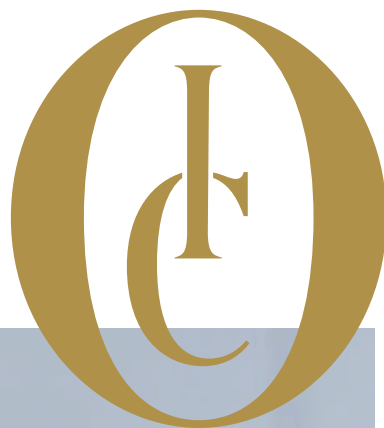


# 2024/2025 STUDENT HANDBOOK



**OXFORD**  
**International**  
**College**  
**Brighton**

A NORD ANGLIA EDUCATION SCHOOL

# CONTENTS

## 1. Welcome

- A message from the Principal

## 2. Introduction to Our College

- School history and background
- Vision and Ethos
- Academic programmes and curriculum overview

## 3. Key Dates

- Academic Calendar and Term Dates

## 4. College Life

- Boarding house facilities and amenities
- Daily routines, schedules and mealtimes
- Weekend activities and excursions
- Communication details

## 5. Academic Policies and Expectations

- Academic integrity and honesty
- Attendance and Punctuality
- Class Participation and engagement
- Tutoring

## 6. Wellbeing

- Wellbeing at OICB

## 7. The Super Curriculum

- Vision
- Global Skills
- EPQ/MUN/DofE/LAMDA/ Young Enterprise
- Global Campus
- Student - Led Societies
- Careers
- Student Voice

## 8. Safeguarding and Student Services

- Introduction to the Safeguarding Team
- Student support and Counselling
- Health Centre
- Academic Tutoring and Study Support
- University and Career Guidance

## 9. Code of Conduct and Discipline

- Code of Conduct
- Boarding House Rules and Regulations
- Disciplinary Procedures and Consequences
- Dress Code

## 10. Frequently Asked Questions (FAQs)

- Common questions and answers for students and parents

# Welcome to OIC BRIGHTON

Our aims here are your aims: to achieve great things; to see you flourish and thrive and to reach your goals, whatever they may be.

At OIC Brighton you will be part of an ambitious international community in which you will find common ground with your classmates and celebrate the successes of your peers as you go on to reach new heights in your learning and personal development. This is a busy College where we work hard and have high expectations. We love challenge and we're excited by new opportunities and, at the heart of this, we want you to be happy. You are going to learn a lot during your time here at OIC Brighton, and that includes exploring the power of wellbeing, and what that means to you.

As well as making the most of everything the present has to offer, you'll be encouraged to focus on your future: how you can gain the skills and hone the attributes needed for your chosen future pathway, and how you can be of service to contribute to the world, making the future brighter for all.

Make the most of your time at OIC Brighton by taking up new challenges, working on your relationships with others and deriving joy from your learning, keeping an open mind and a strong sense of purpose. Ours is a learning community where we support, encourage and inspire one another to do, be and achieve the best we possibly can – and each of you is an integral part of that.



TESS ST CLAIR-FORD  
PRINCIPAL

# Introduction to our COLLEGE



## SCHOOL HISTORY AND BACKGROUND

Oxford International College (OIC) Brighton is part of Nord Anglia Education. Drawing on the OIC Oxford approach to academic excellence, OIC Brighton is the first new UK independent school to be opened by Nord Anglia Education and revitalises the historical Ovingdean Hall site.

OIC Brighton opened in August 2023 for students from Years 9 to 12, preparing students from around the world for IGCSEs and A Levels, and for entry into the best universities of the world. The first A Level examinations will be sat by OIC Brighton students in summer 2025.

Our main building, Ovingdean Hall, began as the 18th century home to Nathaneal Kemp, who gives his name to Kempton in Brighton. The campus has an educational history: as a 'young gentleman's school' in the 19th century and as a school for deaf and partially hearing children from 1947 until 2021. OIC Brighton has world class teaching and learning facilities and has named the houses and buildings after pioneers in their field, from Alan Turing to Professor Sarah Gilbert, creating a modern learning environment on this beautiful historical site.



## VISION AND ETHOS

### Vision

Oxford International College (OIC) Brighton is characterised by:

- High standards of academic learning and personal development through our super curriculum;
- Excellence in the provision of pastoral care and in the promotion of wellbeing for all in our community;
- A culture in which students explore and develop their passions both inside and outside the classroom, becoming lifelong learners;
- The promotion of independent learning and thinking;
- A culture of integrity, positivity, respect & compassion for others and ourselves;
- A focus on securing the best opportunities and outcomes for students through a strategic, career-oriented approach;
- An evidence-based improvement culture based on regular, cumulative assessment;
- A pioneering culture of academic discovery and ambition;
- A clear and distributed model of leadership for staff and students.

o

### Ethos

- The College is an inspiring place to be, with motivated staff, stimulating and relevant courses, and excellent facilities.
- The College is characterised by the warmth of its community, offering support and kindness in a culture of high expectations and academic ambition.
- The College is international and should enhance, explore and celebrate different cultures, practices and ideas both academically and as a community of learners.
- Our actions and words reflect integrity, positivity, respect & compassion, and a strong sense of service to self and others.
- We will support our students' individual educational needs and goals, securing the best possible opportunities and outcomes.



## ACADEMIC PROGRAMMES AND CURRICULUM OVERVIEW

### Year 9

All Year 9 students take mandatory classes which include core subjects (Maths, English and sciences), humanities (History, Geography), arts (Art, Drama), languages (Mandarin and/or Russian), PE and Personal Development (Careers, PSHCE, Academic Tutoring).

Maths and English are grouped by ability. All students in English study both Language and Literature. Sciences are taught separately (Biology, Chemistry, Physics).

Baseline testing is conducted to stream students and give accurate target grades, and to identify learning support needs. Year 9 students take

fortnightly assessments that might include a test under timed conditions, project work or a piece of writing. They also take mid-term and end of term assessments. Assessment results are available every fortnight via Parent Portal.

Additional qualifications and academic programmes available to Year 9, both as part of the taught timetable and during the super curriculum, include: Duke of Edinburgh; LAMDA; Global Perspectives and the Project Qualification (PQ).

## Year 10 and Year 11 (2 year IGCSE/GCSE)

Students typically take 10 IGCSE/GCSE courses. These will be assessed by a range of examination boards. These include core subjects:

- Maths (with or without Additional Maths)
- English (First Language and Literature or Second Language)
- 3 sciences (Biology, Chemistry, Physics)

Four optional subjects are also taken at IGCSE/GCSE. These options are selected prior to the start of Year 10.

Some students may take 1 or 2 IGCSEs/GCSEs in the summer session of Year 10 but most IGCSE/GCSE examinations will be taken in the summer session of Year 11. Some IGCSE/GCSE qualifications will include a course work or practical component as part of the assessment; this varies by subject.

Year 10 and 11 students will take weekly SCITS. These will normally be 45 minutes long per subject and will be rotated between subjects. Results will be reported to students the following week; results will be collated in monthly reports. Year 10 and 11 students also take mid-term and end of term assessments.

Additional qualifications and academic programmes available to Year 10, both as part of the taught timetable and during the Super Curriculum, include: Duke of Edinburgh; LAMDA; Global Perspectives; an own language IGCSE and a Project Qualification (PQ).

## Year 11 (1 year IGCSE)

Students typically take 8 IGCSEs/GCSEs. These will be assessed by a range of examination boards.

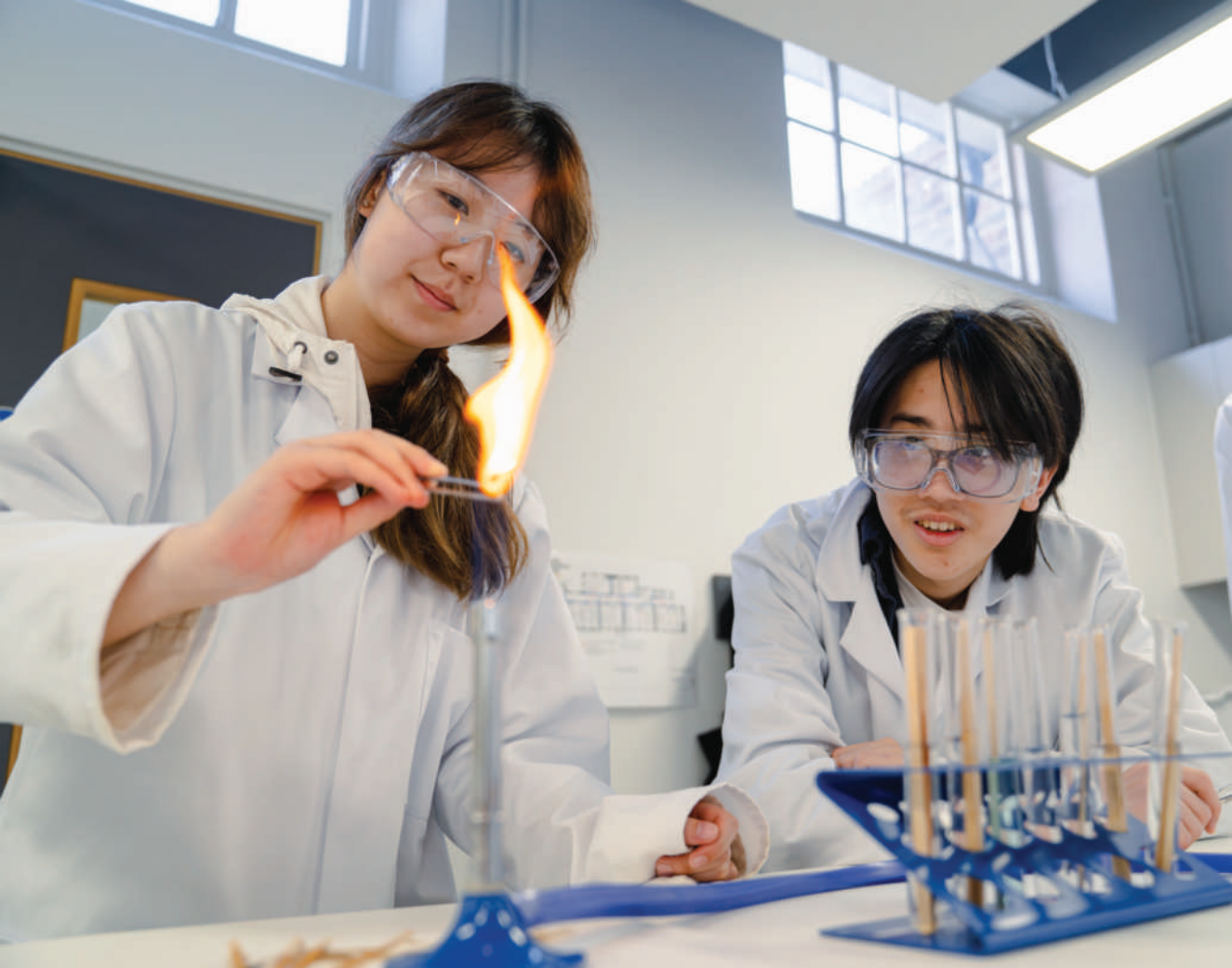
These include core subjects:

- Maths
- English (First Language or Second Language)
- 3 sciences (Biology, Chemistry, Physics)

Three optional subjects are also taken at IGCSE/GCSE. These options are selected prior to the start of Year 11.

Year 11 students will take weekly SCITS. These will normally be 45 minutes long per subject and will be rotated between subjects. Results will be reported to students the following week; results will be collated in monthly reports. Year 11 students also take mid-term and end of term assessments.

Additional qualifications and academic programmes available to Year 11, both as part of the taught timetable and during the super curriculum, include: Duke of Edinburgh; LAMDA; an own language IGCSE and a Project Qualification (PQ).



## Year 12 and 13

Year 12 students typically take 4 subjects at AS Level. AS Levels are assessed by a range of examination boards and these examinations take place in the summer session of Year 12.

Year 13 students will take 3 or 4 A Level qualifications. These are assessed by a range of examination boards and take place in the summer session of Year 13.

SCITS take place weekly. These will normally be 1 hour long per subject and will be rotated between subjects. Results will be reported to students the following week; results will be collated in monthly reports. Year 12 and 13 students also take mid-term and end of term assessments.

Additional qualifications and academic programmes available to Year 12 and Year 13, both as part of the taught timetable and during the super curriculum, include: IELTS: Duke of Edinburgh; LAMDA; own language AS and/or A Level; university entry papers and the EPQ.

## Review

OIC Brighton students will be supported in developing excellent independent study habits, which will include reviewing work, reading around their subject and exploring beyond the syllabus. Teachers will direct independent work outside of class as follows:



## Year 9

1 - 1.5 hour independent study outside of lessons per subject:

- Preparation/pre-learning before a lesson; may include working through exam-style questions
- Finishing/reviewing notes after a lesson
- Additional reading and research
- Year 9 take fortnightly assessments that might include a test under timed conditions, project work or a piece of writing

## Year 10

3 hours independent study outside of lessons per subject:

- Preparation/pre-learning before a lesson; may include working through exam-style questions
- Additional reading and research
- Finishing/reviewing notes after a lesson
- Revision for SCITS – this may be directed

## Year 11

3 hours independent study outside of lessons per subject:

- Preparation/pre-learning before a lesson; may include working through exam-style questions
- Finishing/reviewing notes after a lesson
- Additional reading and research
- Revision for SCITS – this may be directed

## Year 12

6 hours independent study outside of lessons per subject:

- Preparation/pre-learning before a lesson; may include working through exam-style questions
- Finishing/reviewing notes after a lesson
- Additional reading and research
- Revision for SCITS – this may be directed

When setting directed tasks, teachers will be mindful of what is achievable in the time given. Students should ensure that all independent work is stored accessibly and can be viewed by their teachers.

There is no requirement for independent study tasks to be marked by the teacher as feedback will be given after SCITS. There will also be opportunities for self-assessment and of peer-assessment.

# Key DATES

## ACADEMIC CALENDAR AND TERM DATES

18th August 2024	Arrival Day for Year 11, 12 and 13	w/c 24th February 2025	Mid Term Assessments- 1YGCSE and Year 12
19th August 2024	Headstart Programme for Year 11, 12 and 13	w/c 24th March 2025	Mocks - 2YGCSE and Year 13
1st September 2024	Arrival Day for Year 9 and 10	w/c 31st March 2025	Mocks - 1YGCSE End of Terms - Year 9, 10, 1YGCSE and 12 Full Report sent home - Year 11 and 13
2nd September 2024	Autumn Term Starts		
21st September 2024	Open Day	4th April 2025	Spring Term Ends
w/c 14th October 2024	Mid Term Assessments- Year 9, 12 and 2YGCSE	w/c 23rd April 2025	GCSEs start
w/c 21st October 2024	Mid Term Assessments- Year 9, 10 and 1YGCSE	28th April 2025	Summer Term Starts AS/ A Levels start
28th October 2024	Enrichment Week	26th May 2025	Enrichment Week
w/c 2nd December 2024	Mocks - Year 12 and 13	w/c 2nd June 2025	End of Year Exams- Year 9 and 10
w/c 9th December 2024	Mocks - Year 13 and 2YGCSE End of Term Assessments - Year 9 and 10 Full Reports sent home	w/c 23rd June 2025	Full Reports sent home- Year 9, 10 and 12
11th December 2024	Autumn Term Ends	27th June 2025	Summer Term Ends
6th January 2025	Spring Term Starts		
w/c 6th January 2025	Mocks- 1YGCSE, 2YGCSE and Year 13 Parent Calls - Year 9, 10, 2YGCSE and 13		
w/c 27th January 2025	Parent Calls- 1YGCSE and Year 12		
8th February 2025	Open Day		
w/c 10th February 2025	Mid Term Assessments- Year 9, 10, 2YGCSE and 13		
17th February 2025	Enrichment Week		

# College LIFE



## BOARDING HOUSE FACILITIES AND AMENITIES

### Ainsworth House:

Ainsworth House will consist of Year 9-11 students who will be separated by gender and age within the Boarding House. Ainsworth will be fortunate enough to have the following facilities within it:

- Twin ensuite rooms
- Laundry room (Rota and induction to be given during arrival week)
- Learning Resource Centre (Additional study space)
- Medical Centre
- Common Room (Open to all students during the day and available to Year 9-11 in the evening)
- Student Café (Open during the day to all students and becomes a quiet study space in the evening)
- Water fountains
- Wifi

## Turing House:

Turing House will consist of Year 12 and 13 students who will be separated by gender within the Boarding House. Turing will be fortunate enough to have the following facilities within it:

- Twin rooms
- Single room (Limited availability)
- Specially designed shower rooms (Shower rooms contain a shower, toilet and sink)
- Laundry room (Rota and induction to be given during arrival week)
- A large student common room (To be used only by Year 12 and 13 only)
- Boarding House office
- Student kitchen (Cooker, microwave, fridge, oven and kettle will all be available)
- Water fountains
- Wifi

## Abacus House- Off Campus

We are delighted to introduce Abacus House, a brand new, modern residence for students in Year 12 and 13. This stunning accommodation offers our students the chance to experience independent living and is the perfect preparation for university.

Abacus House will have the following facilities:

- University-style living
- Single ensuite rooms
- Comfortable study space
- Spacious storage
- Shared kitchen with laundry facilities
- Outdoor area to relax (exclusive to OICB students)
- 24-hour security
- Shuttle bus provided to and from College (20 minutes)



## Ovingdean Hall

Ovingdean Hall will consist of Year 11 and Year 12 girls. Ovingdean Hall will have the following facilities within it:

- Twin rooms
- Single room (Limited availability)
- Specifically designed shower rooms (Shower rooms contain a shower, toilet and sink)
- Boarding House Office
- Wifi



## DAILY ROUTINES, SCHEDULES, MEALTIMES AND LOCATIONS

BREAKFAST:	FROM 7:05
FORM TIME:	8:15AM
PERIOD 1:	8.35-9.20AM
PERIOD 2:	9.20-10.05AM
BREAK:	10.05-10.30AM
PERIOD 3:	10.30-11.15AM
PERIOD 4:	11.15-12.00PM
LUNCH 1:	12.00-12.30PM
LUNCH 2:	12.30-1.00PM

LUNCH 3:	1.00-1.30PM
PERIOD 5:	1:30-2:15PM
PERIOD 6:	12:15-3.00PM
BREAK:	3.00-3.10PM
PERIOD 7:	3.10-3.55PM
PERIOD 8:	3.55-4.40PM
BREAK	4.40-4.45PM
SUPER CURRICULAR	4.45-5.30PM



# Mealtimes

## Monday-Saturday

BREAKFAST	07:05-08:05
LUNCH	12:00-13:30
SUPPER	18:15-19:30

## Weekends

BRUNCH	10:30-12:00
SUPPER	18:15-19:30



## Locations:

SCHOOL MEALS:	PAVILLION DINING HALL
MEDICAL NEEDS:	MEDICAL CENTRE
PEACOCK LEARNING RESOURCE CENTRE:	LOCATED IN KEPLER BUILDING
PIONEERS CAFÉ (Student Café):	LOCATED ON TOP FLOOR OF KEPLER BUILDING.
GILBERT BUILDING:	MAIN TEACHING BLOCK
OVINGDEAN HALL:	MAIN RECEPTION, YEAR 11 AND 12 GIRLS BOARDING HOUSE, CLASSROOMS
AINSWORTH HOUSE:	YEAR 9-11 BOARDING HOUSE
TURING HOUSE:	YEAR 12 BOARDING HOUSE
ABACUS HOUSE	YEAR 12 AND 13 OFF-CAMPUS BOARDING IN BRIGHTON

## WEEKEND ACTIVITIES AND EXCURSIONS

At OIC Brighton, we offer an exciting and engaging weekend and evening programme for our students, designed to make the most of both our local area and destinations further afield. This programme includes a blend of academic enrichment, team-building exercises, and creative, fun activities to keep students engaged and to enhance their boarding experience.

Planned excursions might take students to vibrant cities such as Brighton and London, coastal watersports, thrilling theme parks, the picturesque South Downs and more. These diverse activities ensure that our students not only gain valuable experiences but also enjoy their time at OIC Brighton to the fullest.

## COMMUNICATION DETAILS

Head of Boarding: Dr Isabelle Brent	isabelle.brent@oicbrighton.com
Deputy Head of Boarding; Ainsworth Houseparent: Terri Davis-Webb	terri.daviswebb@oicbrighton.com
Turing Houseparent: Steve Synder	steve.synder@oicbrighton.com
Abacus Houseparent: Jamila Rezgui	jamila.rezgui@oicbrighton.com
General Enquiries:	enquiries@oicbrighton.com
Enquires number:	0300 373 3334

## KEY CONTACTS

### Academic concerns:

Please direct any academic concerns to your Strategy Tutor. Dr Gemma Hannan is also available for any questions regarding your academic courses and subject choices.

### Boarding concerns:

Please contact Dr Isabelle Brent regarding any boarding concerns or queries.



# Academic **POLICIES** and **EXPECTATIONS**



## **ACADEMIC INTEGRITY AND HONESTY**

It is very important that all of the work that you complete as part of your learning at OIC Brighton is your own. You should never copy, or lend to others so that they can copy, exercises or activities that are intended to display your understanding. You should also not copy and paste directly information from the internet, including AI systems. This is very important because not all of the information gathered in this way is accurate. It is also important because creating your own work means that your teacher is able to quickly and accurately assess what you might need to take you to your next steps in your learning.

When you are completing work such as IGCSE or A Level coursework, or for a Project Qualification, it is essential that you do not include material that you have not referenced correctly. You should also never use AI, websites or other software programmes to create work that you then submit as your own. This is called plagiarism and it is forbidden by the examination boards. Your teachers and strategy tutor will be able to provide you with information about how to reference your work accurately.



This does not mean that you should not discuss ideas and concepts with your peers – in fact, collaboration is an important point of learning as it helps you to have a richer understanding! We also understand the benefits the internet and AI can bring to education, and we will work alongside you as you navigate the best way of using these systems as part of your learning.

## ATTENDANCE AND PUNCTUALITY

It is both courteous and best for your learning to attend every lesson, SCITs and assessments on time. This will help you feel on top of your learning and it will enable you to feel confident in your preparation for any examinations.

There may be times when you are unwell and not able to attend your lessons. When this happens, your teachers and Strategy Tutor will develop a support plan with you to help you to catch up on any learning that you may have missed.

## CLASS PARTICIPATION AND ENGAGEMENT

At OIC Brighton, we know that you will be inspired by our fantastic team of teachers to be actively involved in your learning in every lesson! Contributing to class discussions, being curious and asking question, and sharing your insights with others is a vital way to develop as a learner, and master the skills and content of your subjects.

You are expected to be actively engaged in all of your lessons, and to complete the pre-learning and review activities that will support your preparation for your lessons. Your teachers and your Strategy Tutor will always be on hand to offer advice if you are finding some aspects of your learning to be tricky so that you can enjoy, and be fully involved, in all of your lessons.

## TUTORING

Your time at OIC Brighton will be very full and busy. Your teachers will provide you with the learning experiences that help you to excel in your studies; whilst our Super Curriculum programme, Nord Anglia competitions and the opportunities afforded through cultural trips to the local area and other parts of the UK will support your preparation for applications to the top universities in the world and help you to be workplace ready.

For this reason, we request that you do not seek external tutoring during term-time, including in the evenings and at weekends except by prior arrangement with the Deputy Principal Teaching and Learning. This will help you to take full advantage of everything OIC Brighton has to offer you, as well as meaning that you can feel fully part of our college community. It is also very important to build in times to rest and recuperate so that you are ready to face all of your learning with strength, creativity and energy!

Your teachers and academic strategy tutor will be monitoring your progress closely alongside you and they will be able to advise you on any additional support that might be needed, which we will be able to provide for you at College.

# WELLBEING



## WELLBEING AT OICB

At OICB, we believe in the deep connection between academic progress and strong mental health and wellbeing and this focus runs through the centre of everything we do. Our rigorous academic approach is underpinned by an outstanding pastoral support system, helping students to thrive and prepare in every possible way for the next stage of your journey.

Our Deputy Principal Pastoral and Wellbeing,

Head of Boarding and Strategy Tutors work with the students to promote a culture of self-care, respect and equality, creating an environment in which students feel fully supported and ready to take on any challenge. A focus on wellbeing is built directly into the Super Curricular programme, with dedicated weekly sessions that promote mental and physical health in addition to those valuable, global life skills.

At OICB we encourage all students to focus on their personal wellbeing by remembering OICB ROCKS; 5 ways to wonderful wellbeing:

R – Relate

O – Observe

C – Care

K – Keep Learning

S – Stay Active

Students will be given more information on OICB ROCKS and our bespoke wellbeing programme on arrival at OICB.



# The SUPER CURRICULUM



## VISION

The Super Curricular Programme contains a broad programme of opportunities to challenge and extend students and to enhance their chances of a successful university application

by enriching their personal statements. This will allow students to develop a wide range of skills and pursue interests, both academically and beyond.

## GLOBAL SKILLS

We want to empower our students to enhance their global skills to create 21st century learners. These skills include creativity and critical thinking as well as citizenship and digital literacy. A key component of this is the Global Campus that is run through Nord Anglia Education and allows students to work together and compete through a huge range of online resources.

#	Global Skill	What does it mean?	How might I demonstrate / develop this?
1.	Aiming High	Setting clear, tangible goals and devising a route to achieve them	Being ambitious and pursuing goals. Setting ambitious targets as part of your academic strategy meetings and thoroughly researching and investigating how best to achieve those.
2.	Critical Thinking	Evaluating information in order to form your own opinion	Questioning what you learn. Seeking a variety of sources to validate what you hear, see and learn. Debating ideas to reach new understanding.
3.	Ethical Judgement	Behaving in a moral and honest way	A commitment to academic integrity. A conscientious approach to your work and relationships. Taking care with your works – written or spoken – and their impact on the people around you.
4.	Independence	Working effectively on your own	Making progress without needing a prompt or push. Seeking out new ways of working and trying these for yourself. Asking for advice and help but putting these into practice independently.
5.	Adaptability	Changing your work, behaviour, or ideas to suit different circumstance	Responding to feedback. Changing a way of working. Trying something new. Working hard to change bad habits and form productive ones.
6.	Confidence	Having belief in your ability to do well	Being unafraid of taking risks. Volunteering for opportunities. Putting yourself forward to lead and participate.
7.	Creativity	Using your imagination to come up with new ideas	Expressing yourself in creative ways which may include visual art, music and drama. Exploring new ways of solving problems.
8.	Teamwork	Working cooperatively with others to achieve a shared goal	Participating in a competitive team – academically, sporting or otherwise. Working well with others in class and outside of lessons.
9.	Caring	Feeling and showing concern for other people	Looking out for your peers. Involving staff when you're worried about someone else. Giving time and attention to other people's views and feelings.
10.	Open-mindedness	Being open to the cultures, lifestyles and beliefs of others	Learning from other people whose experiences are different from your own. Showing curiosity and interest in the wider world. Celebrating difference and finding common ground. Developing interest in others' languages, beliefs and ways of thinking.

11.	Time Management	Managing yourself and others to achieve a specific goal	Prioritising a busy workload. Meeting deadlines. Being reflective about your schedule and making difficult decisions. Saying 'no' if you don't have the capacity to do something. Making sacrifices.
12.	Digital Literacy	Effectively using digital tools like the internet and software	Being innovative and responsible about the way you use technology. Seeking training to develop your skills. Teaching others how to use tools and software.

## EPQ/MUN/DOFE/LAMDA/ YOUNG ENTERPRISE

Students will be encouraged to explore beyond the curriculum, taking part in Model United Nations conferences or Young Enterprise Competitions. There will also be opportunities to gain skills through the Duke of Edinburgh (Bronze, Silver and Gold) schemes and enhance acting or public speaking through the LAMDA programme. Students can also enter the Extended Project Qualification, which allows them to explore topics outside of their traditionally examined material and gain a qualification that can help them with their university entrance. Most universities will take EPQ into consideration, sometimes lowering their entrance requirements for projects that receive an A or A\*.

## GLOBAL CAMPUS

As part of Nord Anglia Education, students have access to the Global Campus, which helps students from around the world collaborate and compete with each other.

“Activities will encourage students to learn about, with and from their NAE peers across the world; reflect on their impact on our planet and other people; develop an understanding of who they are and how they fit into the world compared to others; and be exposed to world class expertise from MIT, UNICEF and Juilliard.” Global Campus 23/2

## Key dates in the calendar

16 <sup>th</sup> October	World Food Day (Explore the world through food)
10 <sup>th</sup> November	World Science Day (STEAM Club)
13 <sup>th</sup> November	World Kindness Day
20 <sup>th</sup> November	World Children's Day (Social Impact)
11 <sup>th</sup> February	Safer Internet Day
7 <sup>th</sup> March	World Book Day
22 <sup>nd</sup> April	Earth Day

## GC events running from September:

- Art club competitions
- International film festival
- Sustainable Development Goal projects
- MIT challenges
- STEAM club competitions
- Eco Schools challenges
- Pen Pals
- Book Club
- Writing competitions
- Debating competitions
- Wellbeing challenges
- Chess competitions
- Coding courses
- International days
- Expert talks
- Peer talks

## STUDENT-LED SOCIETIES

At OIC Brighton, we encourage students to grow their own interests and hobbies by creating or being involved in student led societies. Students are provided with the opportunity to meet with the Super Curricular team and then we can see how we can best support them to get their society up and running.

## CAREERS

Students will have 1-1 careers guidance on finding the right pathway for them. This will include helping to advise or set up work experience. We will introduce students to a wide range of potential career paths to see what suits their skills and interests and help to guide them in achieving these

## STUDENT VOICE

Student voice is very important and we support students to have a say through pupil forums and individual feedback. This is key to identifying what they are getting the most value out of and how we can better support them going forward.



# SAFEGUARDING and STUDENT SERVICES

## SAFEGUARDING

### Designated Safeguarding Lead



**DSL: MR JONNO MELIA**

Deputy Principal Pastoral and Wellbeing

Email: [DSL@oicbrighton.com](mailto:DSL@oicbrighton.com)



**MRS ALISHA TINNEY**

College Nurse

### Deputies



**Dr Isabelle Brent**

Head of Boarding

Keeping every child safe at Oxford International College Brighton is our highest priority and is the responsibility of every adult who is involved at the College.

The Designated Safeguarding Lead (DSL) is Mr Jonno Melia (Deputy Principal Pastoral & Wellbeing). You can see him at any time during the day if you have any concerns or are worried, his office is in Ovingdean Hall.

There are two Deputy Designated Safeguarding Leads (DDSLs); Miss Alisha Tinney (College Nurse) is available through the day during the

week for you to see in the medical centre if you have any concerns or worries. In the evening or at weekends you can speak to Dr Isabelle Brent (Head of Boarding); her office is located in Ainsworth House.

Your Strategy tutor, Head of boarding house or form tutor can also provide support if you would like to speak to them or you can speak to any other member of staff regarding any concerns you have.



## The NSPCC and external support

The NSPCC provide fantastic external support to children and enable anyone to report a concern, either about yourself or if you are worried about another young person.

The NSPCC support page is [here](#).

Childline information is [here](#).

The NSPCCSS runs a dedicated helpline in relation to sexual harassment/sexual abuse: 0800 136 663 or you can email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## STUDENT SUPPORT AND COUNSELLING

As you navigate the exciting landscape of College life, you'll inevitably encounter moments of uncertainty, stress and self-discovery.

The College counsellor is there to support you throughout your College journey. The College Counsellor is Clare Connelly, she is knowledgeable, approachable and dedicated to helping you succeed personally and academically. She is on hand if you need a listening ear during challenging times and to offer structured support sessions alongside your College journey. If you would like to see the College Counsellor, then you can contact her at [counsellor@oicbrighton.com](mailto:counsellor@oicbrighton.com).

## HEALTH CENTRE

The College has a fully equipped medical centre on campus where the College nurse is available to support students during the school day. The College Nurse is Mrs Alisha Tinney who is also on the Safeguarding Team. In the evening and weekends, there are several staff available who are first aid trained and there is full access to the Medical Centre if required. If necessary, the Royal Sussex County Hospital is just a 5 minute drive away and features a full Accident and Emergency Centre.

## ACADEMIC TUTORING AND STUDY SUPPORT

One of our most important aims at OIC Brighton is to help you to develop an appropriate strategic plan for your future academic journey and career. We tailor what we do to the needs of the individual student – our aim is for each individual to realise their academic, social and personal potential.

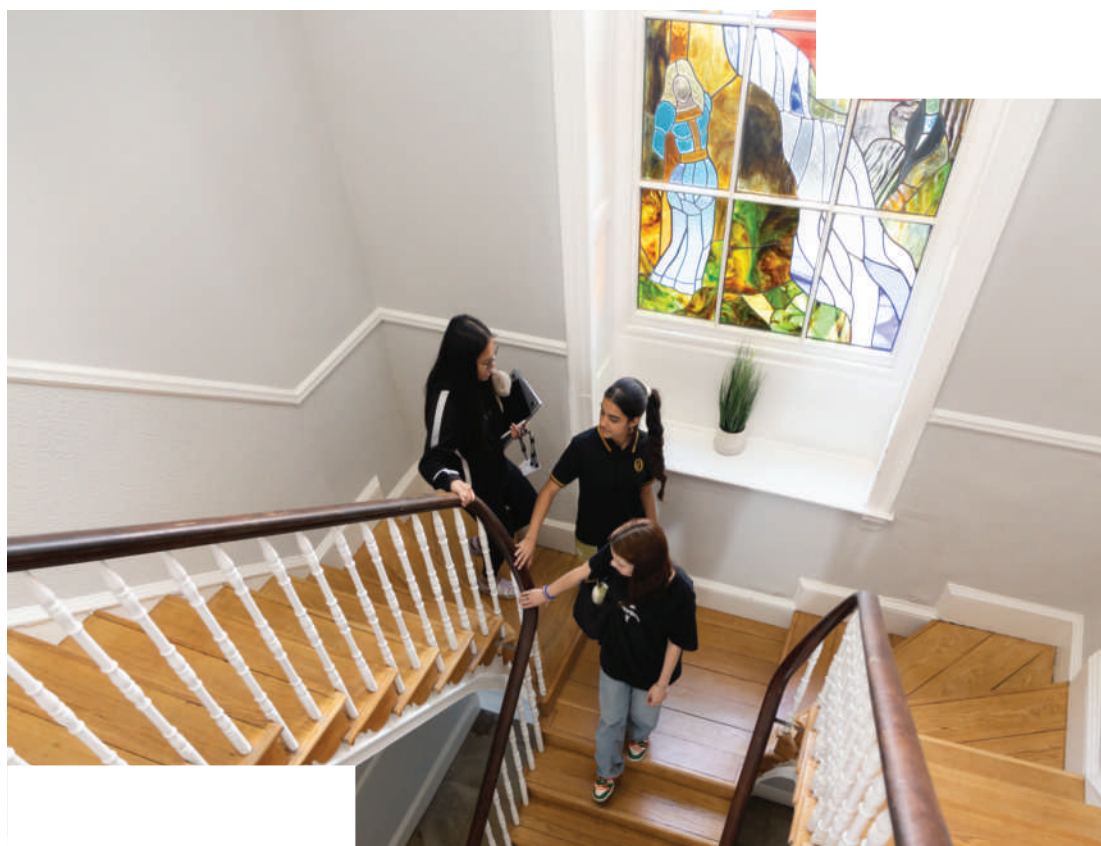
One of our strengths as a College with relatively small class sizes and a higher level of personal support is our ability to tailor the learning experience to you as an individual. You will have an Strategy tutor as well as the pastoral team within your House, and we will work very closely with you on your future aims, your progress and the actions that need to be taken to support you in achieving your goals.

## UNIVERSITY AND CAREER GUIDANCE

A crucial aspect, especially in the sixth form, is considering the range of options available after A-Levels. There will be lots of factors for students to consider and we have dedicated staff to help guide students to the right course in the right location. In the UK, this is done through UCAS, but there will be many students who want to study elsewhere in the world and we are here to facilitate that too.

At OIC Brighton, we offer 1-1 meetings with students to determine their aspirations and to help guide them to be successful in their applications. Visiting universities and meeting with university representatives is an important part of this process.

# CODE OF CONDUCT and DISCIPLINE



## CODE OF CONDUCT

### Around the College I will:

- Behave politely and respectfully, treating others as I would wish to be treated;
- Take pride in my appearance and adhere to the College dress code, as appropriate by year group, both during lessons and for PE and sports clubs;
- Use English as the common language of our College community;
- Look after all property, whether it belongs to the College, other people, or myself;
- Not chew gum or consume energy drinks; not take any food or drink (other than water) into classrooms.
- Keep all shared areas of the College clean and tidy and follow the Dining room rotations
- Adhere to the Mobile Devices Policy, including leaving mobile phones in the boarding house during the school day and refraining from wearing headphones in and around the College.
- Be punctual to all school events and lessons and notify my teacher in advance if I am unable to do so;
- Communicate politely and appropriately both in speech and in writing, never making racist, sexist, homophobic or other abusive or offensive remarks;
- Be organised in my preparation for lessons and timely completion of all homework set;
- Listen to the teacher and avoid any behaviour that could disrupt my or others' learning.

## Outside of the College I will:

- Be an ambassador for the College behaving at all times as good representatives of OIC Brighton;
- Behave in accordance with all UK or relevant laws;
- Adhere to the guidelines regarding leaving the College site including: seeking permission;
- Informing boarding house staff and returning punctually, as appropriate to my year group;
- Listen to and follow staff instructions in class and on trips, activities, and excursions.

## BOARDING HOUSE RULES AND REGULATIONS

Behaviour in the Boarding House should be consistent with that expected by OIC Brighton. Pupils are expected to treat the Boarding House as an extension of the School and should treat Boarding Staff with the same respect they would treat a teacher or other member of staff.

Expectations of boarders are rightly high to ensure their safety, well-being and the creation and maintenance of a warm and caring environment.

The emphasis is very much on encouraging and rewarding good behaviour and building a real community in which boarders are able to thrive as individuals.

Boarders are encouraged to develop responsibility for their own actions, as such we work within a framework to promote positive behaviour and to keep our rules simple, straightforward and easy to follow.

- Boarders must be polite and respectful to each other and to staff
- Boarders must remain in regular contact with the Boarding Staff
- Boarders must follow the leave procedure depending on year group and must always be home in time for curfew
- Boarders must attend all lessons, activities and registrations on time
- Boys and girls are housed on separate areas of the house; students should never visit the other gender's areas unless supervised by staff
- Boarders must be in their own room after curfew and must keep noise to a minimum
- Boarders must not use, bring, or possess alcohol, or any prohibited items in or around school or their Boarding House
- Year 9 and 10 Boarders must hand in their electronics in the evening before bedtime
- Common rooms will close at 21:45 for Ainsworth and 22:00 for Turing during the week. Weekend timings will differ depending on evening activities in the Boarding House
- Laundry room will shut at 22:00 for all houses. Washing must be finished by this time
- Boarders may return to the Boarding House during breaks and after the school day finishes

A comprehensive list of rules will be provided during induction for each Boarding House

## DISCIPLINARY PROCEDURES AND CONSEQUENCES

Please view the College's [Behaviour Policy](#) for more information on disciplinary procedures and consequences

## DRESS CODE

As a guiding principle, the dress code at OIC Brighton is intended to be comfortable and bring us together as a community. It is intended to assist in your learning. Therefore:

- any item or habit of dress or accessory which impedes yours or others' learning, e.g. by being impractical or distracting, is not allowed during the normal College day.

Whilst OIC Brighton students are encouraged to express their individuality, you should also be mindful of the effect your appearance can have on others, e.g. on visitors to the College.

As students at OIC Brighton, you should take pride in your appearance, therefore:

- clothing is expected to be clean and not torn shoes
- shoes should be clean
- hair is expected to be neat and long hair will need to be tied up for specific educational purposes e.g. in science lessons or for sports.

The dress code should be observed from breakfast until 6pm.

## Daywear

Years 9, 10 and 11

Normal day wear should include:

- College Polo Shirt\* (black or white, long or short sleeve)
- College chino trousers or skirt\* OR sports leggings or tracksuit trousers
- College zip up sweatshirt\* OR sports hoodie
- Plain black or white shoes or trainers

Outdoor clothing - including the College coat, gilet, baseball cap, winter hat and scarf – should be removed in study areas and classrooms.

\* these items comprise smart uniform which will be requested on special occasions e.g. open days

Years 12 and 13

Students in Years 12 and 13 may wear their own clothes during the College day, and may choose to wear optional items of uniform and College sportswear.

Their clothing during the College day should:

- be clean and presentable, not torn
- not feature any images or words which may cause offense

The following items are not suitable during the College day:

- sleeveless or strappy vests
- very short skirts or shorts
- cropped tops

## Sportswear

All students (Years 9 to 13) should wear the following for games and PE lessons):

- College sports t-shirt OR house t-shirt
- College sports leggings, tracksuit bottoms, shorts or skirt
- College sports hoodie
- Any trainers / suitable sports footwear

OIC Brighton will not give permission for any students to have tattoos whilst studying at the College. Any student with an existing visible tattoo must ensure that it is not explicit or offensive in any way.

# Frequently Asked Questions (FAQs)



## What happens if I don't get on with my roommate?

The first thing to do here is to speak to either your House Parent or your Strategy Tutor, they will be very happy to support you with this.

## What should I do if I feel unwell?

If you feel unwell during the school day, you should speak to one of your teachers who can support you in the first instance and decide whether to send you to see the school nurse in the College medical centre. If you feel unwell in the evening or overnight, then you should speak to the boarding team on duty who will be there to support you.

## Do I have to leave College at weekends and in short holidays?

No, you have full access to the College and your room for all weekends and enrichment weeks. You will need to vacate your room for the longer holidays at Christmas, Easter and Summer.

### Do I need spending money during the week?

It would be good to have some spending money during the week for you to use at the café if you wanted to have a catch up with a friend or grab a hot drink whilst studying.

### What should I do if I have difficulties with my independent study?

If you are having difficulties with your independent study, please do the following:

- Consult with your teachers (Strategy Tutor; boarding houseparent or assistant; subject teacher). Get the help you need to complete your work effectively.
- Catch up on any missed work as directed by your AST. Any work considered unsatisfactory by your subject teacher should be redone within agreed time frames. A demerit will be issued and your AST notified.
- Frequent difficulties in the completion or quality of Review will lead to further sanctions, as per the Rewards and Conduct guidelines, which may include exclusion from activities. Your parents would be notified.

### How do I choose my GCSE or A Level subjects?

This will depend on your interests, your skills and your strategic pathway. We can offer a conversation to new joiners to help you to decide. Once you are at OICB further guidance is given about subject choice and your strategy tutor plays an important role in helping you to decide which subjects are best for you.

At GCSE there are some core subjects that you will need to study and then you choose your options based on the subjects you enjoy the most and are most likely to do well in.

### How can I get involved in the Super Curricular activities?

Each term the Super Curriculum programme is shared with students so that you can select your options. Your strategy tutor is able to provide guidance on which options will be good for you to choose according to your interests and strategic pathway.

### How do you support university applications?

Extensive support is provided for university applications from Year 9. Students gain awareness of different courses, institutions and how to prepare a strategic application, with the guidance becoming more nuanced in the second half of Year 12 and in Year 13 as applications deadlines come closer. We can support students in making competitive applications to institutions worldwide.

### What are SCITS and how often will I have them? Why are they so important?

SCITs happen each Saturday morning most weeks in the Autumn and Spring terms for Year 10-13, with some taking place in the first part of the summer term for Year 10. They contain exam-style questions and help students to revise steadily throughout their courses and to have targeted feedback on their next steps for improvement.

### What is the role of a Strategy Tutor?

The Strategy Tutor is the first point of contact for a student and parents. They oversee a student's academic progress, personal development and strategic pathway.

### Are work experience opportunities available and what is the process for access?

We offer immersive work experience opportunities with companies such as Biograd and ProEd; however, universities value most the opportunities that a student seeks out themselves! Strategy tutors can give support, but students are encouraged to show initiative and independence as this will ultimately lead to a stronger university application.



**OXFORD  
International  
College  
Brighton**

A NORD ANGLIA EDUCATION SCHOOL

[oicbrighton.com](http://oicbrighton.com)