
- Specialisations: application based on the information published in the first week of the academic year. The list of professional circles is updated annually. Opportunities include instrumental education, crafts, leisure sports, drama, ballet and chess. Costs of lessons are covered by the parents.
- Cultural programs (theatre-museum visit, events-quizzes).

8.2. Spiritual provision:

In the school, the registered churches competent in the area can organise optional religious and religious education, according to parental needs. Participation in religious and religious education is voluntary. The school would provide a classroom for the sessions according to the schedule of the institution. The religious and religious education of the students is carried out by the teacher appointed by the ecclesiastical legal entity.

8.3. Library provision:

The school has a contract with the Szabó Ervin Library of Budapest. The frequency of students visits is dictated by the demands of the curriculum.

8.4. Health supervision and care:

In order to provide regular health supervision and care to the witnesses, the maintainer of the school concludes an agreement with Dr. Zsófia Nagy Adrienne (Sophomed Service Ltd.). The Agreement shall ensure that:

- The school nurse is available on site once a week (on the days and times specified per school year)
- Child protective services once a week (additional availability on request)
- Monitoring and screening of the health status of students in the following areas: Dentistry, Medical examinations, Ophthalmology, Hearing, Measurement of the physical condition of the students, Hygiene and cleanliness screening

Communication with the health supplier is carried out by the Deputy Head and School Secretary

IX. CONTROL OF PEDAGOGICAL (ACADEMIC AND NON-ACADEMIC) WORK

The School Director and management team ensures that the organisational and operational running of the school adheres to the processes as required by:

- Legislation
- Criteria of the Hungarian and Cambridge International curricula
- Pedagogical program

Through monitoring of student progress and staff performance, the school can provide the Senior leadership team with information about the work of teachers and data relating to the performance of students in internal and external examinations.

9.1. Evaluation of pedagogy:

The management team evaluates the work of the institution annually, at the end of the academic year, based on the checks, measurements and feedback carried out during the year.

Evaluation takes the following forms:

- Summary report on progress made relating to the school development plan
- Audit of the subject teaching hours covered
- Analysis of student progress based on assessment results
- Reports of student progress through class teacher reports
- Analysis of school performance through parent and student survey feedback (from 2023)
- Analysis of staff performance, as part of performance management, having assessed:
 - The quality of teaching
 - The quality of work preparation,
 - The quality of planning
 - The structure and organisation of the lessons
 - The methods used in the delivery of lessons
 - The work and behaviour of the students and teacher during the lessons
 - The effectiveness of the lesson in meeting the requirements of the curricula
 - The work ethic of teachers
 - The learning environment of the classroom,
 - The teacher-student relationship, showing mutual respect
 - Communication with students and parents

The end-of-school management assessments are mandatory according to the Public Education Act. The evaluation shall be prepared by the Director and submitted to the evaluators on the last day of the school year or before 1st September of the new academic year, as appropriate.

Documents include:

- Teacher reports on student progress
- Student Progress in English and Checkpoint English assessment results
- Student matriculation assessment results (from 2023 onwards)
- School Development plan progress report
- Minutes from Student Council meetings (from 2023 onwards)
- Minutes from Student Leadership meetings (from 2023 onwards)
- Child protection report
- Parent survey feedback results
- Student survey feedback

X. TIME ALLOCATION FOR EACH SUBJECT WITHIN THE SCHEDULE

The time allocated to the provision of a curriculum subjects are in accordance with:

- The local curriculum recommendations and content
- Recommendations of the Cambridge International curriculum frameworks
- Availability of teaching staff relative to their job descriptions
- Schedule of the school day, according to NAT

XI. DAILY PHYSICAL EDUCATION (PE), PHYSICAL ACTIVITY AND SPORT

CLUBS

The implementation of daily physical education and physical activity is in accordance with Article 27 (11) of the National Act. 11 of Art.

Our goal is to promote the healthy physical and mental development of children through the means of physical activity, to develop social competences, teamwork and creative interaction with partners, and to prevent the decline of physical abilities, which can also cause a deterioration in mental performance.

11.1. Forms of implementation:

- Depending on the timetable for the academic year, four sessions of PE are delivered during the school day and an additional session is offered as part of the afternoon program. Where possible, the four sessions of PE that take place within the school day are scheduled after the first break session. Depending on their content, the after school sessions can be organised for several classes in conjunction. This session may be replaced by an externally organised training lesson. Annually, the student must prove that they are engaged in competitive sports activities, have certified competition documentation, or be a member of a sports association, have a valid competition licence for the given academic year or a certificate issued by the sports organisation. Application for exemption from the afternoon PE session must be made in writing, to the director, at the start of the academic year.
- Compulsory swimming lessons are organised for Grade 1 and 3 students. The cost of this is included in the cost of the study contribution. Where possible, swimming lessons are also provided to G2 students.
- In addition to school organisation, students can also take part in individually funded sports activities organised by external contractors at the school site.
- The schedule of lessons and breaks is organised in such a way that students can take advantage of the school's garden, in the open air, on two occasions during the school day; the morning break and part of the lunch break.
- Forest walks and playground visits for our lower-grade students are offered several times a year.

XII. PRINCIPLES OF THE SCHOOL BEHAVIOUR SYSTEM

12.1. Recognition of pupil's outstanding performance:

We praise and reward students who perform well in their studies, for high attainment, or through their conscientious approach. Recognition of outstanding performance is not restricted to academics, but also related to the level of their engagement with our school values, engagement in sporting activities or participation in competitions that positively contribute to the reputation of the school. Parents are aware of the allocation of rewards each week using the Class Dojo online platform.

Rewards take the following forms:

- Praise is consistently used to motivate students on a daily basis, as they engage in the lessons and activities. This takes the form of verbal acknowledgement by our teachers and through the awarding of Class Dojo points.
- Classes are awarded with certificates for collaboratively achieving the highest number of Class Dojo points for that week.
- Individuals are awarded with certificates for gaining the highest number of Class Class Dojo points for that week.
- Recognition of student achievement is publically shared with the community each week, through assemblies and on the Class Dojo whole school feed.
- Awards in the form of books or prizes are given to classes / individuals for fully engaging in our school values system

- End of Year book awards are distributed to students who have excelled academically in Hungarian and English subjects.
- End of Year book awards are distributed to students who have shown outstanding diligence in Hungarian and English subjects.
- End of Year book awards are distributed to students who have shown strong commitment towards our school values.

12.2. Regulations protecting the school and the consultation procedure before the disciplinary procedure to be conducted against a student in the educational institution, as well as the detailed rules of the disciplinary procedure to be conducted against the student:

Relating to our core values, the basis of our educational philosophy is built upon a caring, persuasive and positively motivation foundation.

At the same time, we consider it important that violations of community rules, neglect of study, physical or verbal aggression, irresponsible harm, destruction of property or violations of the privacy rights of others have transparent and consequential consequences for our students.

A student who commits the above will receive a sanction, which will include an opportunity for self-reflection and self-improvement. When imposing a penalty, we enforce the principle of graduality, providing a transparent pathway for students to avoid serious offences. We take into account the age of the student, the circumstances investigated, as well as the proportionality of the offence and penalty.

Sanctions are clearly articulated in our behaviour flowchart which can be found in the Brit-Magyar Behaviour Policy document. They take the form of teacher warnings, periods for reflection, parental contact, deputy director warnings and director warnings.

The following are considered to be serious violations of the school rules:

- Leaving the school premises without permission
- Serious neglect of study obligations following attempts by the school to eliminate this
- Intentional damage to the school property or property of others
- Verbal or physical violation of students or staff members

Any staff member of the school may propose a sanction. The sanction shall be recorded on internal documentation and in more severe cases, brought to the attention of the parent and entered in the comments section of the Mozanapló.

Attempts are made by the school to help students modify their poor behaviour through individual behaviour plans. These plans are formulated collaboratively with the student, parents and teachers during meetings.

In severe cases, students may be dismissed from school by the Director, following consultation with the Founders.

In the event of negligent or intentional damage by the student, the student's parents are obliged to pay compensation in the manner and to the extent prescribed by law. The exact amount of compensation is determined by the Director of the school.

XIII. STEPS TAKEN TO PREVENT ACCIDENTS AND IN THE CASE OF ACCIDENTS

It is the duty of all staff members employed by the school to ensure the maintenance of a safe learning environment. It is also their duty to educate the students about safe practices. All employees must know

and comply with the school safety regulations, first aid, fire safety and fire alarm plans. Training for staff is provided by experts at the start of each academic year. Students receive annual first aid and accident prevention training from their teachers.

Staff duties are as follows:

- Appropriate supervision of class activities during lessons or duty periods
- Ensuring appropriate behaviour of students to prevent accidents
- Education of students on safe practices at the start and throughout the academic year
- Identification of hazards prior to trips and parent consent sought

13.1. What to do in case of an accident:

The teacher supervising the pupils shall immediately take the following measures in the event of any accident, injury:

- The injured student must receive first aid and parents notified
- The danger of harm or injury must be eliminated as soon as possible
- In the case of a serious accident, the staff member informs the Senior Leadership Team
- The Senior Leadership Team contacts a doctor, or the ambulance service if necessary

Any accidents or injuries that occur at the school must be investigated by the school Director. The investigation should clarify the causes of the accident and how the accident could have been avoided. As a result of the investigation, it is necessary to establish what needs to be done to prevent similar accidents occurring again in the future.

13.2. Recording of accidents:

- All accidents are recorded in the Accident Record book
- Accidents must also be recorded on KIR if recovery takes longer than 8 days

XIV. WHAT TO DO IN THE EVENT OF AN EXTRAORDINARY EVENT

Any unforeseen event which impedes the normal course of educational work and endangers the safety and health of the school's pupils and staff, as well as the building and equipment of the institution, shall be classified as an extraordinary event. These include the following:

- Natural disaster (e.g. lightning strike, earthquake, flood, inland waterway, etc.),
- Fire or bomb threat

In the event of an emergency, staff will follow the protocols as outlined in our Health and Safety policy.

14.1. Fire drills and Emergency Evacuation:

In the event of an emergency, an alarm will sound. The building should then be evacuated in a speedy but orderly fashion. No one should stop to retrieve possessions.

Details of evacuation routes and routines are displayed in every room and everyone concerned with the school is familiar with these. Homeroom teachers instruct the children in their classes accordingly, take registers and maintain a disciplined approach to teaching children how to react and conduct themselves in an emergency, should there ever be such an occasion.

After leaving the building, children and adults assemble in the designated areas in class lines. Children and teaching staff are then checked off against the register to ensure that all have vacated the building.

There is at least one fire drill each term to practise the evacuation procedure.

14.2. Closing the school after an extraordinary event:

After an extraordinary event, the Director may decide to close the school for a while.

If education is interrupted and online education is not possible, the missed school days must be made up at times determined by the School Director in order for students to be able to enter the next grade at the beginning of the new academic year.

XV. PAYMENT AND REPAYMENT OF MEAL ALLOWANCE DIJ

Parents can pay for their children's lunches using an online service. There are no refunds, but credit notes can be issued in the event of cancellations. It is the responsibility of the parent to order and cancel meals

XVI. TOOLS TO BE USED BY TEACHERS

Teachers receive a school iPad, laptop, textbooks and teacher's guide books for their professional use while they are employed by the school. It is the responsibility of the teacher to ensure that these resources are well preserved and in the event of technological malfunction, the teacher must inform the school administration immediately. Loss or damage of the resources will result in immediate compensation by the staff member.

XVII. PUBLICITY OF INSTITUTIONAL DOCUMENTS

The basic documents of the British-Hungarian Bilingual Primary School are:

- Organisational and Operational Regulations
- Pedagogical Program
- Local and Cambridge International curricula
- School Charter
- School Development Plan
- Regulations for operation / Fire Regulations, Feuve, Occupational Accident Regulations, HACCP Operating Order

The Pedagogical Program and the Organisational and Operational Regulations of the School are public. Copies can be found in the following locations:

- Office of the director of the school,
- Office of the school secretary,
- School's website.

Documents containing information on an institutional level may be viewed following agreement by the Director after prior appointment.

XVIII. ADVERTISING ACTIVITIES

The posting of advertisement material is prohibited without the permission of the Director.

XIX. SCHOOL TRADITIONS

The following events are held annually:

- School year opening ceremony
- Parent 'Meet the Teacher'
- Hungarian Poetry Day

- World Animal Day
- Bolyai study competitions
- Halloween
- St. Martin's Day
- World Children's Day
- St Nicholas
- Career Day
- Farsang
- Memorial Day
- Pancake Day
- National Day
- Hungarian Poetry Day
- Book week
- Spirited week
- Sustainability Week
- End of Year Closing ceremony

Other school events:

- Taster days
- Open Days
- PTA community events
- STEAM events
- Meet the Director events
- Parent transition meetings

XX. FINAL PROVISIONS

This document can only be changed or amended by the following parties:

- Creator of the Foundation
- Teaching Body
- Senior Leadership Team
- PTA

Reviewed 8th May 2023.