

Colegio Gran Bretaña

Learning for an evolving world



Community Handbook



2025-2026

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CHAPTER 1 - INTRODUCTION

a. Letter from the Director

Dear CGB Community,

It is with heartfelt excitement, deep gratitude, and immense pride that I introduce myself as the new Director at Colegio Gran Bretaña. My name is **Joe Jalil Hover**, and it is truly a privilege to be joining this exceptional community at such an inspiring and dynamic time. Becoming a part of the CGB family—a school celebrated for its excellence, inclusivity, and innovation—is a true honour.

The Academic Year 2025–2026 promises to be one of growth, discovery, and continued achievement. Together, we will take important steps toward realising our ambitious five-year vision, offering transformative opportunities that empower our students to become kind, confident, and capable global citizens. I am deeply grateful for the ongoing commitment of this community to differentiation, inclusion, and safeguarding—values that lie at the very heart of our mission.

As you prepare for the year ahead by reading this handbook, I would like to share a few gentle reminders:

1. Kindly check the school calendar regularly to stay connected with our assemblies, flag-raising, conferences, jeans days, and other important community events.
2. Please visit Phidias frequently, especially on Fridays when we share our *Need to Read News*—our main channel for keeping you informed and engaged.
3. Support our dedication to sustainable development by helping us use resources thoughtfully and responsibly.
4. Always know that communication is key. Should you have any questions, concerns, or ideas, my door—and my heart—are always open. We believe strongly in working together in partnership with our families.

CGB is truly like no other place. I invite you to pause and reflect on what CGB means to you, to your loved ones, and to our world:

CGB is a community where our differences make us stronger. Our Mission, Vision, Enduring Goals, and Foundation Blocks are the living spirit of our school—crafted through the voices of students, parents, and staff alike. As a school that values shared leadership, I am committed to ensuring that every member of our community feels heard, respected, and empowered.

CGB is a "No Bully Zone"—not because challenges never arise, but because we respond to them with care, integrity, and a deep commitment to restoring peace. We all share the responsibility of protecting the safe and supportive environment that our young people deserve.

CGB is a safe and welcoming space where each individual is honoured for who they are. This respect and acceptance are not just rules—they are the very principles we live by.

CGB is dynamic and ever-evolving. Each year, as some families set off for new adventures abroad, others arrive to begin their own journeys here. To all our new members: welcome home. We are thrilled to have you with us, and I have no doubt you will quickly feel the warmth and belonging that defines CGB.

CGB is a home we build together. Let's continue to celebrate the magic of our children's achievements responsibly, by sharing moments online with kindness and care. Should concerns arise, I invite you to approach us directly—so that together, with understanding and respect, we can find the best path forward.

Above all, **CGB is home**. My deepest hope is that you and your children will feel the embrace, encouragement, and inspiration that live within these walls each and every day.

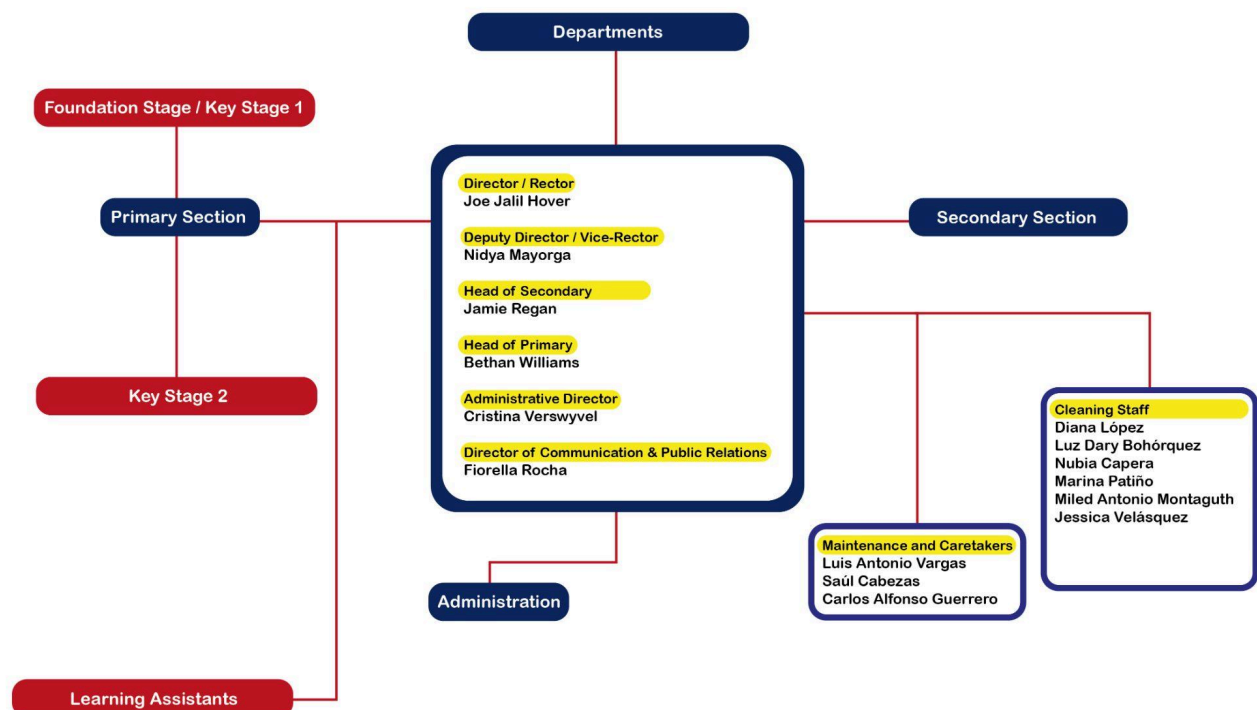
I am genuinely thrilled to embark on this new chapter with all of you. Please know that I am here not just as your Head of School, but as a fellow traveller, eager to listen, to learn, and to walk this incredible journey together.

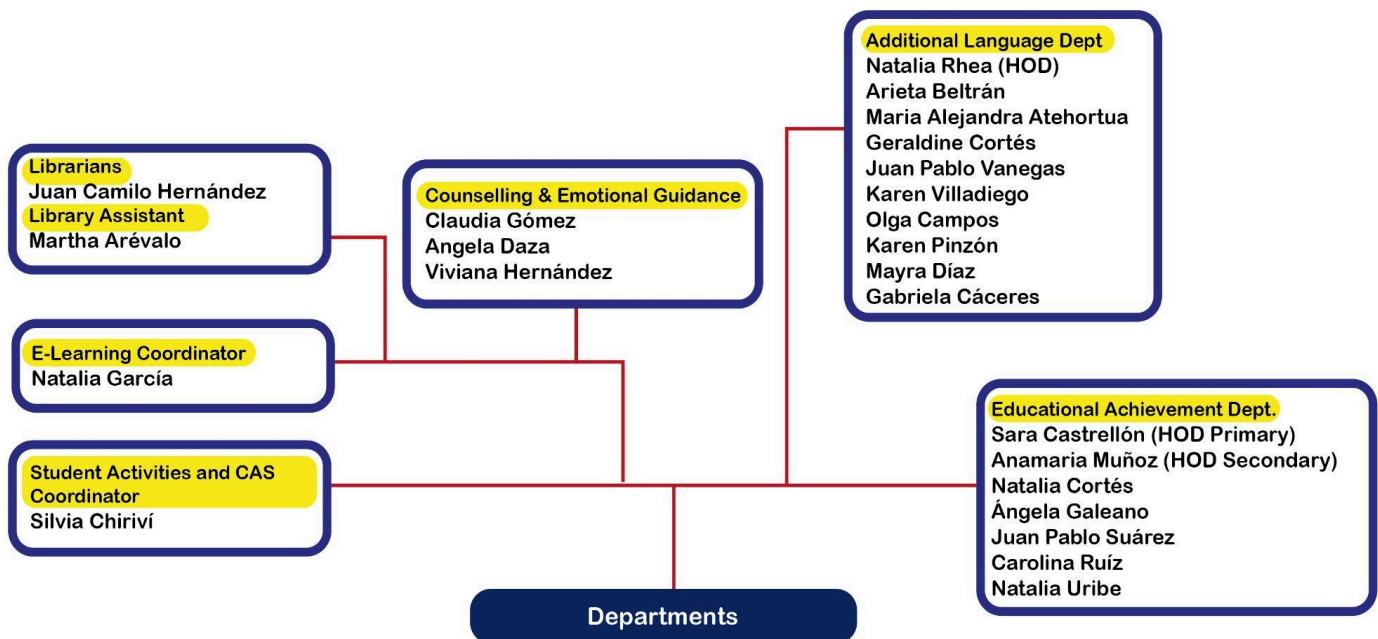
Thank you for welcoming me so warmly into the CGB family. I look forward to meeting each of you in the coming months and building strong, meaningful connections.

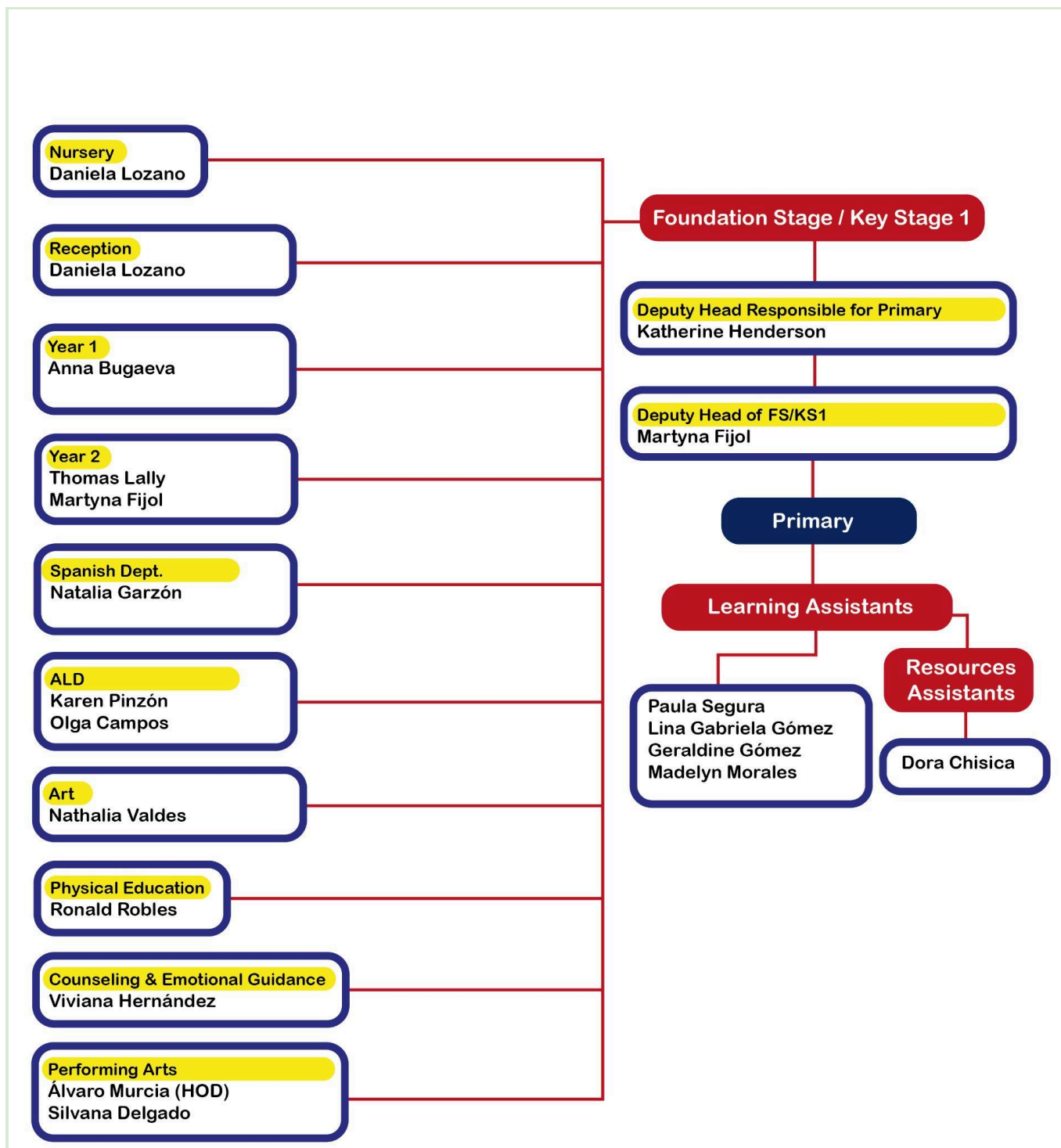
With open arms and warmest regards,

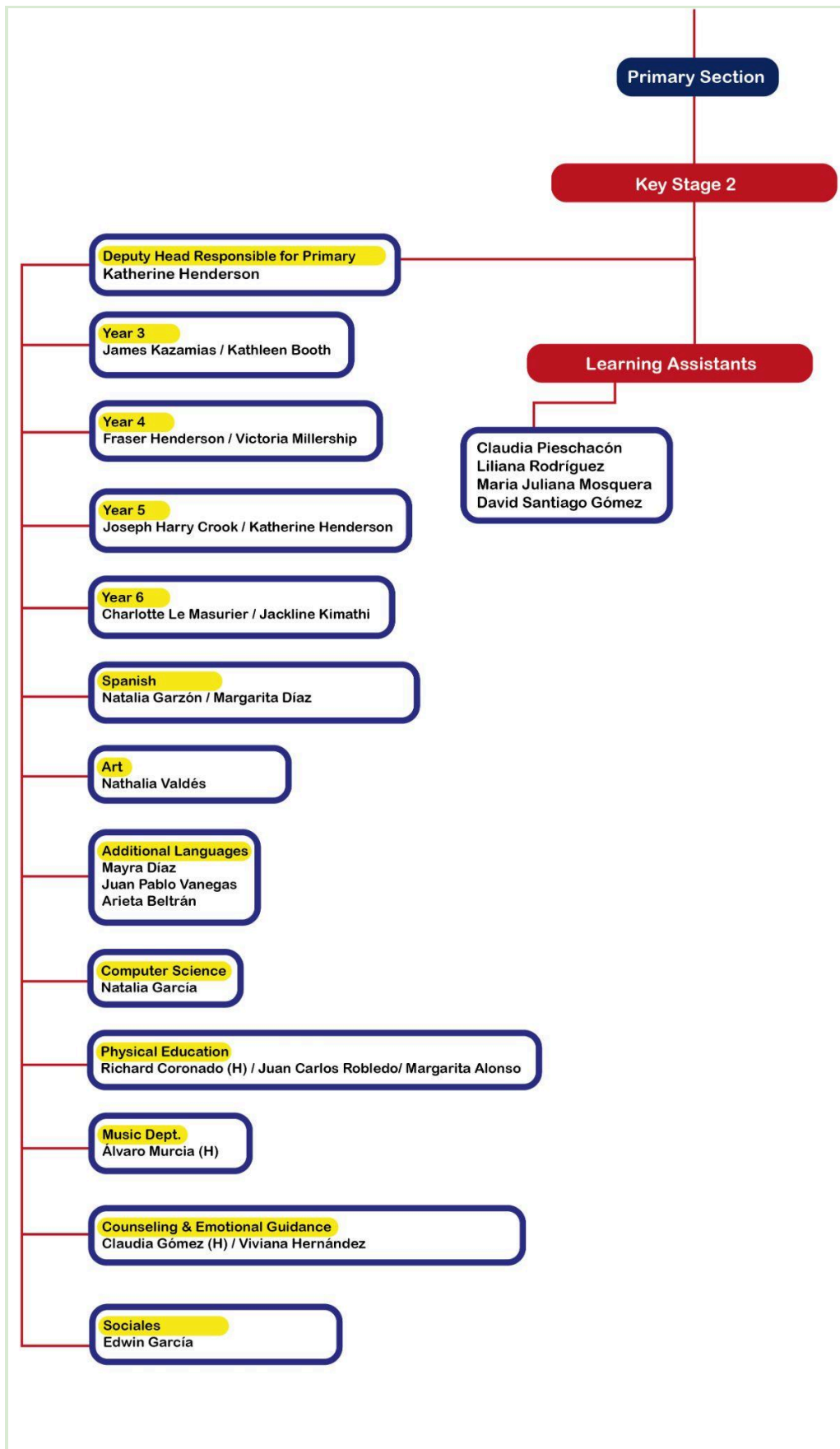
Mr. Joe Jalil Hover
Director
Colegio Gran Bretaña, Bogotá

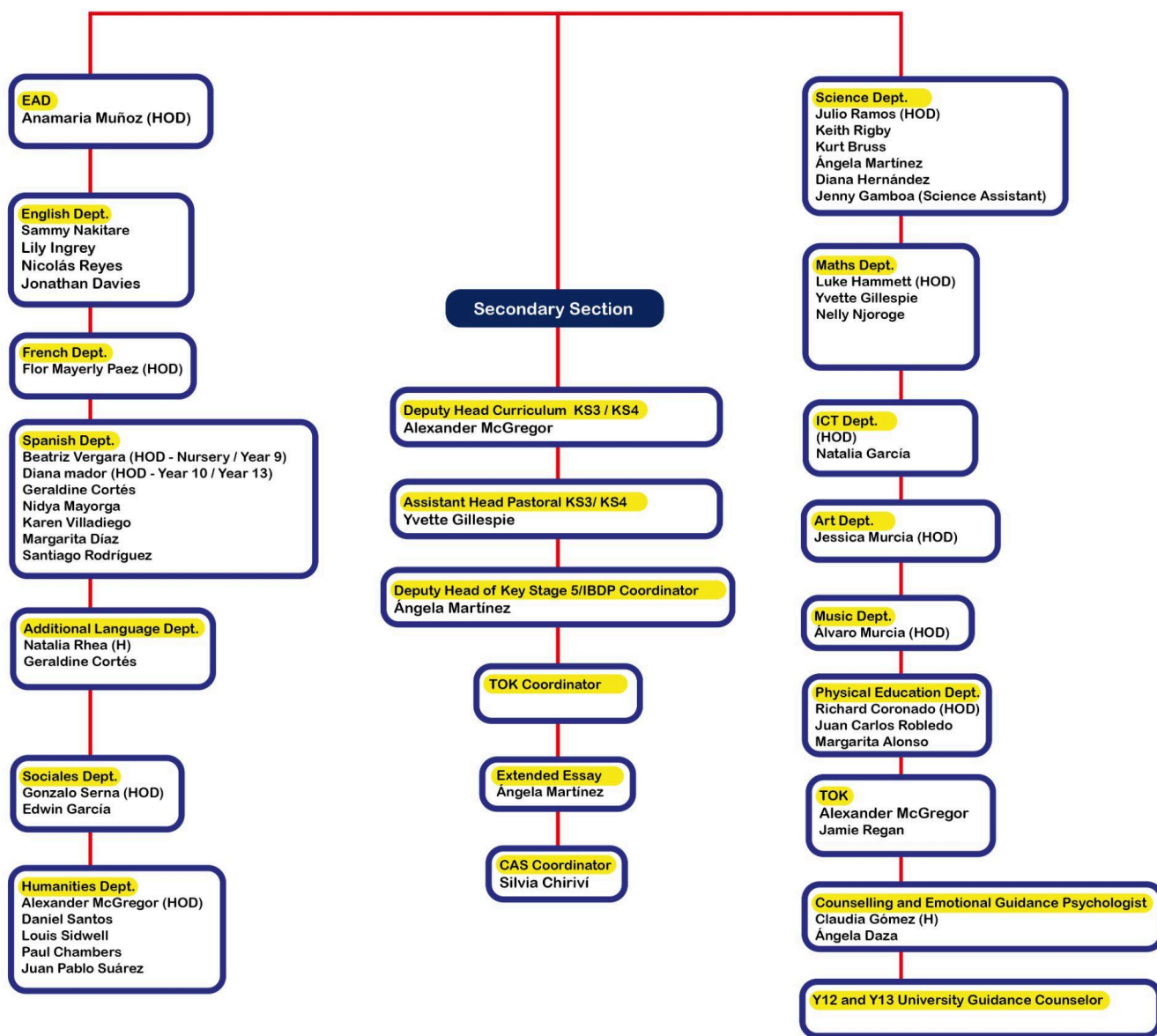
b. Staffing for School Year 2025 – 2026











c. Important Dates for Your Diary

Colegio Gran Bretaña

2025 - 2026 School Calendar

August '25

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September '25

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18 *	19	20
21	22	23	24	25	26	27
28	29	30				

October '25

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25

Su	M	Tu	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December '25

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January '26

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February '26

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March '26

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '26

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '26

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '26

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July '26

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Key:

	Term 1 - 6th August to 7th November (13 Weeks)
	Term 2 - 10th November to 6th March (13 Weeks)
	Term 3 - 9th March to 26th June (14 Weeks)
	New staff induction - SLT, CEG, ALD, EAD and Librarians return on the 1st (DHOS return 4th August and HOD's return 5th August)
	Induction Week for Returning Staff and Recuperations.
	First day for ALL Secondary students
	First day for Year 1 - Year 6
	First day for Nursery and Reception
	Teacher In-Service Training Day (No school for students.) *INSET on the 18th of September will move according to when No Car Day is scheduled for September)
	Half Term Well Being Day (School will be closed)
	School ends at 12pm
	School ends at 12pm (This is the last day of school for all students who will not recuperate)
	End of year recuperations
	School Closed/ Holidays

General Information:

There will be 3 terms with 3 reporting periods, including a fourth final summary report (compiled by the academic officer), with the exception of Y11 and Y13 who have 2 terms with 2 reporting periods. This is in accordance with Colombian Law. Please note that most holidays do not coincide with the end of terms.

Consultation Days: Due to the formative nature of the consultations taking place, these days are considered compulsory school days (that do not follow the usual structure of a school day, but individual meetings are arranged between all students, their teachers and their parents)

It will be essential for students required to present recuperations to come to school on the 6th and 8th August August 2025 and on Monday 22nd June Tuesday 23rd June and Wednesday 24th June 2026.

Year 13 will have their Yearbook photos taken by a professional photographer on Tuesday 13th January 2026 while teachers attend the on-site Teacher In-Service Training Day.

Last school day for students who will not present recuperation exams is Friday 19th June 2026.
Last school day for students who **will** present recuperation exams is Wednesday 24th June 2026.

Recuperations run: 22nd, 23rd and 24th June 2026.

Last day for teaching staff: Tuesday 30th June 2026.

Approved by Advisory Board: 2nd October 2024

Please refer to the Google calendar for any updates to events such as Consultation Days. Details of school holidays and days when school will be closed to students will not be changed from this calendar.

HOLIDAYS 2025-2026		
18 August	Monday	Assumption Day Holiday
13 October	Monday	Dia de la Raza
3 November	Monday	All Saints' Day Holiday
17 November	Monday	Independence of Cartagena Holiday
8 December	Monday	Immaculate Conception
25 December	Thursday	Christmas Day
1 January	Thursday	New Year's Day
12 January	Monday	Epiphany Holiday
23 March	Monday	St Joseph's Day
2 April	Thursday	Maundy Thursday
3 April	Friday	Good Friday
1 May	Thursday	Labour Day
18 May	Monday	Ascension Day Holiday
8 June	Monday	Corpus Christi Holiday
15 June	Monday	Sacred Heart Day
29 June	Monday	Feast of Saints Peter and Paul

d. School Hours and Timetable:

KS2 and Secondary

Monday & Friday	Tuesday, Wednesday & Thursday
-----------------	-------------------------------

8.10-9.00	P1	8.10-9.00	P1
9.00-9.50	P2	9.00-9.50	P2
9.50-10.10	Snack	9.50-10.10	Snack
10.10-11.00	P3	10.10-11.00	P3
11.00-11.50	P4	11.00-11.50	P4
11.50-12.25	Registration/Intervention	11.50-12.00	Registration/Intervention
12.25-1.15	P5/KS2 Lunch	12.00-12.50	P5/KS2 Lunch
1.15-2.05	P6/Secondary Lunch	12.50-1.40	P6/Secondary Lunch
2.05-2.55	P7	1.40-2.30	P7
		2.30-3.20	P8

FS/KS1

Monday & Friday		Tuesday, Wednesday & Thursday	
8.25-8.35	R	8.25-8.35	R
8.35-9.25	P1	8.35-9.25	P1
9.25-9.45	Snack	9.25-9.45	Snack
9.45-10.35	P2	9.45-10.35	P2
10.35-11.25	P3	10.35-11.25	P3
11.25-11.50	Lunch (Eat)	11.25-11.50	Lunch (Eat)
11.50-12.15	Lunch (Play)	11.50-12.15	Lunch (Play)
12.15-12.55	Intervention	12.15-12.30	Intervention
12.55-1.45	P4	12.30-1.20	P4
1.45-2.05	Snack	1.20-2.10	P5
2.05-2.55	P5	2.10-2.30	Snack
		2.30-3.20	P6

Departure for students is after the last lesson of the day (2.55 Monday and Friday, 3.20 Tuesday-Thursday) unless students are requested to remain at school for recuperation sessions on Tuesdays (departure at 4.05 pm)
Sports Practice for UNCOLI Teams - will take place after school on a day to be defined depending on the sport.

Children in the Nursery class may opt for mornings only. From 8.10 to 12.15 including lunch. This arrangement does not affect school fees which must be paid in full. Please note school transport home is not available at 12.15.

ANTHEMS

CGB ANTHEM

We are the hope and future of the world
from different nations, races and cultures
we are the students of CGB
and we are learning for an evolving world.

At CGB we always try our best in all that we do
Values and friendship
We are, preparing for life

National Anthem of Great Britain

God save our gracious king,
long live our noble king,
God save the king:
send him victorious,
happy and glorious,
long to reign over us:
God save the king.

National Anthem of Colombia

Oh gloria inmarcesible!
oh jubilo inmortal!
en surcos de dolores
el bien germina ya.

Ceso la horrible noche:
la libertad sublime
derrama las auroras
de su invencible luz.
la humanidad entera,
que entre cadenas gime,
comprende las palabras
del que murió en la cruz.

¡Oh gloria inmarcesible!
oh júbilo inmortal!
en surcos de dolores
el bien germina ya.

CHAPTER 2 – GENERAL ASPECTS

a. Mission, Our Enduring Goals, Vision, CGB's Foundation Blocks

Mission

Inspire. Discover. Empower.

Colegio Gran Bretaña is founded upon the values of a truly international school community. We work collaboratively to provide a holistic, inclusive and academically challenging educational experience through the medium of English.

At CGB we inspire and prepare our learners for an evolving world. Eight essential, and equally important, Foundation Blocks support the day-to-day life of our school and foster intellectually prepared students who discover and embrace the ideals of global citizenship. Through empathy, and progressive teaching and learning we empower everyone to act on their beliefs, thereby cultivating independent thinkers who are able to meet the demands of the twenty-first century.

Our Enduring Goals

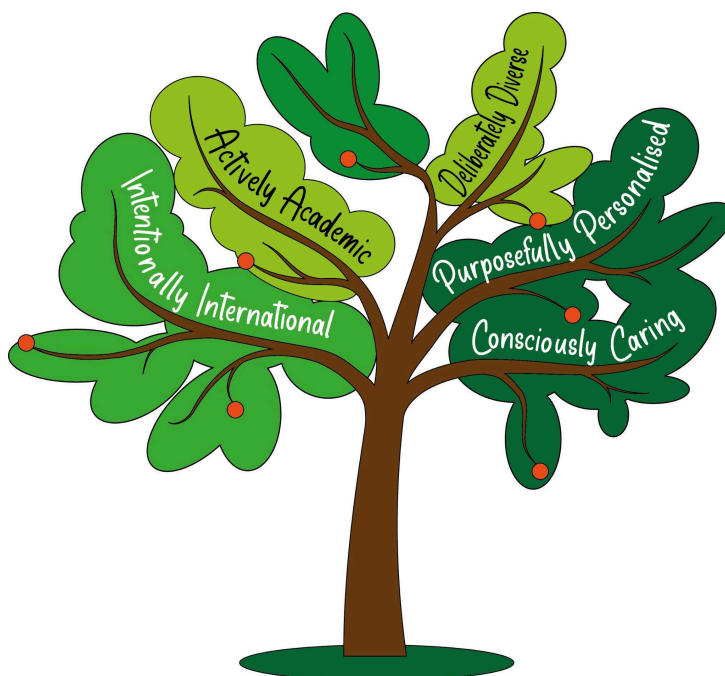
To offer a constantly evolving and dynamic curriculum that challenges, excites and prepares.

To care about our learners as individuals, ensuring that everyone is included with opportunities to succeed and lead.

To offer a rich curricular experience in Spanish language and Colombian cultural studies, thus facilitating an appreciation and affinity for the host country.

To provide a safe learning environment in which the values of respect, acceptance and open-mindedness are honoured.

Vision: [Definitions](#)



CGB's Foundation Blocks:



[Caring Community](#)

[Co-curricular and Extra Curricular Activities](#)

[Inclusion](#)

[International Mindedness](#)

[Leadership](#)

[Outdoor Education](#)

[Performing Arts](#)

[Strong Academic Core](#)

b. Code of Conduct

Upon entry to CGB all students are expected in the registration process to sign in agreement of these [student expectations](#) which were written by and for the students of CGB.

c. Statement of International Mindedness

International Mindedness at Colegio Gran Bretaña

“International Mindedness (global consciousness) is a person’s capacity to transcend the limits of a worldview informed by a single experience of nationality, creed, culture or philosophy and recognise, in the richness of diversity, a multiplicity of ways of engaging with the world.”

Adopted from Dr. Richard Harwood and Kate Bailey, with their kind permission.

Colegio Gran Bretaña fosters international mindedness by:

- Welcoming and respecting people of all nationalities, creeds and languages
- Developing an awareness and appreciation of language diversity
- Confronting global issues as a community and working for solutions at a local level
- Permeating education for sustainability within the life of CGB
- Exploring multiple perspectives of world views throughout the curriculum
- Embracing the cultural heritage of our host country, Colombia, whilst ensuring all students’ home cultures are preserved and respected
- Encouraging a sense of duty to serve our local communities and being empowered to bring about positive change
- Promoting open-mindedness and providing rich opportunities to learn from the experiences of other members of our community
- Committing to holistic education
- Equipping our students with a skill set that facilitates intercultural competence.

d. Definition of High Quality Learning

*Please note that at the time of writing CGB's definition of High Quality learning is being revised and will be launched in the next academic year after approval by various stake holders in our community.

“At CGB, learning is not reduced to, or confused with, simply memorising facts. Learning is the process of personal, cultural, academic and social understanding to create responsible global citizens who are called to action. High quality learning is evident when students are able to take responsibility for their learning and can work independently or collaboratively at an age-appropriate level. Additionally, high quality learning is evident when students are capable of recognising opportunities, problem-solving and self-evaluating to determine the progress they have made and the progress they still need to make. Making mistakes is a part of the learning process and is respected. At CGB, through personalised learning, using a variety of innovative tools, students not only have the opportunity to explore their moral, intellectual and physical passions, but also develop their own questions and are challenged in their thinking. Teachers and students have a growth mindset, strive to improve continuously, and are knowledgeable about how each individual's learning needs are unique. This growth mindset is achieved through developing critical thinking and fostering resilience. High quality learning is on-going, extending beyond the classroom - students constantly apply their learning from the moment they wake up until the moment they go to bed.”

e. Equality of Educational Opportunity

No person in CGB shall be discriminated against on the basis of race, national or ethnic origin, religion, gender, sexual orientation, age, or mental or physical disability, subject to the facilities and programmes available at the school.

The school believes in the principle of equality and educational opportunity, so that every student is given maximum opportunity for educational development. Therefore, CGB works for an educational environment that places real emphasis on individual attention and seeks to stimulate and encourage each child's intellectual curiosity and discipline, fostering a sense of self-worth and responsibility for one's own work.

This policy of non-discrimination shall prevail in all matters of instruction and course selection; in providing facilities and access for the physically disabled; in the choice of instructional materials, preparations for examinations or the provision of counselling services; in all curricular and extra-curricular programmes; and in all matters pertaining to community relations. CGB promotes and embraces plurality and prohibits the distribution of any materials based on racial or religious prejudice, either inside the school or on school grounds.

f. Admission and Placement of Students

Applications for admission are accepted from all interested parties throughout the year. Families seeking admission for their child(ren) should communicate with the Director of Admissions. Students applying for admission must complete all procedures before being considered for admission. In some cases, the school may determine that it is not in a position to admit a student due to academic or behavioural concerns. Additionally, the school may require specific support—such as extra lessons, therapeutic services, or a learning support assistant—at the family's expense.

It is school policy that the representation of any one nationality within the student body should not exceed 50% between Year 1 and Year 13. The admissions process must respect this proportionality. In all other considerations, all students are eligible for admission if it is believed the school can meet their particular needs and providing there is a place available.

Students with physical, cognitive or emotional disabilities can be admitted to the school in accordance with the school's special needs admissions policy.

In some cases where children's level of English is such that they are unable to access the curriculum, the Admissions

committee may set as a requirement that they join the school's additional language programme that has an additional cost. In other cases it may be recommended that tutoring is provided externally for a shorter period of time at the parents' expense. Such students **may** be placed on a conditional registration. Students who are not minimally fluent in English as a second language will not be admitted in years 12 or 13. Students who are not fluent in English as a second language will be regularly and systematically evaluated. Continued enrollment requires the demonstration of consistent and significant English language acquisition as determined by the school.

All admission decisions are based on our [Language Policy](#) and whether the school can provide a programme that meets the individual needs of the student. If these needs are felt to be beyond those which can reasonably be provided by the school's staff, a student may still be admitted, if special on-campus tuition and/or external professional help can be made available which will permit the student to be placed in the regular classroom and not cause disruption to the classroom administration. The cost of such additional help would be the responsibility of the parents.

If a non-Spanish speaking student arrives at CGB they will not be expected to study French in Years 7-9, unless they already have previous experience in this language. During the timetabled French lessons, they will receive extra tutoring in Spanish. If a student arrives in Years 8 or 9, and has no previous experience of French, they will either receive extra tutoring in English or in Spanish.

Admissions policy for students entering Year 12 and Year 13

All applicants seeking admission to the International Baccalaureate Diploma Programme (IBDP) at the Colegio Gran Bretaña in years 12 must comply with the following requirements:

- Submission of CGB Application form.
- A personal interview conducted by the school psychologist/counsellor with the applicant and family.
- Interview with the HOS and/or IB Diploma Coordinator (if applying after the start of the year).
- Presentation of admissions examinations, [IDat](#), and English and Spanish evaluation.

For a student to be admitted to study in Year 13 it is compulsory that the subjects from the previous school match what is offered at CGB, including the order of units studied. Although possible for this to happen, it is usually quite rare.

The language testing is central to the admissions process, as it helps the school to determine the appropriate English and Spanish classes for the applicant. All applicants must have a basic, introductory level in Spanish to be admitted, as Spanish is one of the required subjects in CGB's Diploma Programme.

The majority of IBDP subjects are taught in English; therefore, the applicant should demonstrate both written and oral fluency in order to ensure academic success. Students must have a level of C2 in the Common European Framework to be admitted.

Admission will be subject to the following:

- Results of the admissions examinations
- Previous school reports and transcripts (including the most recent)
- Recommendations provided by former teachers
- The applicant's choice of IBDP subjects
- Prior academic achievement Curriculum provision
- Outcome of the interviews with the school counsellor and IB Diploma Coordinator
- Conduct Certificate from previous school

All students applying to Year 13 will be considered after meeting with the IB Coordinator and only if:

- They are transferring from the IB Diploma Programme in another school
- CGB is able to match the six subjects that they have been studying in the same language of delivery
- The applicant is able to provide internal assessment work completed to date in all six subjects, evidence of Theory of Knowledge (TOK) hours and a CAS diary
- There is a recommendation from the previous IB Diploma Coordinator

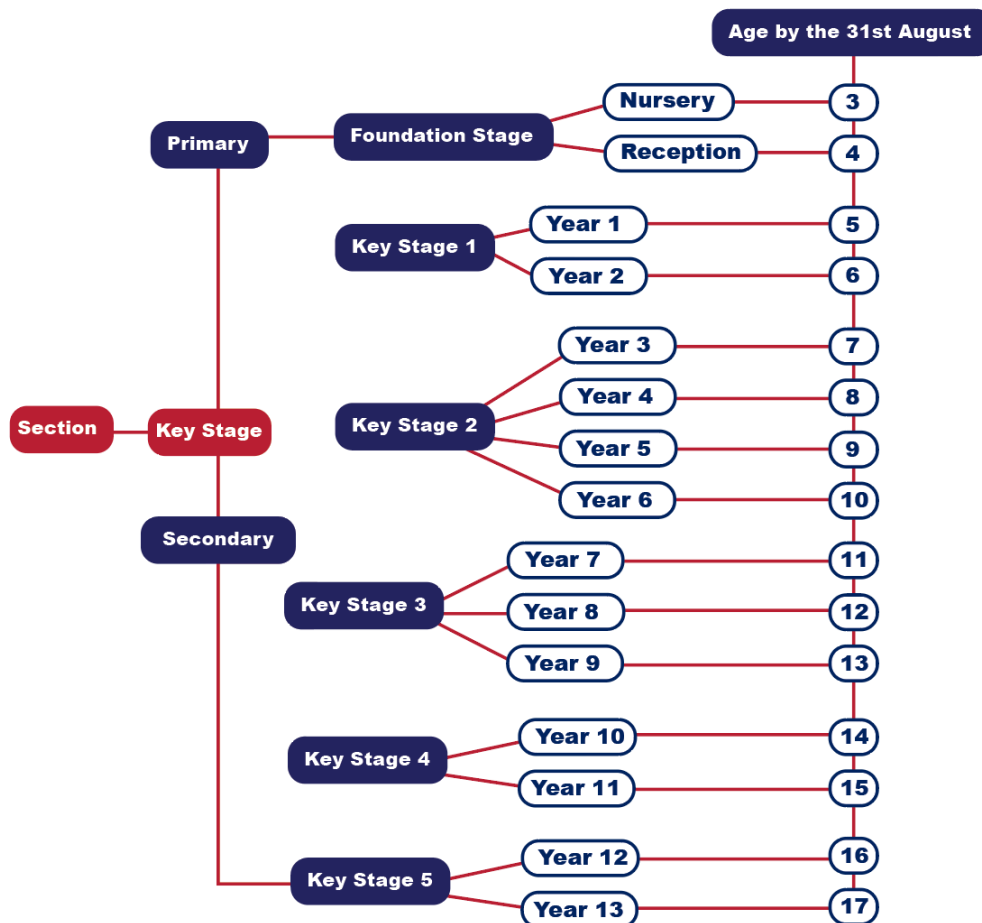
Ideally applicants to Year 12 must be able to commence study on the first day of school in August, but in exceptional cases this can be extended, due to the rigorous demands of the Programme and IBO regulations governing the suggested number of hours of study in all subjects.

The IB Diploma Coordinator will participate in the Admissions process for all applicants that start after the first day of school.

Placement

Age and previous schooling provide the starting points for a discussion on placement, but the student's needs, academic record and the school's initial assessment are other factors that will also be considered.

Pupils who pass the English and IDAT shall be placed into the year groups according to their age (as shown in the table below).



School levels and its correspondence in the British, American, and Colombian Systems:

Age	U.K. Year Group	USA Grade	Colombian System
3-4	Nursery	Preschool K3	Párvulos
4-5	Reception	Preschool K4	Prekínder
5-6	Year 1	Kindergarden K5	Kínder
6-7	Year 2	Grade 1	Transición
7-8	Year 3	Grade 2	Primero
8-9	Year 4	Grade 3	Segundo
9-10	Year 5	Grade 4	Tercero
10-11	Year 6	Grade 5	Cuarto
11-12	Year 7	Grade 6	Quinto
12-13	Year 8	Grade 7	Sexto
13-14	Year 9	Grade 8	Séptimo
14-15	Year 10	Grade 9	Octavo
15-16	Year 11	Grade 10	Noveno
16-17	Year 12	Grade 11	Décimo
17-18	Year 13	Grade 12	Undécimo

g. Class Size Policy

In order to emphasise the concern for children as individuals, which is inherent in the school's philosophy, the school will do everything possible to ensure a student/teacher ratio that is in the best interests of all concerned.

Classroom Assistants:

Nursery, Reception and Year 1 (Foundation Stage / Key Stage 1) classes will always have a full-time assistant due to the age of the children. In Year 2 – Year 6 an assistant will be assigned to each class level.

Class Sizes:

Class Size	No. of Students
Nursery & Reception	Max. Class Size = 16
Year 1 - Year 5	Max. Class Size = 20
Year 6 - Year 13	Max. Class Size = 22

The Admissions Committee reserves the right, under extenuating circumstances, to receive a student into a class, even when it means exceeding the limit.

h. Reorganisation of new classes every academic year

The school embraces the ideal of a truly international education, promoting the ideals of international understanding. Every year at Colegio Gran Bretaña, classes are reorganised into new classes, encouraging our students to mix with children they otherwise wouldn't have the opportunity to know, to get used to making new friends, and to avoid cliques being formed.

Reorganising the students into new groups is an important process. All Teachers and Student Services departments work together to ensure that academic and social balance is achieved within every class. The criteria used for the new classes' construction is the following: friendship groups, gender, nationality, ability and friendships. This ensures mixed ability classes and a truly inclusive spirit.

It is school policy that individual requests are not accepted as many personal family desires would make the process extremely complicated. All decisions are based on professional educational knowledge and experience.

CGB's SAFEGUARDING AND CHILD PROTECTION AT CGB

Colegio Gran Bretaña protects the rights of all of the children in our care by not only following the legal requirements as established by Colombian law, but also as set out in the United Nations Convention on the Rights of the Child (UNCRC).

"There are four articles in the convention that are seen as special. They're known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (article 2)
2. Best interest of the child (article 3)
3. Right to life survival and development (article 6)
4. Right to be heard (article 12)"

As a school, we strive to prevent any cases of abuse or harm from taking place, but we also have mechanisms in place in order to react and respond if child abuse is noticed or reported.

Click [here](#) to read the full policy on Child Protection and Safeguarding.

Click here to read to read CGB's [policy](#) on safer recruitment.

CHAPTER 3 – SCHOOL ORGANISATION

Colegio Gran Bretaña school is governed by the Board of Directors (Junta Directiva), an Advisory Board (Consejo Directivo), a Director and a General Manager in accordance with their respective roles and responsibilities as determined by school policy.

a. Board of Directors

The Board of Directors of the “Entidad Educativa Colegio Gran Bretaña S.A.” that owns the school is elected for a one year term at the annual meeting of the shareholders of the corporation. Board members may or may not be shareholders.

[Link to The Board of Directors General Responsibilities:](#)

b. The Advisory Board

Advisory Board members serve a one-year, renewable up to a maximum of two years. The 12-month term is from September through June. The working language of the Advisory Board is English. Every effort shall be made to identify Advisory Board members who collectively reflect the diversity of the school.

[Link](#) to the composition and responsibilities of the Advisory Board

c. The Director

The Director of Colegio Gran Bretaña is the Chief Executive Officer of the school. They shall be appointed and removed by the Board of Directors (Junta Directiva).

[Link](#) to Director’s responsibility

d. The Senior Leadership Team

The Senior Leadership Team (SLT) consists of the Director, Vice-Rector, Head of Primary, Head of Secondary, the Administrative Director and the Director of Marketing and Communications.

[Link](#) to the SLT’s responsibilities

e. The Parent Teacher Association (PTA)

The Parent Teacher Association at Colegio Gran Bretaña exists to support the work of the school, to develop a constructive community spirit among its members, and to raise extra funds for special purchases and the “Escuela de Padres”.

Projects supported by the PTA in recent years have included The Book Week, Halloween, Charity Activities, Garage Sale and other social gatherings. Welcoming coffee mornings are held twice a year to enable new parents to meet each other as well as existing parents.

The Board of the PTA consists of seven parents (elected annually) except the Legal Representative that is elected for a 2 year period, and teachers who serve as a link. At least 3 members of the Board shall consist of Colombian parents and at least 3 foreign parents. They meet for a General Assembly in June where budget approval and elections are held for the following school year. There is a voluntary annual membership fee per family.

f. Room Parent Representatives

Each Tutor Group will have one representative to act as a communication link between the teachers, the school administration, the Parent Council and the PTA, and the parents of students in the Tutor Group. “Tutor Group” is the term for a classroom group in Primary and for a Form Tutor group in Secondary.

The functions of the Room Representative are:

1. Promote an environment of trust, understanding, integration, cooperation and agreement between the different parts of the school community.
2. Collect email, phone numbers, or other contact information to make a list and distribute it to all parents in the Tutor Group
3. Maintain the parent social media chat; for Primary each Room Representative will maintain a Tutor Group chat, for Secondary the Room Representatives will jointly maintain a Year Group chat.
4. Moderate the chat communications to ensure that they promote a safe environment in which the values of respect, acceptance and open-mindedness are honored according to the CGB communications guidelines in the PHB (Parent Section).
5. Support the teacher/Form Tutor to ensure communications with parents are timely and complete and to coordinate and produce activities related to school curriculum and other classroom celebrations including decorating the classroom and managing parent-donated funds.
6. Maintain a dynamic communication with the PC Member for the Year Group, consulting them about questions and suggestions from parents as well as responses from CGB and the PC.
7. Ensure PTA communications are relayed to parents in a timely manner, coordinate and support Tutor Group participation in PTA events.
8. Comply with and participate in the CGB Emergency Contact Plan.
9. Promote social integration among the Tutor Group parents especially to welcome or bid farewell to new families arriving or leaving the country.

The process for electing Room Representatives for each Tutor Group is as outlined below:

Room Representatives are elected by parents in each Tutor Group at “Back to School Day”. During this event, parents who want to volunteer and who preferably can communicate both in English and in Spanish will announce their willingness to serve as Room Representative for the Tutor Group.

The Director and school staff will advertise the position and creatively encourage parent participation. Candidates must volunteer before voting takes place on Back to School Day. A parent may volunteer for a maximum of two Room Representative positions. If only one person volunteers, that person automatically receives the position. If more than one person volunteers, the parents of that Tutor Group will select their one Room Representative through a fair and democratic process and will be effective immediately. If a Room Representative resigns or withdraws their child from the Tutor Group, an in-person or virtual election will be called by the Director to elect among the parents of the Tutor Group new Room Representative.

g. Parent Council formed by the Parent Representatives

The Parent Council is a body designed to ensure the continued participation of parents in the educational process and to raise the quality of service outcomes. The full description of their functions, rights and responsibilities can be found in the PC Standing Rules document at this link: [[LINK ENGLISH](#)] ([LINK SPANISH](#))

The functions of the Parent Council can be summarized as:

- Encourage the appropriate use of tests and their results including the Pruebas Saber, IGCSE, IB, and mock university entrance exams.
- Support co-curricular and extra-curricular activities that benefit the students, the community and the environment.
- Contribute to the continuous development of the school improvement plan, the Handbook and the PEI.
- Promote parent training opportunities that support student learning and rights and an atmosphere of coexistence.
- Choose the PC Members who will represent parents on the three assessment and promotion committees.
- Choose the PC Member(s) who will represent parents on the Advisory Board (two if the PTA does not have at least 50% of the families as members).

The Parent Council will exercise these functions in direct coordination with the Director.

There will be at least three regular meetings every year, one during each term. Additional meetings will be called when necessary as agreed by the CGB Director and the President. All parents will be invited to attend the final Parent Council Meeting of the year in which the Senior Leadership Team and the PC leaders will present the achievements from the current year as well as the goals for the next.

The process for electing parents to the Parent Council is as outlined below (see PC Rules for complete details in [English](#))

Each year during “Back to School Day” the Director will convene families by Year Group to elect their representatives to the PC. The election may be conducted on-line and the candidates for this election will be the Room Representatives selected by the parents of each Tutor Group. There will be one PC Member for each Year Group.

The newly formed Parent Council will then meet and elect, amongst themselves, the following leaders:

- **President** (this member will also sit on the “Comité de Convivencia” and on the Advisory Board)
- **Vocal**
- **Secretary**
- **Representatives for three (3) Promotions Committees:**
 - Foundation Stage/KS1
 - KS2
 - KS3
 - KS4/KS5

For lack of PC Member volunteers, other parents will be eligible for election as Representatives for the Promotions Committee.

h. Student Council

The students of Key Stage Two and Secondary at Colegio Gran Bretaña form a Student Council each year. The Student Council is a forum for student ideas, which offers practice in self-governance and allows students, in keeping with the level of maturity, to participate in group decision-making and community service.

The Director shall appoint a Student Voice Coordinator to facilitate the Student Councils. One Y13 student from amongst the Student Council President or Head Prefect will be elected to serve as the student representative on the Advisory Board.

The Student Council shall be composed of one elected representative from each form group. The students of each form group shall choose their representatives to the Student Council through secret ballot during annual elections to be held in September. The Officers shall be elected by the members of the Student Council.

In order to serve as a student leader, they must be in good academic and disciplinary standing. The Comité de Convivencia reserves the right, at any point throughout the year, to remove a student from office should their behaviour not be aligned to the school’s values and philosophy. In this case a by-election will be held to replace the student on the student Council. The existence of the Student Council is a right, but a student’s place on the Council is a privilege that needs to be maintained.

The Student Council Handbook is [here](#)

i. Promotions Committee

The Promotions Committee commission made up of the Vice Rector, the Head of Section, the Deputy Head of Section (who acts as the teacher representative), a parent representative (who is elected by the Parent Council and who is not a teacher of the institution), a member of the CEG, a member of the ALD, and a member of the EAD. (In the case of Primary there will also be representation from the class teacher and Spanish/Sociales teacher). The Head of Section, will convene and chair the meetings, with the purpose of defining the promotion of learners and making recommendations for reinforcement and improvement strategies/activities for students who present difficulties. In each of the meetings at the end of each school term, the cases of students with Insufficient or Deficient evaluation in any of the areas will be analysed and general or particular recommendations will be made to the teachers, or to other instances of the educational establishment, in terms of reinforcement and improvement activities. Once the conditions of the students have been analysed, the parents or guardians, the student and the respective educator will be summoned in order to present them with a report together with the reinforcement plan, and to agree on the commitments on the part of those involved.

The Committee will also analyse the cases of outstanding performance with the objective of recommending special challenging activities or even early promotion.

The Committee will also establish whether the students and staff have correctly followed and complied with the recommendations set in the previous assessment period.

The decisions, observations and recommendations of The Committee will be minuted and this will act as evidence to support future decisions regarding the promotion or non-promotion of a student in the future.

j. Comité de Convivencia (Coexistence Committee) & Comité de Disciplina (Disciplinary Committee)

The Comité de Convivencia as required by Colombian Law 1620 (2013) exists in order to prevent any form of violence or abuse within the school. It will be convened when necessary to discuss all incidents that involve any form of serious conflict (including cases of bullying) between students, or between staff and students. The function of this Committee is not to punish, but to ensure that the school environment is harmonious, and in cases where students choose not to follow our values based code of conduct, to find a way of restoring the peace.

The Committee consists of:

- The Vice Rector
- A Psychologist
- Head of Section
- A Parent representative (The President of the Parents Council)
- Corresponding Deputy Head of Secondary/Key Stage Coordinator
- President of the Student Council
- Personero/a (Student Advocate)

Each case will be discussed and analysed from these multiple perspectives, and a consensus will be reached in order to determine an appropriate course of action, including, but not limited to, sanctions, mediation, restorative practices and the suggestion to the Advisory Board for the cancellation of a student's matricula. The response will depend on whether the incident was Type I, II or III.

Click [here](#) for **Student Due Process Rights**

[Click Here](#) to understand the process for determining which cases go to the Comité

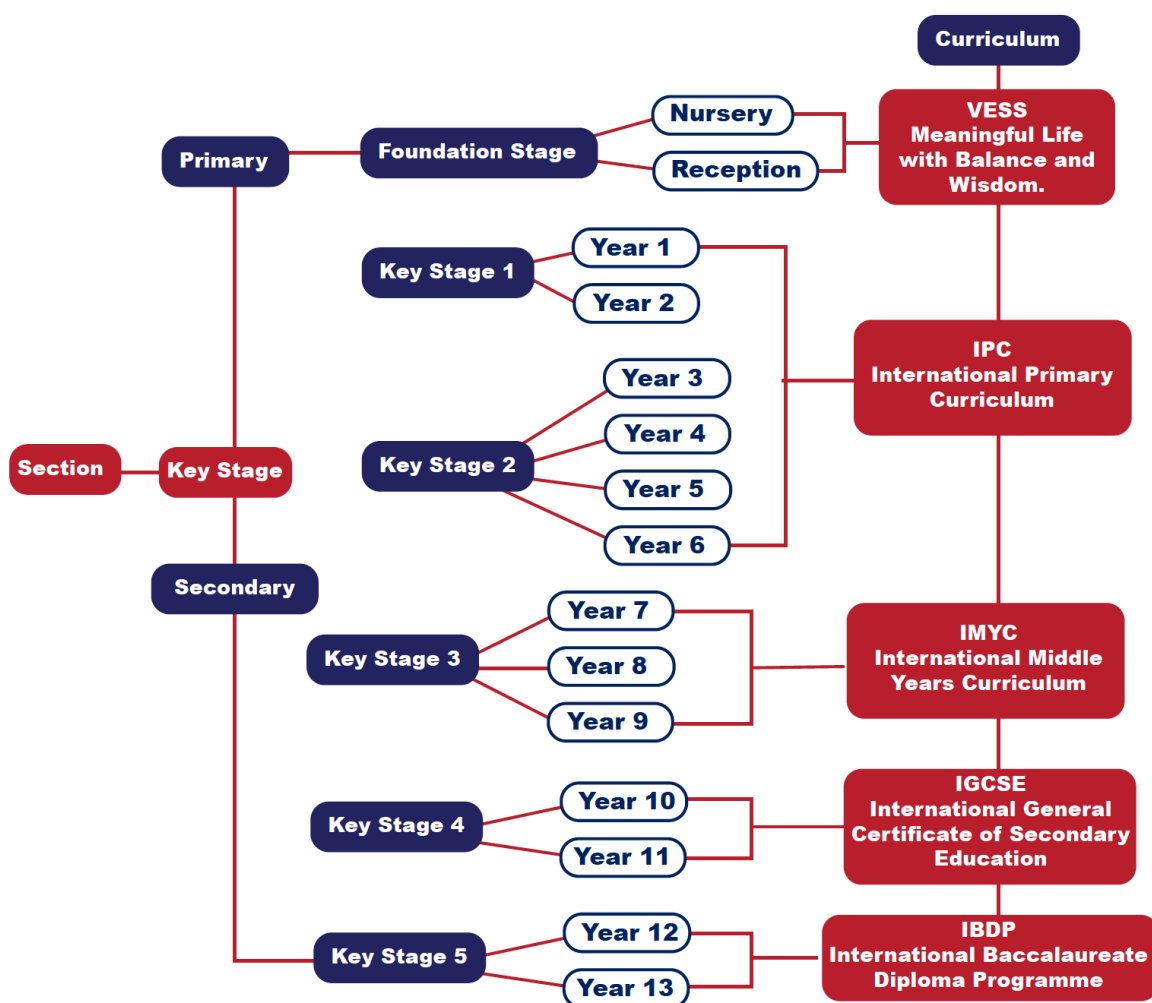
CHAPTER 4 – ACADEMICS

a. CGB's Statement of Learning:

Learning at CGB is a holistic, innovative, transformative and learner-centred experience for our students. It is a challenging journey designed to develop knowledge, skills and understanding through a foundation of enquiry. The school nurtures its students within an inspiring and focused environment that fosters collaborative, inclusive and effective learning.

b. The Curriculum

The overview of each subject's curriculum in Primary can be found in the respective sections on [CGB's website](#). The curriculum structure at CGB is organised as follows:



Areas/Subjects	Nursery	Reception
	Hours per week	
Spanish	4	4
Physical Education	2	2
Music	2	2
Personal, Social and Emotional Development	1	1
Physical Development	2	2
Communication and Language Literacy	4	4
Mathematics	5	5
Understanding The World	4	4
Art	1	1
CCAs	2	2

Areas/Subjects	Year 1	Year 2
	Hours per week	
Art	1	1
Spanish	4	4
Physical Education	2	2
Mathematics	5	5
English	4	4
Music	1	1
IPC (Science, History, Technology, Geography)	4	4
PSHE	1	1
Library	2	2
Phonics	2	2
CCAs	2	2

Areas/Subjects	Year 3	Year 4	Year 5	Year 6
	Hours per week			
Art	1	1	1	1
Colombian Culture/Sociales	2	2	2	2
English	5	5	5	5
Mathematics	5	5	5	5
Spanish	4	4	4	4
Physical Education	2	2	2	2
Performing Arts	1	1	1	1
CCAs	2	2	2	2
PSHE	1	1	1	1
Library	2	2	2	2
IPC (Science, History, Geography, ICT, Technology)	6	6	6	6

Areas/Subjects	Year 7	Year 8	Year 9
	Hours per week		
English	4	4	4
Spanish	4	4	4
French	2	2	2
Mathematics	4	4	4
Geography	2	2	2
History	2	2	2
ICT	2	2	2
Art	1	1	1
Science	4	4	4
Colombian Culture/Sociales	2	2	2
Physical Education	2	2	2
Performing Arts	1	1	1
CCAs	2	2	2

Areas/Subjects	Year 10	Year 11
	Hours per week	
IGCSE Option (French, Art, Geography, Comp Science)	3	3
English	4	4
Global Perspectives/Sociales/History	3	3
Mathematics	4	4
Physical Education	2	2
Spanish	3	3
Biology	2	3
Chemistry	2	3
Physics	2	3
Performing Arts	1	1
PSHE	1	1

Areas/Subjects	Year 12	Year 13
	Hours per week	
IB Options	24	24
Physical Education	2	2
Theory of knowledge	1	1
Performing Arts	1	1
PSHE	1	1
"Prueba Saber" Preparation	1	1

c. Methodology

The teaching and learning methodology of the school is firmly based on the belief that a broad variety of instructional teaching and learning styles and strategies are essential to inclusive and effective academic and social development. Lessons are not only appropriate to different age and maturity levels, but also to the different learning styles of each student. Every student is respected as an individual, with their needs continually assessed and met through differentiation in the classroom.

d. Assessment

Assessment for Learning Policy for Primary:

Click [here](#) for **Assessment Policy for Primary (English)**

Assessment for Learning Policy for Secondary

Click [here](#) for **Assessment for Learning Policy for Secondary (English)**

Click [here](#) for **Assessment Policy for Secondary (Español)**

e.. Grading Scale

Click [here](#) for **Grading Scale**

f. Home Learning Policy

Click [here](#) for **Home Learning Policy**

g. External Exams and IB Diploma

During admissions, students in Primary and Secondary (excluding Year 13) will sit Cognitive Ability Tests in order to provide us with external predictions of how students should perform this will help us to determine a students suitability for taking individual certificates or the complete programmes.

At the end of Year 11, students sit all of their IGCSE examinations. These examinations will include:

- English - Language **and** World Literature
- Mathematics - Core **or** Extended
- Spanish - as a First Language **or** Foreign Language
- Science Double Award - **combination** of Biology, Chemistry and Physics
- Global Perspectives
- Option Group A subject
- Option Group B subject

At the end of Year 13, students sit the International Baccalaureate Diploma Programme examinations, which are externally assessed by external IB examiners. Students also complete internal assessment tasks, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The Diploma is awarded to students who meet the IB requirements, and do not fall into any of the failing conditions. Please consult the IB Handbook by clicking [here](#) for the most up to date information on what students need to achieve to pass their Diploma successfully.

It is a requirement of Colombian Educational Law that all students in Years 13 have to present the Pruebas Saber 11 exams. The results of the exams that Year 13 students sit will be attached to their final report. If a student meets the [requirements](#) they will be awarded the Colombian High School Diploma and the US High School Diploma.

US College Board Testing Service

The school will administer the SAT based on a set schedule dictated by the US College Board. Students are offered

orientation for the SAT and ACT University Admission Examinations. Preparation courses for these exams are not offered at CGB. Our university guidance counselor will support students with academic decisions regarding these tests. We use an online platform called [Unifrog](#) to support all students in becoming “College Ready”. This platform also allows us to send support documentation along with the student’s applications at no cost to the parents. The focus is on colleges and Universities in the USA, but much of the content and skills is easily applied to other countries and career path development. For more information about University Guidance at CGB, please click [here](#) University Guidance Handbook and [here](#) University Guidance Webpage.

h. IB Assessment Policy (Year 12 &13)

Click [here](#) for the IB Assessment Policy

i. Academic Communication

In addition to regular communication through Phidias, Seesaw, Google Classroom, and informal meetings, written reports and more formal parent-teacher consultations are incorporated into the school’s calendar each term.

Click [here](#) for Phidias Agreement

Open Afternoon

At the start of each school year, there is an “Open Afternoon”, which all parents are strongly encouraged to attend. Details of this are shared in a circular at the beginning of the school year.

The session is designed to give parents an opportunity to get to know your children’s teachers better, to give them a good idea of what the coming year holds for their child, and to discuss any aspects of the curriculum or teaching philosophy. This is not an occasion for discussing individual student performance.

Accessing Reports

Every family can access their school reports via Phidias according to the dates set on the CGB Parent Calendar, provided that they are up to date with their payments in the school. During the term, Secondary parents are able to access grades of their children’s work via Phidias. There are “blackout periods” during report writing sessions in which the system is closed to parents.

Student Promotion

At the end of each school year the Promotions Committee for each Section is responsible for deciding which, if any, student needs to repeat the year.

Click [here](#) for the guidelines on student promotion/Repetition of a Year

j. Students on the non-English speaking programme

When a student is enrolled in the school and they are placed on the non-English programme, they follow the reporting procedure outlined in the timeline of the EAL Letter of Agreement (see Chapter 2, section e. Admission and Placement of Students), which means that they will receive grades only for the subjects that they have attended, in addition to the English as an Additional Language programme, which will be shown on the grading reporting system (Phidias). [Additional Language Policy](#).

k. The Reward System

We actively encourage and acknowledge both EFFORT and ACHIEVEMENT in both our reporting and rewards systems.

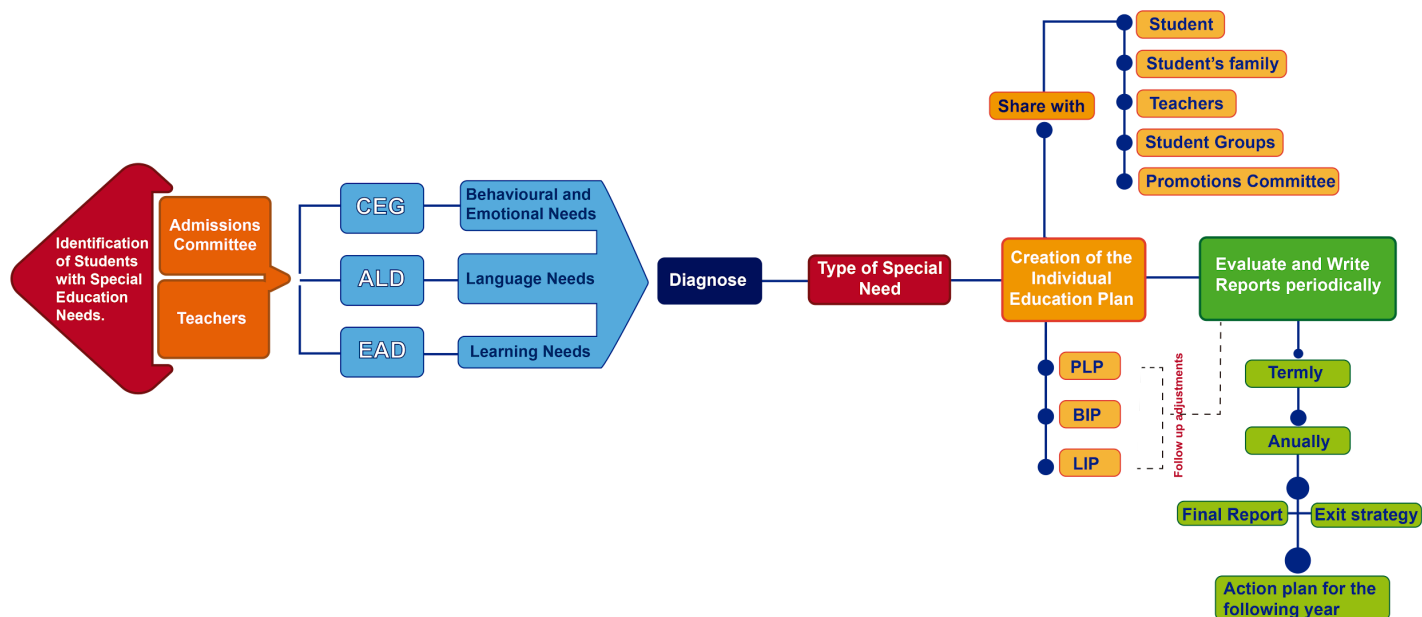
Both civic and scholastic endeavour is acknowledged at our termly Flag Raising and end of year Ceremonies by the awarding of certificates. This takes the form of an assembly to which parents are also invited.

l. Academic Support

Student Services Inclusion Statement:

At Colegio Gran Bretaña, we respect and support the identities, needs and talents of all our students. CGB is a safe environment where all students can develop strategies to face a variety of challenges despite their learning, language, developmental, physical or emotional needs through a flexible, open-minded and supportive approach. The interactions we have with each other help us to grow and learn together, making us more caring and accepting human beings.

Protocol for Inclusion



1. [EAD Secondary policy](#)
2. [EAD Primary policy](#)
3. [Counselling and Emotional Guidance Department](#)
4. [Additional Language Department](#)
5. [Referral Protocol](#)

m. School House System

The school House System was inaugurated at the Sports/Fun Day in June 2004.

Pupils are allocated to Houses from the time the family first joins our school. All members of the same family are assigned to the same house and they stay in the House as allocated throughout their time at Colegio Gran Bretaña.

There are four Houses named after mythological creatures – Griffin (green), Pegasus (white), Phoenix (red) and Minotaur (blue). These names were chosen by the students through a nomination and voting process. There is a House Captain and Vice-Captain of each House in Primary and Secondary. All teachers are allocated a House, with one teacher in each Section who coordinates House activities.

Pupils are awarded House Points for positive reasons such as academic achievement, effort, improvement, kindness etc.

There is a termly House Point competition. During Flag Raising Ceremonies, the running totals for each House are read out along with the current ranking.

At the end of the year Flag Raising, an annual trophy will be presented to the House with the most points. There are also trophies for the winning House of the annual Inter-House competitions throughout the year.

n. Co-Curricular Activities

The school offers a number of co-curricular programmes for students and these are reviewed each school term. These activities have been included in the timetable as **inclusive and compulsory**. If the activity requires an external tutor or incurs transport costs, these will be charged to the parents.

The list of activities offered varies from term to term and is distributed to parents at the beginning of each term.

The schedule is the following:

Foundation Stage & Key Stage 1	Tuesday	09:55 - 11:25 a.m.
Key Stage 2	Thursday	13:55 - 15:35 p.m.
Secondary	Thursday	13:55 - 15:35 p.m.

A set of extracurricular activities is also offered on various days of the week according to demand.

CHAPTER 5 – STUDENTS

a. Student Rights and Responsibilities & School and Parent Responsibilities

Click [here](#) to see the policy in English

Each student in the School has the right to be treated with respect, courtesy and consideration by every other student, teacher, school employee or other adult in the School. Independent of this they have the right to know what the rules are and to appeal to higher authority when they feel unfairly treated, or when they think that objective hearing has not been allowed.

However, the people in charge of classrooms and of the School as a whole must have the authority to carry out their work for the benefit and safety of everyone concerned without constant arguments. If a student feels that a particular rule or judgment is unfair, they may express such complaints as stated in the respective policies.

Personero/Personera. Each year a student from Year 13 is elected to become the Student Advocate. Click [here](#) for details.

Contralor/Contralora As of 2021 a student Controlador/a must be elected from Year 12 as a representative of the students to ensure the proper management of the school's resources and assets through the promotion of values of honesty and transparency. All fundraising activities should be supervised by this student. Click [here](#) for details.

Student Due Process Rights

Click [here](#) to view the Due Process.

Each student has the opportunity and the right to use the school as a means for self-improvement and individual growth. In doing so, they are expected to conduct their affairs in such a way as to assure other students the same opportunities without serving to restrict or otherwise inhibit their individual and collective rights.

In the interests of safety and order in the school, it is expected that students follow directions first and ask questions later. It is an aim of the school to foster students' gradual growth in self-discipline and intelligent decision-making, but it must also be understood that the persons in charge of classrooms and the school as a whole have special responsibilities that can be carried out only if their authority is accepted and supported by all. If a student feels that a particular rule or judgment is unfair, they should speak to their form tutor or Head of Section.

Of equal importance is the right of school authorities to prescribe and monitor – consistent with fundamental safeguards – student conduct in the School.

In exercising this right, the Senior Leadership Team is responsible for implementing Board policies and administrative regulations pertaining to the various aspects of student rights, student conduct and student discipline.

In promoting the proper recognition and preservation of a student's rights, the following are declared:

- **Freedom of expression:** Students may freely express their points of view provided they do not seek to coerce others to join their mode of expression and provided that they do not otherwise intrude upon the rights of others.
- **Right to have property:** Students may only bring personal items to school if they are aligned with the school's values and guiding statements.
- A locker will be assigned to each secondary student at the start of each academic year. All student lockers must be cleared out at the end of the school academic year, as this will form part of the end-of-year clearance procedure (paz y salvo).
- A student's locker or property should not be inspected, except when approved by the Director or Head of Section because they have cause to believe that prohibited articles are stored therein. Locker clean-out sessions may be conducted on a periodic basis to dispose of waste materials, recover missing books and other school property, and for other just causes as determined by the Head of Section such as theft, suspicion of alcohol or drugs, etc. If there is any suspicion of a child carrying unauthorised items or substances, teachers are entitled to take the student to the infirmary where they will be searched.
- **Student Due Process Rights:** Students are to have clearly established means by which "administrative due process" is available to see that their rights are protected. Students are to be involved, individually and collectively, as citizens of the School, with the attendant rights of such citizenship and corresponding responsibilities for the proper conduct of their own affairs and those of other students. This is fully outlined in Colombian Law 1098 that protects the rights of minors.

b. Student Behaviour

The school attempts to develop and encourage an attitude of individual responsibility towards the quality of life in the school community. The behaviour expected from our students rests on the basic premises that members of the school community have:

- i). respect for themselves and others;
- ii). respect for their own and others' property;
- iii). a desire to achieve high standards of work and behaviour.

All detailed school rules and regulations are a logical extension of these three fundamental expectations, and are explained to students in those terms.

c. Community Complaints and Grievances

Most complaints and grievances can and should be resolved at the level at which they occur: between parent and parent; between parent and member of staff; between student and student or between student and adult possibly with the help of another parent, teacher or Head of Section, Deputy/Coordinator. The first step should always be to speak directly to the person(s) involved. All complaints should always be dealt with courteously and promptly.

If a matter cannot be resolved at this level, it may be referred to the appropriate Head of Section/Vice-Rector or Director. The Director shall be the final arbiter. However, in extreme cases, if the parent considers that the complaint remains unresolved after this step, and that the Director's decision is not in accordance with school policy, they may appeal to their respective representative on the school's Advisory Board.

d. Discipline

It is expected that most students will be able to live happily and comfortably within the basic code of conduct.

Inevitably, however, there will be times when a student needs to be reminded of the responsibility they have towards the school as a whole, as well as to themselves as individuals. Teachers, Deputy Heads of Section and Heads of Section, with the backing of the Director, are responsible for setting and enforcing specific rules of behaviour and for dealing with behaviour problems as appropriate to the student's age and maturity. In dealing with such problems, the emphasis is on respectful behaviour related to the school's code of conduct, and on how the student plans to overcome the problem.

The code of conduct and respective sanctions are to help the student understand that they are responsible and accountable for their actions, and to provide them with an opportunity for thoughtful reflection in order to modify their behaviour in the future.

e. Rewards and Disciplinary Sanctions

This **CGB Rewards and Disciplinary Sanctions Policy** (see below) complements the **Code of Conduct, Values and Equality of Educational Opportunity** (see above) views that we hold dear in Colegio Gran Bretaña. The goal of this policy is to not only reinforce good behaviour, but to also prevent situations that can lead to indiscipline. These rewards should not preclude additional forms of recognition being made by staff where merited. Regular praise and encouragement help build staff – student rapport that is both productive and vital to the personalised school that we aim towards.

The **School Rules** exist to promote the general welfare of students, protect individuals and facilitate the staff in fulfilling their academic and pastoral responsibilities.

The **Code of Conduct** promotes the development of self-discipline, a sense of individual and group responsibility and a duty of care towards others.

Rewards

There are several categories of rewards in CGB in Primary and Secondary; behavioural awards, academic and sporting awards. The details of these awards are listed below.

Instead of rewards and punishments, there is a support system, problem solving process and virtuous ways to communicate all that we learn and practice.

1. Behavioural

Behaviour which sets a positive example to others, e.g. showing initiative; acts of kindness, generosity, courtesy; being consistently well-organised, possessing a good working attitude, teamwork, sportsmanship and being well-groomed in accordance with the dress code, all add up to the model student that we aim for. These behaviours and traits are to be encouraged and recognised.

A member of staff wishing to recognise such qualities should give **House Points** to the deserving student. House Points can be given at any time during the course of a school day.

2. Academic

Academic ability is recognised by way of the presentation of an Academic Award at the End of Year Award Ceremony. The top students of each level will be presented with an award. Awards are also presented to the top student of each subject. Students are also awarded for their effort and progress in a subject without necessarily being in first place.

3. Colours and Honour Awards system (KS2 and Secondary)

The awards can be presented during the Flag Raising Ceremony or at the end of the year Awards Ceremony.

4. Disciplinary Sanctions

Student behaviour expectations apply both during travel to and from school and throughout the school day or during school events outside of regular hours.

Philosophy regarding behaviour

Having a consistent and organised approach to managing behaviour across the school is the bedrock for creating an atmosphere where teaching and learning may thrive, and it inspires students (and parents)' confidence in the institution of school, empowering them to embrace challenges, and discover new levels of personal growth.

Our philosophy for behaviour management has its formation in the psychological teachings of William Glasser. He states that people make decisions based on fulfilling one of five needs. These are: Belonging, Freedom, Fun, Power, and Survival. Therefore to motivate (and sustain) positive and effective learning behaviours from students the foundation step is to provide a needs-satisfying school environment. This mindset leads us to ask questions like, "How do students develop a sense of belonging at CGB?", "What opportunities exist for students to exercise their agency and make decisions?", "Do people enjoy being at CGB?", "When do students feel important and valued?", and "Are we providing a safe environment?"

To promote positive behaviour, build relationships and inspire people to want to be part of our community, we recognise the value of William Glasser's seven connecting habits. These habits provide all community members with guidance on how to communicate with each other that enables space for understanding and interconnectedness. The seven habits are: 1. Listening, 2. Trusting, 3. Supporting, 4. Accepting, 5. Encouraging, 6. Negotiating, and 7. Respecting. By cultivating these habits we can nurture an inclusive and affirming school culture, supporting student well-being, engagement and success.

The foremost strategy for teachers to employ when confronting inappropriate student behaviour is to focus the student's attention on the specific poor conduct: helping them to acknowledge ownership of it, identifying their motivation for exhibiting it, and working on them choosing an appropriate action to replace it.

In these situations a possible teacher's questioning sequence is:

1. What are/were you doing?
2. What should you be / should you have been doing?
3. What do you want?
4. How do you get what you want?

It needs to be made clear to the student that persisting with the inappropriate behaviour will not get them what they want.

Positive Replacement Action

A positive replacement action (PRA) is a way for students to redirect their energy and to restore connections with peers/teachers/school community. To facilitate reflection on behaviour, students will be provided with a supervised space to consider and respond to the following questions:

1. What was I doing?
2. What should I have been doing?
3. What do/did I want?
4. How do I get what I want/ed?
5. What was the impact of my choice?
6. How can I restore my connection with my peer/teacher/community? (PRA)

The positive replacement action must be proposed by the student; if the student is unable to come up with a positive replacement action, the teacher can provide them with two or more actions to choose from.

All responses to student behaviour should align with the principles of **connection, growth, and personal responsibility**. The individual circumstances of the student are the driver for fair decision-making, holding students accountable for their behaviour, yet providing opportunities for learning and self-improvement.

You can see CGB's full Behaviour for Learning Philosophy, Policy, and Procedure [Here](#)

Internal suspension (Secondary and KS2 only)	<p>In serious circumstances (Type II offences), where it is believed that an incident is more severe, an internal suspension may be given, this will be decided by the Comité de Convivencia. During an internal suspension students will be required to continue with their education, but outside of their usual class setting. They will be provided with class work, given by the subject teacher/s. They will spend the day in the Head of Secondary's or Head of Primary's office (or other suitable classroom). Parents will be informed of any internal suspensions given to their child. This will be recorded on the student's file.</p>
Exclusion from certain events.	<p>In some cases that are considered serious enough (Type I, II or III), a student may be asked not to participate in a certain school event, trip or visit – especially if the health and safety of the student and wider community could be at risk. The Comité de Convivencia will meet in order to discuss the risks involved. The school will communicate with the family so that they are aware of all decisions that are being made. Parents who have paid for their child to attend an event, trip or visit, may have to forfeit the cost if a refund is unavailable due to deposits and prepayment. In cases where refunds are available, this will be reimbursed. CGB does not make profit from any trips, but neither is it able to make a loss due to inappropriate student behaviour.</p>
Conditional Registration (Matricula Condicional)	<p>In more serious cases (Type II or III), or where a student has received more than three Wednesday detentions and a Friday detention in one term, or for academic underachievement, then a Conditional Registration (Matricula Condicional) may be issued. This is an official document and will remain on the student's file. The Vice Rector under the counsel of the Comité de Convivencia (including the student elected Personero/Student Advocate, Head of Section, CEG representative and Form Tutor) will issue the Conditional Registration. The Conditional Registration acts as an official final warning to the student and a final opportunity to rectify their behaviour. If the student does not conform to the guidelines set out in the Conditional Registration then their registration at CGB may be cancelled. Before a Conditional Registration is established the student and parents/guardians will be required to meet with the Vice Rector, Head of Section and Form Tutor/Subject Teacher to discuss its application.</p>
Community Service Order (Secondary and KS2 only)	<p>CGB believes that it is important that sanctions fit the misconduct, and where possible students are able to put something positive back into a community where they may have taken something away.</p> <p>CSOs are therefore sanctions requiring a student to undertake community work as a form of reparation to the community. The tasks set can range from the collecting and disposing of litter to gardening, the arranging and sorting of library books to the washing and cleaning of specified areas of the school to the reading with or helping of younger students under the supervision of an adult. Where appropriate students will be taken off site to undertake community work or maybe required to attend a school sponsored activity during non-school hours. The CSO will be</p>

	<p>supervised by a responsible member of the teaching or support staff (with the approval of the Head of Secondary).</p> <p>Students, who are unable to undertake physical work because of illness or disability must produce a current, signed Doctor's Certificate for each day of the CSO. An alternative to the designated CSO may also be arranged where appropriate. A combination of CSOs and detentions may also be given. As with after school detentions, parents will be given at least 48 hours notice. However, parents may also be required to meet with the Teacher and the Head of Secondary.</p>
<p>Fixed Term Suspensions and Cancellation of Registration (Matricula)</p>	<p>CANCELLATION OF MATRICULA IS A SANCTION OF THE LAST RESORT (Type II or III)</p> <p>CGB aims to include students in the academic, pastoral and social life of the school. However, persistent and blatant breaches of the Code of Conduct and Values will lead to an accumulation of sanctions and written warnings. Parents will be invited to discuss the problems at a case conference attended by some or all of the following:</p> <ul style="list-style-type: none"> - teachers - form tutor - Head of Section - CEG representative - Director and/or Vice Rector <p>If, after such intervention, problems continue to the detriment of the student, student body and the school, the Comité de Convivencia will, taking into account the nature and frequency of offences and the student's record, recommend a permanent suspension. In some extreme cases (Type III) there may be no need to convene such a meeting, and the suggestion for the cancellation of the matricula will be given directly to the Advisory Board.</p> <p>Fixed Period Suspension (A) (Type II): permits suspension for a period of 1 – 5 days. This often takes the form of an agreement with the parents to withdraw the student for a period in order to counsel the student. This can provide a beneficial 'cooling off' period. Parents and students will be asked to sign a new 'specific performance' agreement before a student is accepted back to school. Parents can appeal line items in the specific performance agreement. The Director will inform the Advisory Board of such an appeal. The Advisory Board's decision is final. In all cases the families will be informed.</p>

	<p>Fixed Period Suspension (B) (Type III) permits suspension for 1 – 5 days even without consent of the parents pending consultation with members of the Advisory Board. This sanction exists for various severe breaches of discipline or misconduct.</p> <p>The Comité de Convivencia may suspend a student before informing the Advisory Board, but it is usual to request the approval of the Advisory Board at the earliest opportunity. A 'specific performance' agreement is usually made</p>
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	<p>before a student is accepted back to school. In all cases the families will be informed.</p> <p>Cancellation of Registration (Matricula) may be warranted for any serious offence (Type III) amounting to gross misconduct, or accumulation of offences (Type I or II) where a student's continuing presence at CGB might be considered against the interest of the student and/or against the general interest of the school community. Students who have already been suspended for a fixed period (A) or (B) and commit a further severe breach of discipline may have their Matricula cancelled permanently.</p> <p>The Advisory Board may consider giving a Final Warning prior to considering cancelling a Matricula. The Advisory Board is the final arbiter in all cases of matricula cancellations. In all cases the families will be informed.</p> <p>Certain circumstances such as, but not limited to, bringing drugs onto the school site, dealing drugs on school site (this is defined as offering or supplying anyone else with an illegal substance with or without the exchange of money), consuming drugs, bringing alcohol on site, sharing alcohol on site, consuming alcohol on site, and brining and/or using weapons on school premises are all causes for immediate "matricula" cancellation.</p>
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CGB takes very seriously any student's use of or engagement with abusive substances. You can see our policy [here](#). We are committed to the safeguarding and prevention of such actions and as such have developed a handbook which will be added to and adapted as our community identifies engagement with any sort of substance over time. The handbook can be accessed [here](#).

f. CGB Academic Honesty Policy

Click [here](#) for the **Academic Honesty Policy**

Click [here](#) for **External Regulations, Procedures and Requirements**

g. Late Arrivals

Pupils who arrive late to school (after 8.10 am from Year 3 upwards; after 8.25 am for Nursery to Year 2) on school transport will be reported to staff by the transport office. Those arriving late in private vehicles will be recorded at the main gate and must report to reception before going to lessons.

h. Procedures for absent students

The school strongly discourages holiday leave during term time. However, we understand that for personal, cultural or family reasons this may not always be possible. In such cases, please inform the school via the Phidias 'notification of absence process' and communicate with the relevant Head of Section. Please note, these absences will be considered 'unexcused absences' and virtual learning will not be provided. As they are taking a holiday in term time, it is the responsibility of the family to ensure their child/ren catch up on work missed, it is not the responsibility of the teacher/s.

Excessive unexcused absences and repetition of the year

Students who have an unexcused absence rate that exceeds 10% during the academic year can be asked to repeat the year if the Promotions Committee considers that they have not met the requirements of the curriculum.

The Promotions Committee will determine if the excessive absences jeopardises or puts at risk the student's academic performance.

Holiday leave during “Beyond the Summit” activities/ School Trips

Students who do not attend the planned school excursions are required to attend school otherwise it will be considered an unexcused absence. We ensure that during this time appropriate activities are planned for students who remain in school.

i. Respect for Property

The code of conduct emphasises respect for people's property and belongings. Students have a responsibility to care for their school environment. This includes their workspaces and classrooms, as well as the buildings, furniture and outdoor areas. Littering, graffiti and other abuses of the school site and fittings are breaches of the code of conduct.

Students have free access to the facilities in the school campus, but should not play in the following areas:

- Around the kitchen and ramp (students and staff are not allowed in the kitchen)
- In the Foundation playground (except for FS/KS1 children)
- On the balconies or stairways
- In classrooms (unless it is a wet playtime)
- In the theatre
- In the bathrooms / toilets
- Students are not permitted to enter the Victoria School unless accompanied by a member of CGB staff.

j. Money

Occasionally, students will need to bring money into school, but as far as possible, to guard against the possibility of loss or theft, they should not carry money. FS/KS1 students should not bring in more than COP 10,000, unless there is a special event such as the International Day or Book Week. The school cannot take responsibility for any lost or stolen money.

Teachers should not send money to the office with students.

k. Toys, Games, and Electronic Equipment (Including cell phones)

Students should not bring toys or games into school, unless they are relevant to the topic being studied, or are for a class-structured activity, such as “show and tell”. Electronic games **will be permitted for use only on the school buses**. Unless explicitly stipulated by a teacher, Secondary students are not allowed to listen to music with headphones or speaker phones during the school day.

Students in KS2 and Secondary who bring their cell phones/devices to school are prohibited from using these during the school day. CGB has implemented a Disconnect to Connect Policy, that you can find [here](#). In summary, devices may be used for academic purposes with the teacher's permission. Students use of phones contrary to this agreement will have the phone taken from them and stored in a locked office until the end of the day. If the student does not find the teacher at the end of the school day, the phone will remain locked away until the next school day. Cell phones and any other electronic devices will be collected before any formal examinations.

The school cannot accept any responsibility or liability for damage, breakage or loss of any such items, though staff will obviously do their best to emphasise respect for all students' belongings. In the Secondary Section, lockers (with adequate locks) should be used to safeguard any item of value when not in the students' direct possession.

Additional references and information about the use of electronic devices can be found in the Technology acceptable use policy [here](#).

l. Student Dress code

It is vital that students understand they are ambassadors for Colegio Gran Bretaña, and that this carries responsibilities that are reflected in the way they dress and conduct themselves. **Parents are expected to support the school's policies on student dress code and parent cooperation is vital.**

Unless the school has a planned event for students to be out of uniform or students have advance permission to explain them not being in uniform (illness/injury etc), students should abide by this dress code for presentation as well as for safety reasons. They are responsible, at all times, for being neat, tidy, clean and dressed appropriately for serious study - this includes having shirts tucked in, top buttons done up, and ties worn properly. Dress and grooming should respect the school's code of conduct and the values and standards of Colombia, and reflect well on Colegio Gran Bretaña and the international community.

Hair

Students are expected to look presentable at all times, this includes their hairstyle. Hair should not be a health and safety risk so hair bands should be used to tie back long hair in places such as Science Laboratories. CGB encourages students to keep their natural hair colour. Should they choose to dye it another hair colour, this will be at the discretion of the family.

Jewellery

A minimal amount of jewellery is permitted, a single bracelet, watch, necklace and simple rings can be worn. If jewellery is worn, it is advised that this be inexpensive. For safety reasons, students may wear stud earrings only, in the lobe of each ear. Excessive use of accessories is to be discouraged. Facial piercing will be at the discretion of the family.

Cosmetics

Excessive use of cosmetics is discouraged.

It is the responsibility of both staff and parents to ensure adherence to the dress code and school uniform. Students are responsible for ensuring that they are neatly presented at all times.

m. School Uniform

The uniform provides unity for students, and is a symbol that they belong to the CGB community. Students should wear their uniform with pride, both inside and outside the school grounds. In this respect, older students have the duty to be role models for the younger ones.

Nursery, Reception, Year 1 and Year 2:

Full FS & KS1 tracksuit with polo shirt, socks and white or dark-coloured trainers. Velcro fastened shoes or trainers are an excellent idea at this age, as children often remove their shoes to protect the flooring in the classrooms.

For PE: The same tracksuit with the CGB cap is required.




KS2:

Dark blue skirt, culottes or trousers white school shirt, school tie, black low-heeled shoes (no visible coloured logos or coloured or white soles), socks, blue school sweater. The CGB hoodie can be used for both PE and Formal uniforms.



Please see below for which shoes are accepted as part of the formal uniform

Acceptable		Unacceptable	
			
			

For PE: tracksuit, House CGB polo-shirt (preferred) or white CGB polo shirt, and blue shorts. A CGB house cap is required. A CGB hoodie might also be worn. This garment is optional.









Secondary (Year 7 and above):



Dark blue skirt, culottes or trousers white school shirt, school tie, black low-heeled shoes (no visible coloured logos or coloured or white soles), socks, blue school sweater. Skirt length must be at least half way between the mid-thigh and the knee.

A mandatory blazer is required. The blazer is compulsory (except for PE and Sports days) for Secondary students and must be worn for registration and for official school functions, e.g. music concerts, Flag Raisings, End of Year Ceremonies amongst others. The CGB hoodie is not to be used with the formal uniform.

Please see below for which shoes are accepted as part of the formal uniform

Acceptable		Unacceptable	
			
			



For PE: tracksuit, House CGB polo-shirt (preferred) or white CGB polo shirt, and blue shorts. A CGB house cap is required. A CGB hoodie might also be worn. This garment is optional. On cold days students may opt to wear a WHITE long sleeved top under their uniform polo shirt. Footwear must be proper athletic trainers that give adequate support to the foot for physical activity. Flat shoes such as Converse or Vans are not permitted. The hood on the hoodie should not be used unless it is actually raining.

Caps

CGB caps should be worn during outdoor activities, including Flag Raising Ceremonies, as sun protection., but these should not be worn inside the school buildings.

Scarves

Only the CGB scarves are to be worn by the students.

Waterproof Clothing

It is recommended that students have wet weather clothing in school (boots are important for FS & KS1 students). This is especially important for wet departures.

No non- CGB jackets may be worn in school.

n. Jeans Days

Students and teachers are permitted to come to school wearing casual clothes on the designated Jeans Days. The cost is usually \$5,000 COP depending on the cause. The proceeds go to Primary and Secondary Student Councils and/or other worthy causes. Jeans Days usually occur on Fridays – please refer to the Google Calendar for the specific dates and causes. Students are asked to pay in advance for the year's worth of Jeans Days in order to make it easier for families rather than finding money for each occasion. \$50,000COP should be brought to school on the first Jeans day of the year to cover the annual participation, families who join mid-year are encouraged to pay pro-rata. This also enables our committees to have their funds from the start of the year to organise their activities.

Guidelines for what is appropriate for students to wear taking into account the general safety of students and staff who will participate in a range of activities throughout the day:

Enclosed footwear

Clothing that covers your body in the same way that pieces of the school uniform do. e.g. as a minimum skirts, shorts that are half way between mid thigh and the knee and shirts with short sleeves

o. Secondary Lockers

Lockers are located in the tunnel area and in the Secondary building. Each locker is to be formally assigned to each student by their form tutor and the student assumes the responsibility for keeping the locker in good condition. Students must ensure that their lockers are secured with a suitable lock at all times. These lockers should be left empty and open at the end of the year, which is part of the secondary end of year clearance procedure (paz y salvo).

p. Other student related issues

- Chewing gum is prohibited at all times in school and on the buses.
- No pets are allowed on the school premises (unless approved by the SLT/Director).

q. Lost Property

We encourage labelling the uniforms students wear at CGB. A simple and indelible alternative is to use is a permanent marker (Sharpie type).

All the Lost and Found clothes are placed in plastic containers near the location in which the item was found. To find an item it is recommended to check all the bins, their locations are as follows:

- Preschool Bin – In the preschool section.
- Primary Bin – Next to the Year 6 classrooms – 2nd floor
- Secondary Bin – Secondary Building – 2nd floor

At least once a month the clothes in the Lost and Found bins will be sorted. Unclaimed remaining items will be given to the PTA.

r. Prefects System

CGB has a Prefects system in KS2 and in the Secondary School. The emphasis of a Prefect's role is service, not privilege. This is a highly distinguished recognition and is a matter of pride and responsibility.

Prefects are selected by the school staff based on students demonstrating the following attributes:

- A positive attitude
- Always trying their best in everything they do
- Demonstrating commitment and dedication to academics and sporting/cultural activities
- Showing respect towards **ALL** members of the school community
- Demonstrating the qualities of a leader
- Is an exemplary role model for other students

Duties/Functions of CGB Prefects

- Cooperate with the school to ensure all students are wearing the school uniform correctly
- Be a representative for CGB by representing school at public events, showing visitors around the school and other special occasions
- To carry out cafeteria duties and invigilation as assigned by the Prefects' Coordinator
- Set a good example to all students at CGB by following the school's code of conduct
- To carry out bus duties and invigilation as assigned by the Prefects' Coordinator (Secondary Prefects only)

Heads of Section reserve the right to remove a student from this position if their behaviour is deemed to go against the school values and philosophy.

CHAPTER 6 - TEACHERS

Staff Rights and Responsibilities

It is the intent of the school to protect the rights of all school personnel, including the Director and other administrators. Such protection includes the rights to free enquiry and expression, the right to freedom of association and the right to administrative due process. It is nonetheless expected that no actions of school personnel shall be such as to damage the

reputation of the school or colleagues. Staff should refer to the Staff Handbook for a detailed policy of expectations and guidance for working in CGB.

CHAPTER 7 – PARENTS

a. The School – Parent Pledge

It is expected that school and family work in partnership. Colegio Gran Bretaña operates an “open door” policy and aims to work closely with you while your child is at our school. Regular communication with parents is an important aspect of school life. Phidias should be used as the main channel of routine communication between parents and teachers. General information about school activities is distributed through Phidias. In Primary, the Seesaw Portfolio Application will be used as a home-school learning link.

Parents are always welcome to come into school. We do, however, ask that you respect the teacher’s duty to teach in the classroom unhindered. Please do not enter the classroom while lessons are in progress, except by invitation of the teacher. Formal parent-teacher consultations are held during the school year, according to the school calendar. Additionally, you can ask at any time for an appointment with your child’s teachers, Head of Department, Heads of Section or the Director by directly contacting the person you wish to see or by making an appointment through the main office.

We are very happy for parent volunteers to contribute to school with such things as helping with reading; assisting in the school library; supporting class assemblies, shows, exhibitions and special celebration days. There are many other possibilities for joining in with our community activities. If you feel you would be able to contribute in any way, please let your child’s teacher or the main office know.

The Pledge

Given the importance of the partnership between home and school in your child’s education, we offer a school pledge to you. In return, we ask for your pledge to us.

We pledge:

- To provide a safe and caring place for your child to learn.
- To maintain standards of behaviour appropriate to sound learning and personal growth.
- To model and follow the school’s code of conduct.
- To teach all the appropriate concepts and skills to enable your child to work towards their potential.
- To strive to be aware of your child’s unique needs.
- To set appropriate and challenging expectations for your child.
- To promote your child’s self esteem and confidence.
- To maintain accurate records of your child’s progress and achievements.
- To communicate with you regularly about your child’s progress.
- To bring to your attention any concerns we may have in a timely fashion.
- To listen to you and your child, and respect your feelings and concerns.
- To deal with any concerns you or your child communicate to us courteously and promptly, to take appropriate action and to inform you of such action.
- To keep you informed of school policy and curriculum through curriculum and parent handbooks.
- To provide regular communication through Phidias, from which you can access links to Google Classroom, Seesaw and the other virtual tools used in your child’s classes.

b. Parents Rights

Parents have the following rights:

- To be treated respectfully and with courtesy.
- To receive the required attention for their inquiries.
- To be able to access the School's Educational Project.
- To receive periodic reports about their children's development.
- To assist and participate in the activities planned and programmed by the school for the parents.
- To participate and be elected as member of any of the following; the Parent Teacher Association, the Values Committee, the Service Committee, the Promotions Committee, Food Committee, Technology Committee, the Prevention & Emergency Committee, the Sustainable Development Committee, as Class Representative, as a member of the Parent Council or as member of the Advisory Board(refer to the relevant sections about these groups in the rest of this document).
- To be able to talk to members of the Senior Leadership Team, teachers and administrative personnel with previous appointments, unless in urgent situations.

c. Parents Responsibilities

As parents in CGB it is important to be aware of and understand the Rights and Responsibilities of their children whilst they are members of the CGB community. These rights and responsibilities, written by and for the students of CGB can be found [here](#).

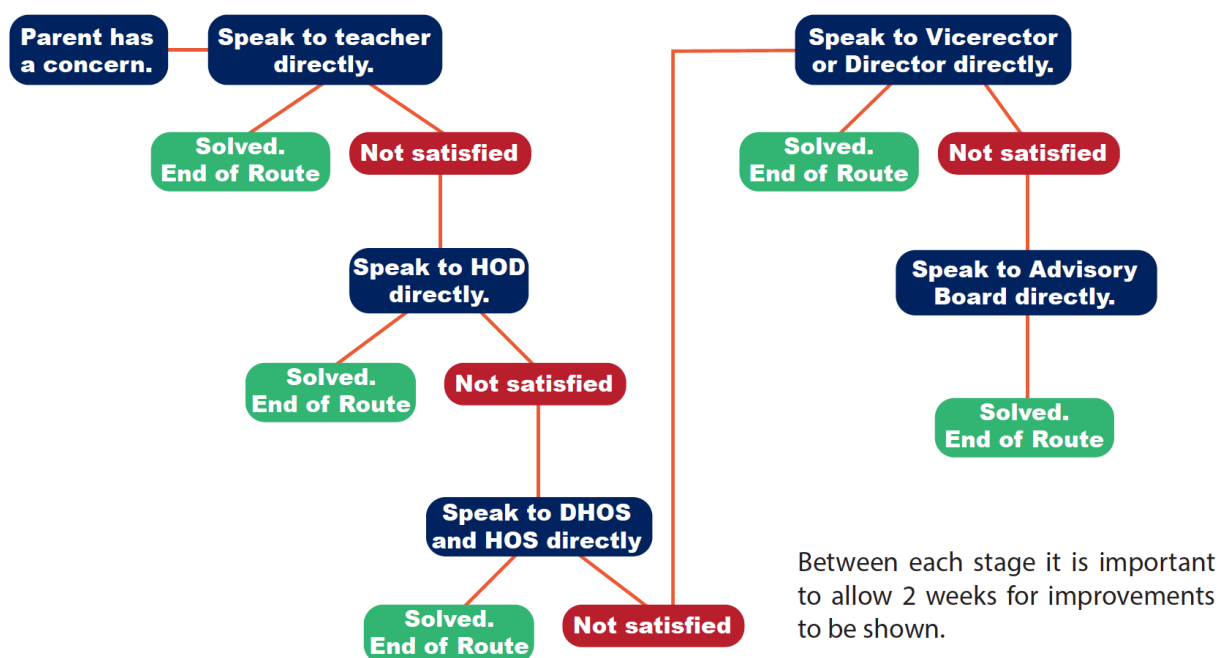
- To support and respect the school's philosophy and objectives.
- To read the Parent Handbook
- To support the school in all its efforts, collaborating with the emotional development of your children.
- To make sure your child is able to attend throughout the school year,
- To make sure your child arrives and is collected from school punctually.
- To provide the required documents to complete the Registration Process.
- To comply with the required school payments (tuition and other services) in the established dates and schedules.
- To make sure that the family vacations fit in with the vacations programmed in the school calendar. The school will not give permission for extended vacation periods.
- To keep their contact information updated on Phidias
- To check for any communication or circulars sent through PHIDIAS on a regular basis and complete the required processes in a timely manner.
- To provide a quiet place for your child to study at home.
- To encourage and ensure that your child completes assigned homework every day.
- To know your child's teacher(s), attend parent evenings and school events, workshops etc.
- Attendance to Parent Teacher /Student-Led Consultation Days is expected for all parents, and students from Year 3 onwards are encouraged to attend.
- To emphasise the importance of following the code of conduct.
- To make sure your child comes to school wearing the school uniform properly.
- To email via Phidias and/or send a doctor's certificate giving the reason for any absence.
- To inform the school of any concerns you may have when they first arise, in a respectful way, through the appropriate channels of communication, asking for the necessary appointments with the relevant staff, and without interrupting classes.
- To avoid destructive criticism and irrational exigencies to the teachers and to the school staff in front of your children and/or via Whatsapp and social media.

- To present the school positively in the community and outside of it.
- To avoid gossip and comments that can harm any member of the school wider community (students, parents, staff, and alumni).
- To use WhatsApp groups and school's social media in a respectful manner and only for school matters. Avoid using those channels for creating panic or bad feelings within the community.
- To raise your children according to the local law ensuring that parties at which minors are present are supervised by adults and are free from alcohol and drugs.
- To treat with courtesy and respect all members of the community, including: students, doormen, cleaning staff, teaching assistants, teachers, admin staff, other parents of the community, etc
- To be an exemplary and coherent role model for your children.
- To accept that all children enrolled can be expected to accommodate requests that further enhance the school's ability to provide a safe, meaningful environment. E.g. assisting enquiries
- To attend conferences or workshops organised in the school for "Escuela de Padres" programme. In case of not being able to attend, present the corresponding excuse in advance of the event.
- To use School Transportation Services conscientiously and to adhere to the established Transportation Policies, please refer to Chapter 8, Section e. Transportation.
- To keep children at home if exposed to symptoms of illness (e.g. respiratory viral symptoms), to prevent the spread of infection to other students and to ensure the completion of the absence registration process.

d. Parent Complaints and Grievances

Most complaints and grievances can and should be resolved at the level at which they occur: between parent and parent; or between parent and member of staff, possibly with the help of a (another) parent, teacher or Head of Section. The first step should always be to speak directly to the person(s) involved. Parent complaints are taken seriously and dealt with courteously and promptly, parents should expect a response to communication within 2 working days. In the case of issues that require changes to be implemented, parents should allow time for change to occur before progressing to the next stage on the chart to further their concerns, more urgent matters can of course expect more rapid responses.

If a matter cannot be resolved at this level, it may be referred to the Head of Section, and subsequently to the Director. The Director shall be the final arbiter. However, in extreme cases, if the parent considers that the complaint remains unresolved after this step, and that the Director's decision is not in accordance with school policy, they may appeal the Director's decision to the Advisory Board by submitting a letter through the Chair, stating the nature of the grievance, and handing it into the school office. Copies may be given to the parent and/or company representatives.



If an issue relates to more general concerns in the school and may not be solved by communication with an individual, parents are encouraged to utilise the Parent Council Feedback form to report their issues. This form is shared with the Director and the Parent Council President.

e. Communication with Parents

Guidelines for Communication

One of CGB's main purposes is to continue building a fruitful relationship with parents by working as a team – the partnership and communication between home and school is absolutely vital.

When communicating with the school via official communication channels, or using private/independent channels to talk about the school, the expectation is that communication will be respectful and reflect a commitment to the community from everyone.

Parents are asked to understand and respect that teachers have busy schedules, and therefore are unlikely to attend impromptu meetings. For this reason all appointments should be made in advance using Phidias. While parents can come to the school's administration building without a prior appointment, they are not allowed anywhere else on the school campus without a prior invitation from a member of staff. This is to ensure that student learning is not disrupted.

Parents will:

- Be respectful towards members of staff, and the school, at all times
- Be respectful of other parents/carers and children
- Direct any complaints or concerns through the school's official channels, so they can be dealt with in line with the school's established complaints procedure

Parents will not:

- Use private groups, the school's social media, or personal social media to complain about or criticise the school or any members of the school's community (students, parents, staff or alumni). This is not constructive and the school can't improve or address issues if they aren't raised in an appropriate way
- Use private groups, the school's social media, or personal social media to complain about, or try to resolve, a behaviour issue involving other pupils. You will contact the school and speak to the appropriate member of staff if you are aware of a specific behaviour issue or incident
- Upload or share photos or videos on social media of any child other than their own, unless they have the permission of the other children's parents/carers.

All official communications between teachers, parents and senior management will be managed via Phidias and CGB gmail accounts. Whatsapp groups created by the school for each year group may be used to reinforce information but never as the sole means of communication.

Online channels

These are an important way for parents/carers to communicate with, or about, our school. The school uses the following channels:

- Email/text groups for parents (for school announcements and information)
- Our virtual Phidias platform
- Seesaw
- Google Classroom
- Parents/carers also set up independent channels to help them stay on top of what's happening in their child's class. For example, class/year Facebook groups, email groups, or chats (through apps such as WhatsApp)

CGB's Social Networks

 https://www.facebook.com/colgranbretana/	 https://www.instagram.com/colégio.granbretana/	 https://www.youtube.com/channel/UC4tFUx4HkmUT7CF7qAilipg
 https://open.spotify.com/show/42yrb8mgGJ0kCsqliDb3De?si=_xV	 https://www.linkedin.com/com	 https://www.tiktok.com/@c

XyBuhQ6-R9B8kcX-EZQ&nd=1 &dlsi=c0f8caa8fff346f5	pany/colegio-gran-breta%C3% B1a/	olegio.granbretana? _t=8mu sIqlurX3& _r=1
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PHIDIAS

Please see the Phidias Agreement in Chapter 4.

CGB's website: www.cgb.edu.co

The school publishes interesting things and events that are taking place at CGB. In case of emergency parents are advised to check the phidias for any updates.

Need to Read News

Every Friday a newsletter is shared on Phidias highlighting important/relevant information and any upcoming events and details for registrations etc. The intent of this newsletter is to minimise the total number of communications sent each week on Phidias and to place all information in a central location each week. Parents are expected to stay on top of this weekly communication.

Social Media

Many events are published on the school webpage, with additional content shared across the social media platforms above. Generally CGB does not post information about upcoming events on our social media as a means of helping to ensure the safety of our community, however, reflections of activities can be seen through these channels.

Seesaw (Primary)

Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Seesaw gives students a place to document their learning, be creative and learn how to use technology. Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes. When there are new Seesaw posts, families can be notified via app notification, email or SMS. Parents are only notified about their own child's work, and all data is safe and secure.

Google Classroom Assignments and announcements can be found in the Google Classrooms. You are able to see assignments set for your child as well as their classwork through the platform. Parents are also able to communicate with teachers through Google Classroom.

CGB Weekly Snapshot: Each week a short snapshot is published to the community that highlights some of the events that took place the week before.

f. Procedures for reporting absent students

The school strongly discourages holiday leave during term time. However, we understand that for personal, cultural or family reasons this may not always be possible. In such cases, please inform the school via the Phidias 'notification of absence process' and communicate with the relevant Head of Section. Please note, these absences will be considered 'unexcused absences' and virtual learning will not be provided. As they are taking a holiday in term time, it is the responsibility of the family to ensure their child/ren catch up on work missed, it is not the responsibility of the teacher/s.

Unexcused absences when a student has an assessment

If a student (or their parent / guardian) does not provide a valid doctor's note (incapacidad) for an absence when they are due to sit a summative assessment (Phidias Graded Assessment, End of Year exams, Preliminary Exams etc.) this will be recorded as an 'unexcused absence' and the student will receive an 'ND' (not done) grade. This equates to a failing grade and the student will need to recuperate the assessment at the end of term, with the recuperation being recorded on the student's school report.

Excessive unexcused absences and repetition of the year

Students who have an absence rate that exceeds 10% during the academic year can be asked to repeat the year or recuperate a subject if the school feels that they have not met the requirements of the curriculum. Daily attendance is taken in registration as well as per subject in Secondary, families will be advised via phidias of any unexcused absences that their child has. These records will be used to monitor your child's attendance in school and the Promotions Committee will determine if the excessive absences jeopardises or puts at risk the student's academic performance.

Absence notification & letters

If a student is unwell or will not attend school, parents are expected to submit an online form within Phidias before 8:15am. Please find the instructions on this [link](#) under Notify Absence. Completing this process will automatically inform all staff who teach your child.

Doctors' notes

If a doctor's note is uploaded on Phidias (under Notify Absence) the absence will be marked as excused.

Holiday leave during “Beyond the Summit” activities/ School Trips

Students who do not attend the planned school excursions are required to attend school, otherwise it will be considered as an unexcused absence. We ensure that during this time appropriate activities are planned for students who remain in school.

g. Birthday Parties in the Primary Section

Colegio Gran Bretaña (CGB) recognises that birthdays are a special day for our students. We must also ensure that party celebrations do not disrupt the learning process. Additionally, CGB recognises the importance of wellness, good nutrition and an active lifestyle in the overall health of our students. The school and our staff are responsible for positively influencing student beliefs and habits in these areas.

All students are invited to celebrate their birthday for 15 minutes in class on a day that the parent schedules in advance with the teacher. This will be after lunch time on the designated day to ensure that the children eat a balanced meal before the party.

Only individual cakes or treats and juice (in individual cartons) will be permitted for in-class birthday celebrations. Please also send in plates and napkins to make it easier to serve. A list of all ingredients in the food being shared is important in order to safeguard members of our community. Parents are welcome to attend this celebration if they choose.

Please note no other food items, decorative items like balloons, party packs, gifts etc should be sent into school, please keep these items for the celebrations that you will have in your homes.

Please do not put the class teachers in a difficult position by asking if you can have your child's party at school and/or in class, as according to the policy this is not allowed.

In Primary, birthdays are celebrated during the weekly assembly; where we sing happy birthday and the children have their time to stand in front of their key stage to celebrate this special event.

Birthday parties organised by families must only be arranged outside of school hours. If you are utilising a transport service to take children from school to a party please be aware that CGB accepts no responsibility for this service and host families are responsible for covering the cost and sharing all transport details with families whose children are attending. Families who are attending parties after school and will not take regular transport must inform the transport office according to the regular schedule. We appreciate your support in ensuring that all children have the opportunity to celebrate their birthdays in a similar manner.

h. Changing telephone or house

If you change your address, telephone number or e-mail, please update your information on Phidias. If you are using the School Transportation system please make sure to inform the Transport Coordinator with at least 1 week's notice in order to rearrange transport services for your child.

i. Transfer out of CGB

As soon as you know when your child will be leaving, please notify the Academic Secretary in writing at cgb@cgb.edu.co. CGB requires a minimum of 5 days in order to prepare any appropriate documents for your transfer. This includes a leaving certificate and a leaving or last summative report. A separate leaving report is issued if your child leaves before the first summative report of the academic year (i.e., before December). A leaving report is the same as the full summative reports that are issued in December and June. We will also be glad to help you with the requests of your child's new school. You can furnish them with our email address and telephone numbers.

j. Guidelines for Taking Photographs at School Events

It is up to school management to decide if they are to allow videos or photographs to be taken by parents and guardians during school events such as School Concerts or Award Ceremonies.

Parents are not required to comply with the Data Protection Act when taking photographs of their children, for their own private use, at an organised event.

When hosting a school event where parents are permitted to take photographs or videos the school will;

- Make it clear that any images taken must be for private use only
- Inform parents that Data Protection legislation may be contravened if photographs or videos taken at a school event are placed on the internet.

An announcement will be made at the start of events to provide guidance for parents.

CHAPTER 8 -SCHOOL LIFE

a. Registration Process

The enrolment process needs to be completed every year by each student, according to Colombian law. It is the official inscription to a new grade level each academic year. The Registration process for parents already in school is done through the Phidias system. Parents need to complete the process on Phidias and sign the corresponding contracts through the Electronic Signature System. Payments done after Registration day will incur a surcharge.

To be able to register a student it is necessary to be up to date with all school accounts, including lost books, photographs, and of course tuition, transportation and cafeteria.

Medical requirements

Colegio Gran Bretaña seeks the well-being of all its students, including their health. For this reason new students to CGB, or current students entering Year 3 & Year 7 will be asked to upload the following documents when completing the registration process on Phidias:

- a. Visual exams
- b. Hearing exams
- c. Physician's Report (must include the date, student's name, good general health statement, height, weight, complete immunization statement, and Physician's signature)
- d. Immunization record (including COVID-19 vaccination status)

The idea is that the specialist can confirm a state of optimal or adequate health to participate in school life without major difficulty.

With this certificate it is also expected that in case there is a "special medical condition" the school can be aware to support the processes or special indications that the student requires and that it is within the school's capabilities to attend. ([link forms](#))

b. Treasury regulations

Treasury Procedures

When a student is enrolled at Colegio Gran Bretaña, it is understood that the **financial responsibilities** associated with their education will be fulfilled by the **parents or the entity** designated to cover school costs. Please take note of the following payment guidelines:

- a. Monthly tuition payments must be made **within 10 calendar days** after the invoice is issued.
- b. School invoices for the school year 2025-2026 will be issued on the following dates:

INVOICE ISSUED	PAYMENT DEADLINE
10th August	20th August (25th August for Nursery & Reception.
1st of September	10th September
1st of October	10th October
1st of November	10th November
1st of December	10th December
1st January	15th January
1st February	10th February
1st March	10th March
1st April	10th April
1st May	10th May
1st June	10th June (Only for families starting in the month of September or after.)

Invoices are issued on the **1st of each month** and can be viewed in **Phidias** from that same date. Each invoice includes any **outstanding balances** and the **current month's charges**.

c. If a parent or guardian decides to **terminate the Enrollment Contract**, they must notify the school **in writing at least 15 days** before the start of the next school period. If the **enrollment fee has already been paid** but the student does not begin school, and the family submits a written request, the school will refund **50% of the enrollment fee**, in accordance with: Clause 7, paragraph 5 of the school's **Enrollment Contract**

Means of Payment

We offer several payment options to make the process more convenient for our families:

a. Online Payment Button (PSE):

Parents can pay online using the payment button service via Phidias. This option allows access to your bank account and enables payments from anywhere, at any time (24/7) on the scheduled dates—without the need to visit the bank in person.

b. Bank Agreement – Banco Caja Social:

The school's collection agreement with Banco Caja Social remains active. To use this method, parents must print the payment bill from Phidias and present it at the bank within the established deadlines.

c. In-Person Payments (Check or Cash):

Payments can also be made directly at the school's Treasury Office by check (made out to Colegio Gran Bretaña S.A.S.) or in cash.

Please note: Payments from students will not be accepted.

If a check is returned for any reason, this method will no longer be allowed, and a penalty of 20% of the check's value will apply.

d. Direct Bank Transfers:

If you choose to make a bank transfer, please send your payment confirmation to: accountancy@cgb.edu.co

This step is essential, as it is often difficult to identify the payer from the bank transaction alone.

Payments for Additional Services

Extra charges for co-curricular or extracurricular activities will be added to the following month's tuition bill. These will only be included once parents give prior authorization through the online system

To make any payment—whether at the bank or online—please use your payment receipt generated through Phidias.

Fines and Restrictions

a. Late Payments:

If tuition payments are delayed for two months or more, the student's transportation service will be suspended until payment is up to date.

b. Requests for Documents:

To request reports or certificates, families must be fully up to date with all payments, including tuition and any additional charges.

c. Health Service:

Infirmery

The school nurse and nurse assistant are the persons in charge of making the initial response to injured/unwell students or staff, assisting in the case of very minor cases and contacting the emergency paramedic and ambulance services and parents whenever necessary.

The school has contracted the services of an emergency paramedic and ambulance services for all its students (Emermedica), staff and visitors. It is classified as a "Protected Area" contract. This means that they will attend 'Urgent' and 'Emergency' situations within the defined area that is Colegio Gran Bretaña and take them to any hospital, clinic or attention centre that we require. The ambulance always arrives with a paramedic on board. Students are also insured while on CGB property.

Health and Safety

There is a whole school Health and Safety Policy. Working documents are available from the school office. It is important to remember that all staff has a health and safety responsibility to each other as well as to all pupils.

All Colegio Gran Bretaña families are required to pay upon registration the Seguros Bolivar accident insurance. The students are given an Insurance Card, but the accident insurance number is enough to obtain medical attention. This

insurance has an agreement with ASSIST CARD. Please enquire with the academic secretary if your child is leaving the country.

d. Food Service at CGB

Colegio Gran Bretaña provides daily snacks and lunches for all students through a contract with an external provider, Aldmiark. The school aims to encourage healthy eating by providing a nutritionally balanced menu. A vegetarian menu is available. The daily menu is sent home at the start of each month in the Need to Read News. It is the policy of the school to encourage students to eat and try various foods. This is promoted by modelling and discussion rather than by imposition. For general health and safety reasons (including but not limited to, protection from allergens) students are not allowed to bring their own packed lunches to school.

FS/KS1 children receive two snacks and lunch. The remainder of the students receive a morning snack and mid-day lunch.

Colegio Gran Bretaña is a nut-free school (See [Nut-Free Policy](#)).

Mission of the School Restaurant

Personal Food on Campus

The cafeteria service provides a balanced menu and is able to cater to the specific dietary needs of our students. CGB does not permit students to bring food onto campus unless authorised by the school for specific events. Any food brought to campus must adhere to the nut-free policy of the school which includes any foods containing or labelled as “may contain traces of nuts”. Any allergies must be communicated to the school’s infirmary.

Junk food and candies, such as crisps, gummies, lollipops, etc. and drinks such as Red Bull, Monster, Viva Cien, Rock Star, Soda (Gaseosas) or any other caffeinated or energy drinks are prohibited on campus unless authorised by the school.

Delivery of Food to School

Deliveries of food and drinks should not be made by, or for, students to CGB’s campus. As you are aware, the school’s cafeteria provides all of our students with their meals for the day and should there be any class parties or special events, the food and drink for these should come to school with the students in the morning. Food that does come into school for special events should include ingredient lists, any food which does not include an ingredient list will not be able to be shared in school.

Our porteros at school have been informed to turn away any deliveries and they will not be passed to students, even at the end of the school day.

We require support from our community in this matter, in order for us to have clarity regarding the food that is coming into our premises and being shared by members of our community with respect to allergens and dietary balance.

e. Transportation

The school contracts a bus company to run the school bus service. In addition to the requirements of Colombian law, the school arranges for its own inspection of vehicles, which must meet its standards of health and performance. Each vehicle must be fitted with individual seat belts, with one child on one seat. All vehicles are fitted with the OnTrack system for monitoring the bus location and speed. Parents are issued with direct contact details of the bus routes used by their child and how to access On Track.

There are bus rules that are designed to allow the safe operation of the bus at all times, and the safety and security of its passengers. We ask all students to adhere to these rules. Failure to do so may result in a student being temporarily or permanently suspended from the bus service.

Find [here](#) the policies regarding transportation at CGB.

f. Child Drop Off and Collection

All students travelling in private vehicles are to be dropped off using the drive through system at the back basketball court. No exceptions are made. This is for security reasons and to prevent traffic congestion at the front of the school. In the afternoons, students being collected should be picked up inside the school grounds with parents entering the front gate and exiting out the side gate. For safety reasons, it is important to park vehicles away from the school entrance, and to exercise extreme care when manoeuvring in front of the school gates.

If there are any changes to your notified way of collecting your child from school, it is essential to make sure the proper procedures are followed and that the school office is informed in a written way. We cannot release your child to anyone you have not authorised, even if it is someone otherwise known to us. We very much appreciate your understanding that this is in the interests of the security of your children. Drivers, bodyguards or anyone picking up a child must carry a school card (digital through the Phidias app) authorised by parents.

Students are able to be dropped off at school during the following times, this must take place at the back entrance:

Mon to Fri Between 7.50am – 8.10am

Students are able to be collected at from the front gate during the following times

Mon & Fri	Between 2.50pm - 3.05pm
Tues, Wed, Thurs	Between 3.15pm - 3.30pm

Note: Early or late drop offs and collections outside of the time above can take place at the front entrance of the school.

Early drop off without available supervision is not permitted.

Due to the fact that the transport service is provided by a third party, and that the school pays this service on a monthly basis, only those students who are up to date in their payments will be allowed to receive the service.

Students with a car, or a motorcycle

Must park at Cafam, the club next door, and must pay the daily parking fee charged by the club.

g. The Library and Resources Centre

The CGB Library has extended its functions to become a learning resources centre and the Librarian manages not only the acquisition and cataloguing of reading materials but also book/media lending, the distribution and collection of textbooks and use of multimedia resources. The Library receives a daily newspaper and weekly magazines.

The timetable provides opportunities for teacher-led learning and research activities in the Library, which has a growing collection of graduated readers, picture books and reference texts. The Library has an ambience that encourages children to read quietly in sections appropriate to their needs. There is a wide selection of fiction in both English and Spanish. There are work tables for secondary students to undertake homework.

h. Issue and Return of Materials – The ‘Paz y Salvo’ (Clearance) Process

All textbooks issued to students are numbered and students are digitally registered to acknowledge receipt of the book and in acceptance of the defined state of the book as well. This same procedure will be followed when issuing other materials on loan such as calculators, violins, etc.

i. End of Year Procedures for Students

A week before the end of the year digital Paz y Salvo' (clearance) forms will be issued. The 'Paz y Salvo' forms require each student to give back all materials issued on loan by the school and in doing so to obtain the approval of each teacher and department (Library, Resources, P.E. and music equipment). Should the condition of the returned materials not be satisfactory then the Paz y Salvo will be signed as "Not approved" and the student will then be required to pay the replacement value of the material.

When the student has returned all materials satisfactorily and has the Paz y Salvo has been approved by all the teachers, the Accounting Department will then check that the family is up to date with all payments to the school and will sign the Paz y Salvo as "Approved". The student will not become 'Paz y Salvo' until the debt is cleared.

In order for final reports to be issued to parents, and for them to be able to register their son/daughter for the next school year, the 'Paz y Salvo' form must be completed.

j. Students leaving at any other time during the year

The 'Paz y Salvo' procedure must be followed exactly as indicated above. The Academic Office will issue leaving certificates to the family only if they have a completed 'Paz y Salvo' form including the Accounting Department signature and stamp.

Parents must notify the school of a student's withdrawal at least 20 days prior to the departure date. To formalise the process and request school certificates, they are asked to complete a form: <https://form.jotformz.com/71924049256662>. Additionally, parents are invited to complete a satisfaction survey: <https://form.jotformpro.com/51694801021953>, which helps the school evaluate the family's experience and identify opportunities for improvement.

k. Certificates Issued by the School

Any kind of Certificates or transcripts will be issued by the Academic Secretary, these must be requested at cgb@cgb.edu.co. Please make sure you request your papers five working days in advance.

l. Parking

Due to restrictions at the front of the school, parking is available at Club Cafam for a fee. The entry and exit to the parking lot should be through the club's main entrance. Usually parents who show their CGB ID are allowed to walk inside the club, up to the gate in front of the school.

Parents who have drivers are asked to please be dropped off swiftly and for their drivers to then move on quickly. Please do not park outside the school, as this will cause traffic congestion, and you could be penalised with a police parking ticket.

If there is a parking space outside the front of the school that is free, parents can park there for a maximum of 30 minutes. If the Portero informs you that it has been reserved for another guest, this must be respected.

m. Entrance and Departure

- During the school day, all parents and visitors may only enter via the front gate.

- Parents are required to show their virtual ID cards from within the Ontrack App. Find instructions [here](#) Visitors will be issued with a “Visitors Badge”.
- The gateman will report visitors to the school secretary.
- When collecting their children at the end of the day, parents may also enter via the front gate, only if they display their school ID card
- All parents and visitors must be aware of emergency procedures
- Drivers, bodyguards or anyone picking up a child must carry a school I.D. card authorised by parents.
- Early or late drop offs and collections outside of the time above can take place at the front entrance of the school.
- For safety reasons, we are unable to permit children on the grounds without adequate supervision in place. If children arrive particularly early to school, they will not be allowed to enter until Staff have arrived.
- All students that leave school before departure time will have to present a signed permit.

n. Non-smoking Policy

CGB is a non-smoking campus. This applies to any time of day and any situation. This code of conduct applies:

- even if there are no students on the premises.
- during any social occasion within school.
- to students, general staff, teachers, parents and visitors.
- No cigarettes, pipes, cigars, vapes, or electronic cigarettes are allowed.

o. Emergency Protocols ([Link](#))

END OF DOCUMENT