

YOUR journey starts here



OXFORD
International
College
Brighton

A NORD ANGLIA EDUCATION SCHOOL

Day Student
and Parent
Handbook
2026/2027



Welcome to OIC BRIGHTON

You are joining a community shaped by ambition, belonging and curiosity.

These values sit at the heart of everything we do. Our purpose is clear. We want you to grow into confident, thoughtful and capable young people, ready to make your mark on the world beyond school.

You have come here with ambition, your own and often that of your family too. We recognise that and we share it. OIC Brighton is an ambitious place with high expectations and a strong belief in what you can achieve. We will push you to do your best, but also support you to get there. What matters is not just your results, but the habits and character you build along the way.

Just as important is belonging. This is a diverse, international community where everyone should feel seen, valued and included. You will learn with people from different backgrounds and experiences. Take the time to understand one another, support each other and build friendships that will stay with you.

Curiosity is what drives real learning. Ask questions, get involved and try things you have not done before. Use your time here fully. Take opportunities, work hard and enjoy the process.

We want you to leave OIC Brighton with excellent outcomes, but also with the confidence and independence to take your next steps with clarity and purpose.

Liz Free

Principal

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Before you
ARRIVE



College uniform

Our college uniform is provided by Billings & Edmonds, Eton and can be ordered online or you can visit the store, where they will use their knowledge and experience to guide you through the “kitting-out” process and advise you on your child’s requirements and sizing.

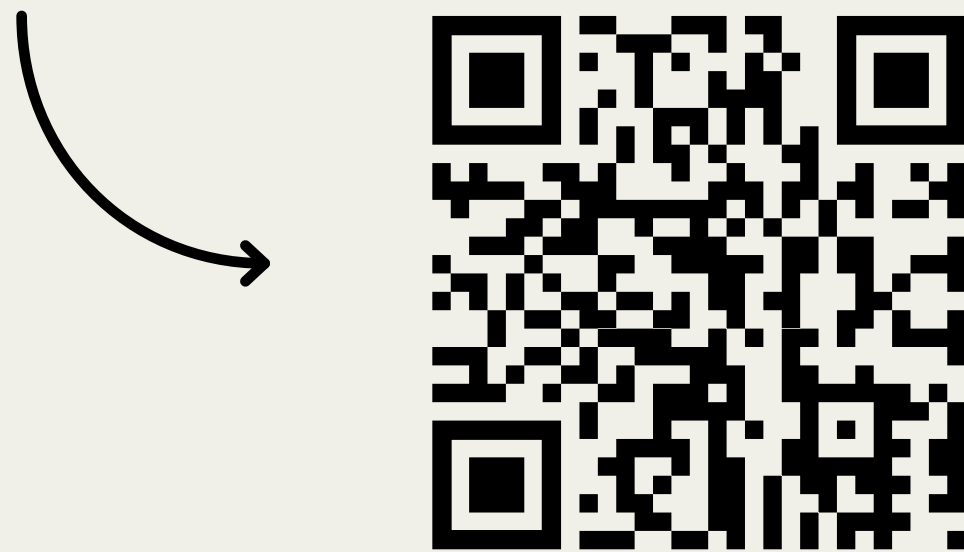
Please note a full range of OICB uniform and sportswear in all sizes is kept at OICB for students to try on before buying online. Appointments to view the uniform can be made at the College reception.

We strongly suggest that uniform is purchased as soon as possible. Please find below the Uniform List for your consideration.

Please note the quantities are recommendations based on the College’s laundry cycle.

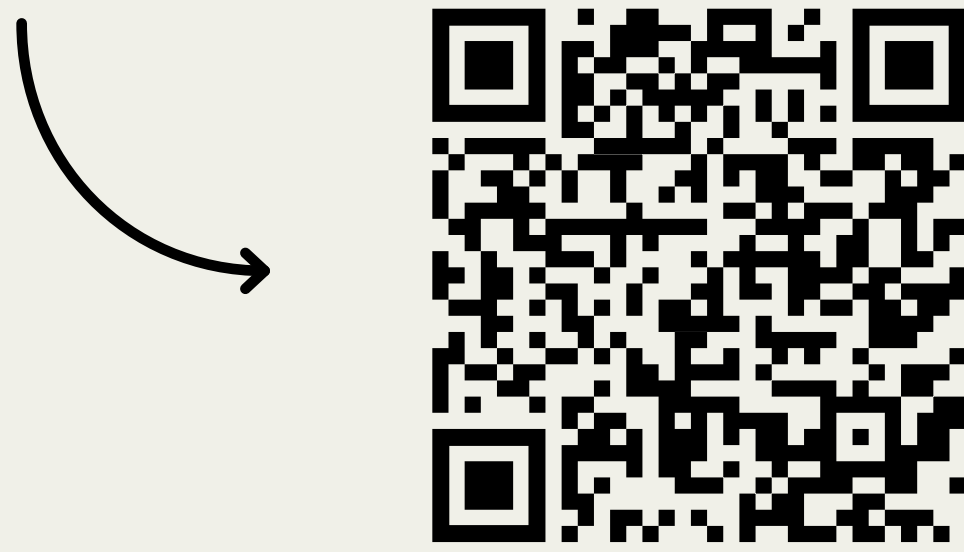
Orders can be delivered direct to your home address or to the college for collection upon arrival.

Scan or click to order online:



Billings & Edmonds
132 High Street, Eton,
Berkshire, SL4 6AR

Scan or click to make an appointment:



Items	Quantity	Notes
Compulsory uniform (not required in Years 12 and 13)		
OICB black and/or white polo	6	Students may choose long- or short-sleeved, both black and white, 6 in total.
OICB full zip sweatshirt	2	
OICB chino trousers (regular or fitted) OR OICB skirt	2	The fitted style is a female cut.
White ankle socks (worn with the skirt in the Summer Term)	6 pairs	Can be bought elsewhere.
Black/white shoes/trainers (any)	1 pair	Plain black or white, can be bought elsewhere.
Name tapes	Min. 100	20 to be kept at the College, can be bought elsewhere.

All garments, shoes etc. should be named with peel and stick labels.

Items	Quantity	Notes
Optional uniform		
OICB rucksack	1	Eco grey rucksack with logo
Black gloves	1 pair	Any gloves
OICB jacket		
OICB beanie	1	
OICB baseball cap		Black or stone colour caps – can choose
Grey short socks (worn with the trousers)	6 pairs	Recommended
Grey long socks OR Grey opaque tights (worn with the skirt in Winter/Spring Terms)	6 pairs	Recommended

Compulsory sports kit (required by all year groups)		
OICB polo (regular OR fitted)	2	Fitted is female cut
OICB shorts OR OICB skirt	2	
OICB Competition House polo*		
OICB hoodie	2	
OICB training pants OR OICB leggings	2	May also be worn on some College days.
OICB games socks	2 pairs	Black/gold hooped
White sports socks (any)	4 pairs	
Sports trainers (any)	2	1 for indoor, 1 for outdoor
OICB kit bag	1	Grey gym bag with logo

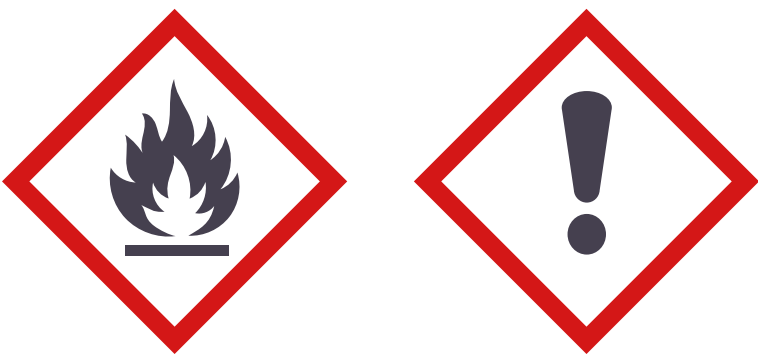
Optional sports kit		
OICB base layer top	1	White top with logo
OICB gilet	1	
OICB coat	1	³ / ₄ length coat

All garments, shoes etc. should be named with peel and stick labels.
* Select polo in your relevant House colour: Anderson= GREY / Cori= MAROON / Jex-Blake= PURPLE / Thant= GREEN

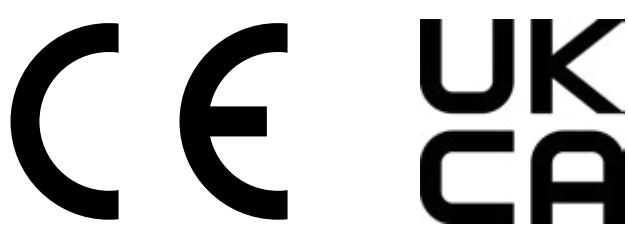
Banned items

✗ Air diffusers ✗ Aerosols* ✗ Candles ✗ Electrical cooking equipment, coffee machines or refrigeration devices ✗ Electric scooters ✗ Electric heaters ✗ Energy drinks ✗ Food items without English labelling	✗ Games consoles ✗ Irons ✗ Knives ✗ Non-British Standard compliant plugs, adapters or chargers.** ✗ Pets ✗ Protein powder, creatine and pre-workout (unless approved by the College Nurse and Gym Instructor) ✗ Television ✗ Vapes and e-cigarettes
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* Any aerosol found with either or both of the following symbols will be confiscated.



** Check for the CE or UKCA symbols to confirm compliance:



Prohibited items

The College reserves the right to confiscate any such items found in your possession.

✗ Weapons including knives ✗ Alcohol ✗ Drugs including unchecked Controlled Drugs ✗ Stolen items	✗ Items that could be used to harm or commit crime ✗ Smoking paraphernalia including cigarettes, tobacco, cigarette papers, cigars ✗ Fireworks ✗ Pornographic images
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Introducing YOUR COLLEGE



The Best of British EDUCATION

A truly international community where every student is known and seen.

Oxford International College Brighton (OIC Brighton) is a leading independent day and boarding school for students aged 13–18, set within a stunning 80,000 square metre campus overlooking the South Downs and just minutes from the vibrant city of Brighton.

Located on England's beautiful south coast, OIC Brighton offers the very best of British education within a genuinely international environment. Students benefit from studying in the UK, immersed in British culture, history, and academic traditions, while learning alongside peers from more than 20 countries. This unique combination creates a rich educational experience that develops global perspectives, cross-cultural understanding, and lifelong friendships.

Since opening in 2023, OIC Brighton has established itself as a dynamic and ambitious learning community where students are encouraged to aim high, think independently, and embrace new opportunities. Our spacious campus provides an exceptional setting for learning and personal growth, combining the character and heritage of a traditional British boarding school with modern facilities and an innovative educational approach.

At OIC Brighton, academic success is only part of the story. We believe that students achieve their full potential when they feel a strong sense of belonging, are confident to be themselves, and are inspired to explore the world around them. Through outstanding teaching, dedicated pastoral care, enriching extracurricular opportunities, and a vibrant boarding and day school community, every student is supported to thrive both inside and outside the classroom.

We are proud to be a college where ambition is nurtured, curiosity is celebrated, and every student is known and seen as an individual. Together, these values create a community where young people develop the confidence, character, and skills to succeed at university and beyond.

A COMMUNITY OF PIONEERS

Every student at OIC Brighton belongs to one of our four Competition Houses, each named after a trailblazer who changed the world:



Jex-Blake – Named after Sophia Jex-Blake, one of the first female doctors in the UK, this house celebrates courage, resilience, and the power of challenging the status quo.



Thant – Inspired by U Thant, the first non-European UN Secretary-General, who stood for diplomacy, peace, and global cooperation.



Cori – Honours Gerty Cori, the first woman to win the Nobel Prize in Physiology or Medicine, representing excellence in science and breaking barriers.



Anderson – Named after Elizabeth Garrett Anderson, the first woman to qualify as a doctor in Britain, who became a champion for education and equality.

These houses aren't just part of college competitions; they reflect our values and the kind of leaders we hope our students will become.

At OIC Brighton, we believe education is about more than academic success alone. Outstanding examination results and exceptional university destinations are important, but they are not the whole story. We aim to develop young people who are equipped not only to succeed at university, but to thrive in an ever-changing world.



Our community is shaped by three core values:

AMBITION

We encourage every student to set ambitious goals and to believe in their potential. Through expert teaching, personalised support and a culture of high expectations, students are empowered to achieve outcomes that reflect their aspirations and open doors to future opportunities.

CURIOSITY

Learning begins with questions. We cultivate intellectual curiosity both inside and beyond the classroom, encouraging students to explore ideas, think critically and embrace new challenges. Through our Super Curriculum, Fusion Project and enrichment opportunities, students develop the confidence to innovate, create and discover.

BELONGING

Students achieve their best when they feel valued, supported and connected. Our inclusive and caring community ensures that every student is known as an individual, with wellbeing, friendship and personal growth at the heart of the OIC Brighton experience.

The Outcome

When Ambition, Curiosity and Belonging come together, students leave OIC Brighton as more than successful learners. They leave as confident, compassionate and future-ready individuals, prepared to make a meaningful contribution to the world around them.

Our Values and Promises

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.

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.

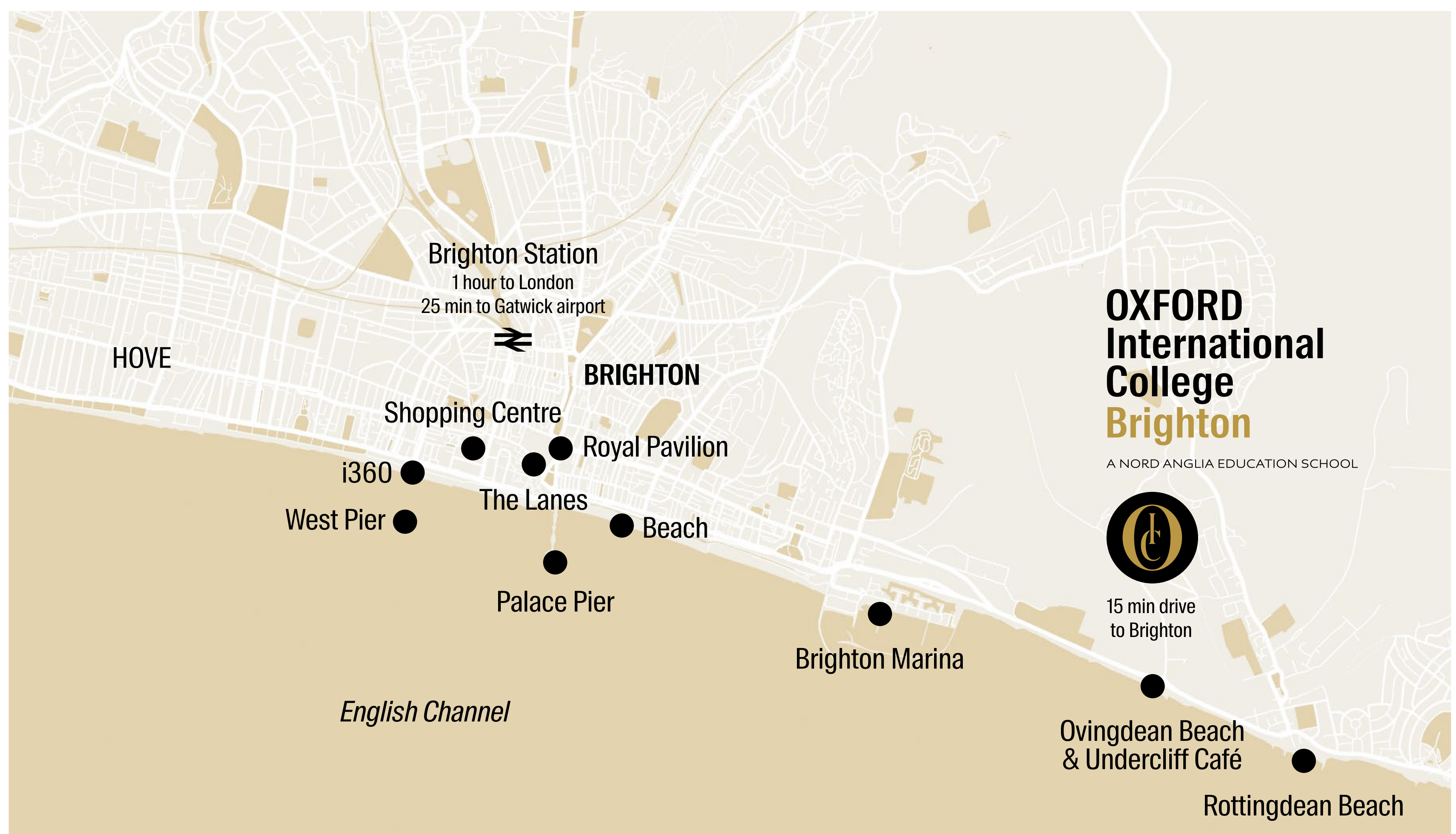
Life in Brighton

Brighton is a vibrant, welcoming seaside city – just an hour from London – that’s perfect for study and personal growth. Known for its culture, history, and inclusive spirit, it offers OIC Brighton students a safe, inspiring place to live and learn.

Small enough to feel friendly yet packed with cafés, shops, and events, Brighton buzzes with energy. The famous Lanes, lively arts scene, and year-round festivals give students endless ways to explore.

The beach is at its heart. From the iconic pier to peaceful sunsets, it’s the perfect place to unwind – just minutes from the college. Diverse and international, Brighton celebrates individuality and new ideas, helping students feel at home and confident being themselves.

At OIC Brighton, boarding life blends structure with opportunity – supporting academic success while building independence. With activities, trips, and everything the city offers on your doorstep, life here is all about balance, discovery, and unforgettable experiences.



OWN THE CROSSING

THE GREEN CROSS CODE

Cross smart. Get there safely.

1

THINK



Find the safest place to cross.
Use pedestrian crossings
whenever you can.

2

STOP



Stand back from the kerb.
Don't step into the road
until you're sure it's safe.

3

LOOK & LISTEN



Check both directions.
Listen as well as look—remember
bikes and electric vehicles can be
quieter than you expect.

4

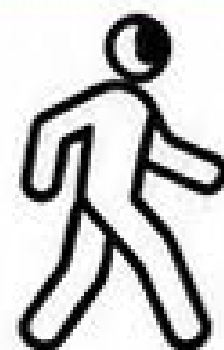
WAIT



If traffic is coming, let it pass.
Don't assume drivers
have seen you.

5

CROSS SMART



Walk straight across.
Keep looking and listening
until you're safely on
the other side.



GREEN
CROSS
CODE



**NO TEXT IS WORTH
RISKING YOUR LIFE.**

**HEADS UP.
HEADPHONES OFF.
PHONE DOWN.
STAY AWARE.**



Child
Accident
Prevention
Trust

Keeping children safe
is everyone's responsibility

capt.org.uk

Always follow the

WATER SAFETY CODE

Whenever you are around water:



STOP AND THINK

Take time to assess your surroundings.

Look for the dangers and always research local signs and advice.



STAY TOGETHER

When around water always go with friends or family.

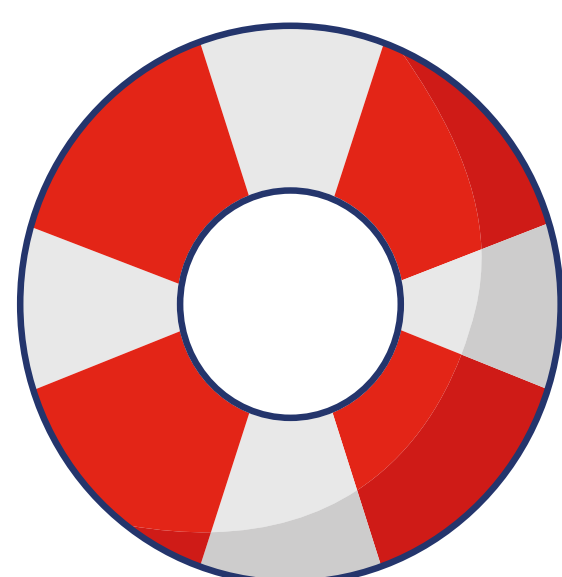
Swim at a lifeguarded venue.

In an emergency:



CALL 999

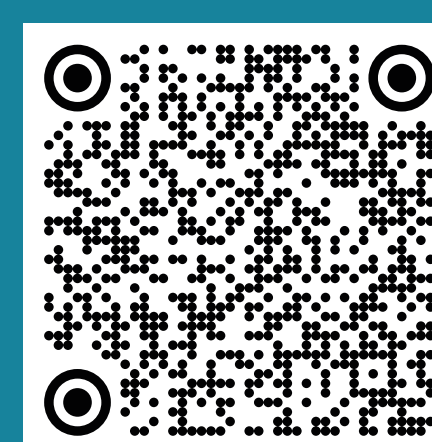
If you are at the coast, call 999 and ask for the Coastguard. Don't enter the water to rescue.



FLOAT

Fall in or become tired - stay calm, float on your back and call for help.

Throw something that floats to somebody that has fallen in.



CALENDAR & Term dates

College Calendar

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
August	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		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				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							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						
December		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					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

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
February	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	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				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						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		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				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	

Term and Holiday Dates

Arrival Day (all students)	26 th August 2026
Autumn Term	27 th August - 11 th December 2026
Autumn Enrichment Week	24 th - 31 st October 2026
Winter holiday - COLLEGE CLOSED TO ALL STUDENTS	12 th December - 3 rd January 2027
Spring Term	5 th January - 12 th March 2027
Spring Enrichment Week	13 th - 20 th February 2027
Spring holiday - COLLEGE CLOSED TO ALL STUDENTS	26 th March - 10 th April 2027
Summer Term	12 th April - 25 th June 2027
Summer Enrichment Week	29 th May - 5 th June 2027
EXAM Contingency Date - ALL STUDENTS MUST REMAIN AT COLLEGE	23 rd June 2027

UK BANK AND PUBLIC HOLIDAYS 2026-2027

Summer bank holiday - No lessons. Boarding open	31 st August 2026
Christmas Day	25 th December 2026
Boxing Day	26 th December 2026
New Year’s Day	1 st January 2027
Good Friday	26 th March 2027
Early May bank holiday	3 rd May 2027

DAY STUDENT

Information
for Parents

Welcome

We are delighted to welcome your family to OIC Brighton. Although your child returns home each evening, they are a valued member of our college community, and we are committed to ensuring that every day student feels supported, connected and fully involved in school life.

This page provides key information to help day students and their families navigate the school year successfully.

ARRIVAL AT SCHOOL

Students should arrive on campus in good time for morning registration and lessons. We recommend arriving between **8:00am and 8:20am** to allow time to prepare for the day and settle before lessons begin.

Students are expected to attend registration and all timetabled lessons punctually.

REPORTING AN ABSENCE

If your child is unwell or unable to attend school, please notify the school as early as possible on the first day of absence.

For planned absences, appointments or exceptional leave requests, parents should contact the school in advance.

Student Services can assist with attendance queries and absence reporting requirements.

COLLECTION AND TRAVEL ARRANGEMENTS

At the end of the school day, students are expected to leave campus promptly unless they are participating in supervised school activities, enrichment sessions or the Super Curriculum.

Parents should ensure the school is informed of:

- Any changes to collection arrangements
- Students travelling independently
- Emergency collection arrangements

Students may only leave during the school day with appropriate permission and sign-out procedures.

STAYING FOR THE SUPER CURRICULUM AND ENRICHMENT ACTIVITIES

Day students are encouraged to participate fully in the rich range of opportunities available beyond the classroom, including the Super Curriculum, clubs, societies, leadership opportunities, sports and enrichment activities.

If your child will regularly remain on campus after lessons, please ensure transport and collection arrangements are in place. Students staying on site are expected to attend the activity for which they have registered and follow all school expectations.

STUDENT SERVICES

Student Services is the central point of contact based at reception for day students and families and can provide support with:

- Attendance and absence queries
- Timetables
- Medical and wellbeing concerns
- General student enquiries
- Day-to-day school information

If you are unsure who to contact, Student Services will be happy to direct your enquiry to the most appropriate member of staff.

COMMUNICATING WITH THE COLLEGE

We believe strong partnerships between home and school are essential to student success.

Your main points of contact are:

Strategy Tutor

First point of contact for academic progress, wellbeing and general concerns.

Head of Year

Support for pastoral matters and the overall student experience.

Subject Teachers

Subject-specific questions and academic performance.

Student Services

Attendance, medical information and day-to-day administration.

Parents will also receive regular updates through:

- Academic reports
- Parent consultation events
- College newsletters
- Parent webinars and information sessions
- The Parent Portal and school communications

We encourage parents to contact us whenever they have questions or concerns. Working together ensures every student can thrive academically, socially and personally at OIC Brighton.

BEING PART OF THE OIC BRIGHTON COMMUNITY

We warmly encourage day student families to become an active part of the OIC Brighton community. Although your child returns home each evening, we hope that you will feel a strong sense of connection and belonging throughout your family's time with us.

Parents are always welcome to take part in school life through:

- Coffee mornings and informal parent gatherings
- Parent webinars and information sessions
- Open Houses and community events
- Celebrations, performances and student showcases
- Parent consultation evenings
- Graduation, Awards and other key school events

These opportunities provide a chance to meet members of staff, connect with other families and gain further insight into life at OIC Brighton.

Our doors are always open, and we encourage you to drop in, attend events and be an active part of our vibrant school community. We value the partnership we have with parents and look forward to welcoming you onto campus throughout the year.

Daily Routines

Please note that these timetables are subject to change throughout the year.

Years 9, 10 & 11

Monday-Friday	
Registration and announcements in Dining Hall for all students	08:00
Assembly/ST time	08:20
Form Time with Strategy Tutors	08:30
Transition	08:40
Period 1	08:45
Transition	09:30
Period 2	09:35
Morning break	10:20
Period 3	10:35
Transition	11:20
Period 4	11:25
Lunch	12:10
Period 5	13:10
Transition	13:55
Period 6	14:00
Afternoon break	14:45
Period 7	14:55
Transition	15:40
Period 8	15:45
Transition	16:30
Super Curriculum	16:35
End of the day	17:30

Saturday	
Registration in Dining Hall for all students	08:50
Academic Time	09:00-12:30
Lunch	12:30-13:30

Years 12 & 13

Monday-Friday	
Registration and announcements in Dining Hall for all students	08:00
Assembly/ST time	08:20
Form Time with Strategy Tutors	08:30
Transition	08:40
Period 1	08:45
Transition	09:30
Period 2	09:35
Morning break	10:20
Period 3	10:35
Transition	11:20
Period 4	11:25
Lunch	12:10
Period 5	13:10
Transition	13:55
Period 6	14:00
Afternoon break	14:45
Period 7	14:55
Transition	15:40
Period 8	15:45
Transition	16:30
Super Curriculum	16:35
End of the day	17:30

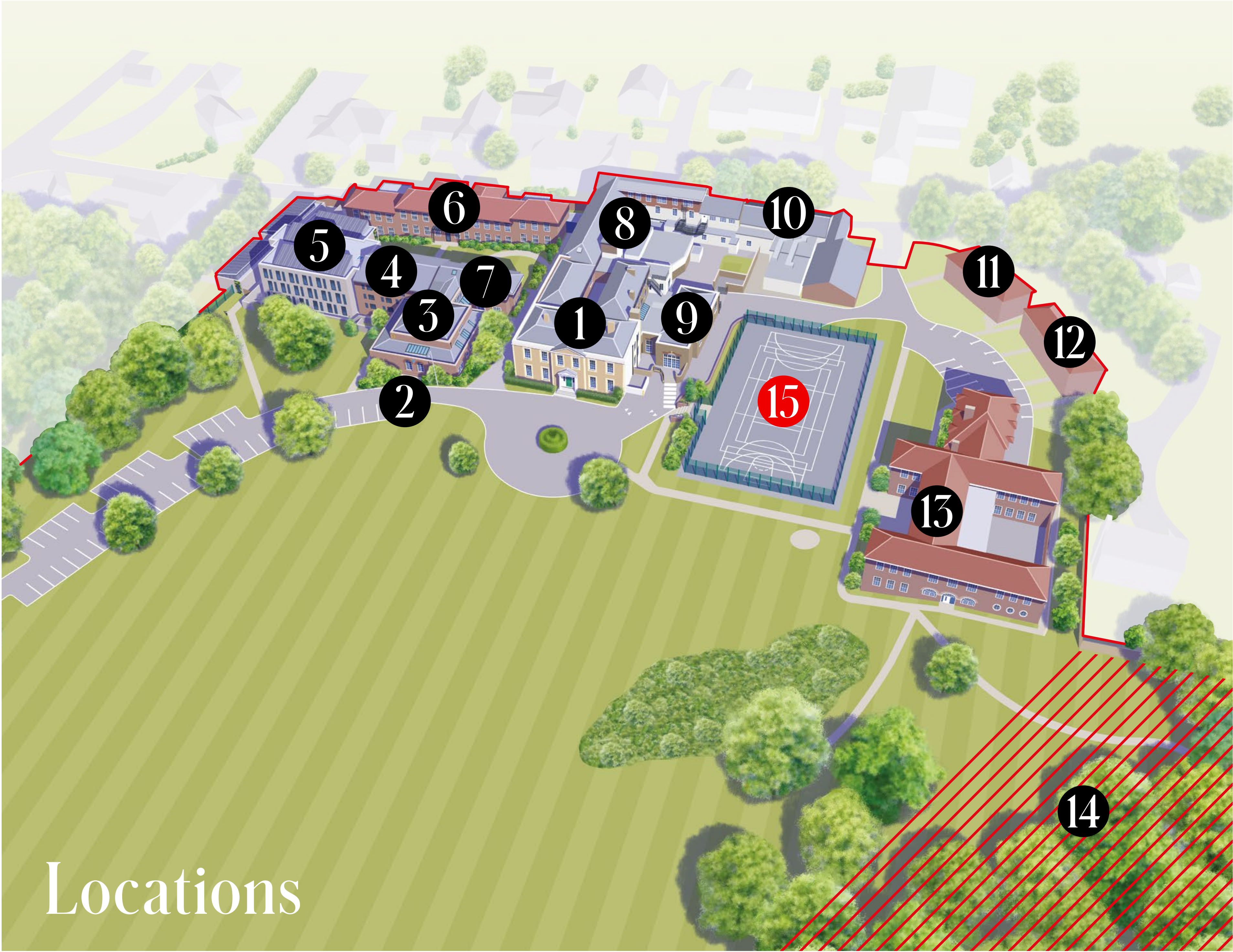
Saturday	
Registration in Dining Hall for all students	08:50
Academic Time	09:00-12:30
Lunch	12:30-13:30

Mealtimes

A diverse and healthy menu is available to Day and Boarding students.

Provision is made for students with special educational needs or disabilities, particular religious, dietary, language or cultural needs and students who wish to fast can make arrangements with the college.

LUNCH MAIN MEAL: Slow cooked beef meatballs in tomato sauce VEGETARIAN MEAL: Plant based balls in tomato sauce SIDES: Garlic bread, roasted seasonal vegetables, pasta THAI WOK BAR: Thai chicken dish DESSERT: Raspberry and lemon mousse	• Soup of the day with homemade bread • Jacket potatoes with baked beans • Plain pasta • Pasta sauce of the day • Salad bar
SUPPER MAIN MEAL: Teriyaki chicken VEGETARIAN MEAL: Mushroom teriyaki SIDES: Jasmine rice, stir fried vegetables THAI WOK BAR: Thai fish dish DESSERT: Chocolate cheesecake	• Soup of the day with homemade bread • Jacket potatoes with baked beans • Plain pasta • Pasta sauce of the day • Salad bar



1	Ovingdean Hall	Main reception & Classrooms
2	Kepler Building	Peacock learning resource centre
3	Pioneers Café	Located on the top floor of the Kepler Building
4	Gym	Ground floor of the Kepler Building, accessed from the rear entrance
5	Ainsworth House	Ainsworth Boarding House
6	Gilbert Building	Main teaching block & Science teaching block
7	Student Services & Medical Centre	Access through the side entrance to the Kepler Building
8	Ovingdean House	Ovingdean Boarding House
9	Pavilion Dining Hall	Access through the side entrance to the Kepler Building
10	Millennium Theatre	
11	Pryde Building	Staff Building
12	Roddick Building	Staff Building
13	Turing House	Turing Boarding House
14	Trim Trail	Out of bounds outside of school hours unless supervised by staff
15	Assembly Point	In the event of a fire alarm, assemble here

Student Complaints Process



Complete the online form available using this QR code,
or talk / write to your House Parent or Strategy Tutor
to **RAISE YOUR CONCERN**

Your House Parent, Head of Year or another member of staff
will **INVESTIGATE YOUR CONCERN**

Can your concern be resolved informally?

YES

Once your **CONCERN IS RESOLVED**, a record
will be made of the concern and resolution

NO

You will be invited to a **FORMAL MEETING** with the Director
of Boarding to listen to your concern and try to resolve it

Can your concern be resolved at the meeting?

NO

Should you wish to **APPEAL THE DECISION**, you can do so by
writing to the Deputy Principal Pastoral and Wellbeing so that
your appeal can be investigated

You will be invited to an **APPEAL MEETING** and notified of the
OUTCOME OF YOUR APPEAL in writing

Was your concern resolved via the appeals process?

NO

Unresolved concerns will be referred
to an external **INDEPENDENT PARTY**

YES

During the meeting, a **SOLUTION** to your concern will be agreed
along with an **ACTION PLAN** (with timescale) based on this
solution

Once your **CONCERN IS RESOLVED**, a record will be made of
the concern and resolution and there will be a **FOLLOW-UP
MEETING** to check on progress

YES

What are British Values?



- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Places of Worship

	Faith / Belief	Place of Worship	Location	Website
	Bahá'í Faith	Brighton & Hove Bahá'í Community	Brighton & Hove	Visit
	Buddhism	Brighton Buddhist Centre	Tichborne Street, Brighton	Visit
	Christianity (African-led / Pentecostal)	Redeemed Christian Church of God (RCCG)	Brighton & Hove	Visit
	Christianity (Anglican)	St Wulfran's Church	Ovingdean, Brighton	Visit
	Christianity (Anglican)	St Peter's Church	Brighton	Visit
	Hinduism	Shree Swaminarayan Mandir	Portslade, Brighton	Visit
	Islam	Brighton Mosque & Muslim Community Centre	150 Dyke Road, Brighton	Visit
	Judaism	Brighton & Hove Jewish Community Centre (BNJC)	Hove	Visit
	Orthodox Christianity	Greek Orthodox Church of the Holy Trinity	Hove	Visit
	Quakerism	Brighton Friends Meeting House	Ship Street, Brighton	Visit
	Sikhism	Gurdwara Singh Sabha Sussex	Hove	Visit

Academic LIFE

Your FUTURE Starts Here

At OIC Brighton, we believe that education is one of the most important investments you and your family will ever make. Our role is to ensure that every student leaves us not only with outstanding qualifications, but also with the knowledge, skills, confidence, and resilience to thrive in an ever-changing world.

Through small classes, expert teaching, and personalised academic support, we create an environment where students are challenged to think critically, work independently, and develop a genuine love of learning. Every student is encouraged to set ambitious goals and is supported every step of the way in achieving them.

As part of our international community, you will learn alongside students from around the world, gaining new perspectives and developing the cultural awareness, communication skills, and global outlook that universities and employers increasingly value. These experiences help prepare students not just for their next destination, but for success in a connected and diverse global society.

Our commitment to your future extends far beyond examination results. Through university guidance, careers support, enrichment opportunities, competitions, leadership experiences, and the Super Curriculum, students are encouraged to explore their interests, discover new possibilities, and make informed decisions about their future pathways.

The outcomes achieved by our students demonstrate the value of this approach. Students secure offers from leading universities across the UK and internationally, including highly competitive destinations such as the University of Cambridge, Oxford, LSE, UCL, Imperial College London, King's College London, Warwick, Durham and many other top-ranked institutions. Offers span a wide range of disciplines including Medicine, Engineering, Computer Science, Business, Economics, Law, Architecture, Psychology, and the Biomedical Sciences. Our Year 13 students have received impressive offers across Russell Group, G5 and internationally recognised universities.

For families, this provides reassurance that an OIC Brighton education delivers genuine long-term value: exceptional teaching, personalised support, access to world-class opportunities, and a clear pathway towards ambitious university and career destinations. Most importantly, it equips students with the confidence and capability to shape successful and fulfilling futures of their own.



Christine Yabsley-Gavin
Director of Academic



Adrian Price
Head of Teaching and Learning



Our Academic Programmes and Curriculum overview

Y9 CURRICULUM

All Year 9 students take mandatory classes which include core subjects (Maths, English, Sciences, Global Perspectives and the Project Qualification (PQ), 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 (London Academy of Music & Dramatic Art).



YEAR 10 AND YEAR 11 (TWO-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 coursework or practical component as part of the assessment; this varies by subject.

Year 10 and 11 students will take weekly SCITS (Standardised, Cumulative, Information Tests). 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 (London Academy of Music & Dramatic Art); Global Perspectives; an IGCSE in their own language and a PQ (Project Qualification).



ONE YEAR GCSE PROGRAMME

Students typically take 5 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).

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 (London Academy of Music & Dramatic Art); an IGCSE in their own language and a PQ (Project Qualification).



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: Global Perspectives, IELTS (International English Language Testing System), Duke of Edinburgh, LAMDA (London Academy of Music & Dramatic Art), an AS and/or A Level in their own language, university entry papers and the EPQ (Extended Project Qualification).

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 one-to-one 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.

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 hours of 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 students 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 peer-assessment.



Academic policies and expectations

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 questions, 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.

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 information directly 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 part of learning as it helps you to have a richer understanding! We also understand the benefits that 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.

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 Director of Academics. 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 time 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.



PASTORAL / 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 their journey.

Our Vice Principal, Heads of Year, Director 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 Curriculum programme, with dedicated weekly sessions that promote mental and physical health in addition to those valuable, global life skills.

BRIGHTON



Like everything else we do, our five ways to wellbeing at OICB are based on data and the internationally renowned New Economics Foundation Model.

We’ve embedded our ROCKS programme into daily life on campus.

RELATE	We encourage one another and create opportunities for social connections.
OBSERVE	We take time to notice our surroundings, taking a break from technology.
CARE	We give time to others, raise money for charity and are involved in our local community.
KEEP LEARNING	We learn new skills and develop professionally.
STAY ACTIVE	We take advantage of our surroundings to exercise.

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

Medical Provision



CLAIRE SWIFT – COLLEGE NURSE

Claire is an RGN (Registered General Nurse), qualified in 2007 at Brighton University. Claire has a range of work experience, including working as an orthopaedic nurse (including dental), gynaecology, digestive disease and ophthalmology. She has also worked in a GP practice. Although born in Brighton, Claire has lived in Saudi Arabia and Scotland, travelling with her husband while he was in the RAF. Outside work, family is important to Claire, with 2 children and 3 granddaughters.

Claire is available Monday to Friday from 08:00 - 16.00 at the fully equipped Medical Centre or through staff for minor ailments (coughs, colds, cuts etc.) and a range of over-the-counter medication and first aid equipment. She can arrange GP and hospital appointments as required.

We do not allow students to keep paracetamol, ibuprofen etc. in their rooms as it is important that we are able to monitor their health and also to ensure safety for other students. Students may access these through Claire or, in her absence, through House staff. Please be assured that as a nurse, parent and grandparent, Claire is here to care for and support your child’s health needs.

Claire Swift	Medical@oicbrighton.com	
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Subject: Medical information updates

Dear Parents/Guardians,

We hope you had a wonderful Spring holiday. We really appreciate working so closely with families to ensure we provide continuity of care for your child at College. Parents and Guardians play a key role in this and can support College by ensuring:

- The College Nurse is fully informed if your child has stopped, is currently taking or has changed medication.
- Students hand in ALL MEDICATION, prescription or otherwise, to staff as soon as they return on site for Nurse Claire to check.
- All medication must be handed in by students and cannot be stored in bedrooms until checked and approved by the College Nurse.
- All medical treatment updates are shared with the College Nurse so we can keep accurate records and ensure care plans are in place; this includes dental treatment, vaccinations, hospital visits, medical procedures, and mental health consultations.

As a boarding school, we must follow robust procedures from the UK Royal Pharmaceutical Society regarding the storage and administration of medication to keep everyone safe. We must avoid the possibility that a student possesses or takes any medication we are not aware of.

We take students’ health and wellbeing seriously and are very well resourced with an onsite Registered Nurse and Counsellor to support students, in addition to the boarding and pastoral teams. We are very happy to arrange an online meeting to discuss any health-related concerns or matters.

Thank you for keeping us informed about any updates relating to your child’s health and wellbeing by emailing medical@oicbrighton.com

Best wishes,

Tom Leighton
Director of Boarding

10 sleep tips for teens



1 Only use your bed for sleep. Don't lie on your bed outside sleep times



2 Try to go to bed and get up at about the same time every day



3 Don't consume caffeinated drinks after 2pm



4 Eat at least two hours before bed



5 Have a relaxing pre-bed routine. Clear your thoughts, meditate



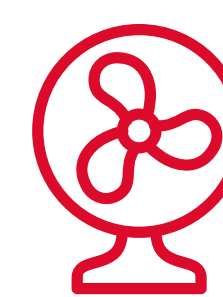
6 Take a hot bath or shower (more than 20 minutes before bedtime)



7 Try drinking a milky drink or chamomile tea before bed



8 Make your bedroom a quiet place



9 Make sure your bedroom is not too hot



10 Turn your computer off. Leave your phone out of the bedroom

WOOLCOCK
LEADERS IN BREATHING & SLEEP RESEARCH



Dr Chris Seton, Paediatric and Adolescent Sleep Physician
www.woolcock.org.au

Counselling Support



CLARE CONNELLY – HUMANISTIC COUNSELLOR

Clare is a qualified Humanistic Counsellor with a Diploma from Wealden Psychology Institute. In addition, Clare gained a Level 5 Certificate in Counselling Children and Young People with LRS Training in October 2023. She has a first-class honours degree in English Literature from Sheffield University and a Postgraduate Certificate in Secondary Education. Clare has been an English, Drama, Art and Media teacher and taught in secondary schools for over 15 years before becoming a therapist.

Since training as a counsellor, Clare has been a Bereavement Support worker for Momentum Children’s Charity and she has worked with adult clients within Kent and Sussex hospices, where she offered therapeutic support to patients, carers and bereaved family members.

Recently, Clare has worked with children aged 6–18 who have experience of someone in their family with a serious illness or who are bereaved at St. Wilfrid’s Hospice, Eastbourne, as the Seahorse Project Co-ordinator. She has also worked for Your Space Therapy, a local non-profit organisation, offering creative therapy in local schools in East and West Sussex.

Clare is the lead College Counsellor at Oxford International College Brighton and works Monday to Friday with students who need emotional and wellbeing support. The support is student-led and can involve creative, therapeutic activities, mind-maps, mapping activities and emotion-cards. Individuals can choose to have up to twelve sessions, with some students being offered longer-term work. Clare works alongside the College SENCo, College Nurse and the wider Pastoral Team to offer support and action-planning for students who are struggling with their mental health as well as signposting to external organisations. In addition, she is able to offer sign-posting and advice around the social, emotional and mental health needs of OIC Brighton students to parents and staff and external professionals as required.

Clare Connelly	Counselling@oicbrighton.com	
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Independent Person (Advocate)



DIANA WOOLDRIDGE

If you would like to talk to someone outside the College about any of your worries or concerns, you can ring the Independent Person for OIC Brighton.

Diana Wooldridge	+44 (0)7860 353514
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Call us free, Monday - Friday 09:00 - 17:00

0800 528 0731



Living away from home,
including in a boarding school

need help?

We offer support and advice if:
You're not getting the right support
/ You don't feel heard
/ You feel unsafe

help.team@childrenscommissioner.gov.uk



Safeguarding and Student Services

Safeguarding

INTRODUCTION FROM THE DESIGNATED SAFEGUARDING LEAD

At OIC Brighton, the safety, wellbeing, and happiness of every student is our highest priority. As the Designated Safeguarding Lead (DSL), my role is to ensure that all students feel safe, supported, and listened to throughout their time here.

We understand that life can sometimes be challenging, and that young people and their families may need help navigating difficult situations. Whether you’re experiencing changes at home, struggling with your mental health, feeling overwhelmed, or just need someone to talk to, we are here to help. No concern is ever too small.

Working closely with students, parents, guardians and a wide range of professionals, we aim to provide the right support at the right time. We also act as a link between home, College, and external agencies, making sure families can access additional support when needed. Where appropriate, we can signpost you to local services and organisations across Brighton & Hove for specialist advice and support.

Any concerns raised with us are treated with sensitivity, confidentiality, and respect. We know that every student and family can face difficult times, and we’re here to offer guidance—whether it’s about behaviour, family changes, bereavement, mental health, or any worries about a child’s safety.

We also work closely with College staff and safeguarding partners across Brighton & Hove to create a safe, inclusive, and supportive environment where every young person can thrive, learn, and succeed.

Please don’t hesitate to reach out if you have a concern about yourself, your child, or someone else. Together, we can ensure every student feels safe, valued, and empowered.

MEET THE SAFEGUARDING TEAM:



**Designated
Safeguarding Lead**
Mr Jonno Melia
DSL@oicbrighton.com



**Deputy Designated
Safeguarding Lead**
Liz Free
AcademicDSL@oicbrighton.com



**Deputy Designated
Safeguarding Lead**
Tom Leighton
BoardingDSL@oicbrighton.com



**Deputy Designated
Safeguarding Lead**
Sumayyah Betaieb
BoardingDSL@oicbrighton.com

THE NSPCC AND EXTERNAL SUPPORT

The NSPCC provides 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 NSPCC runs a dedicated helpline in relation to sexual harassment/sexual abuse: 0800 136 663 or you can email 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.

HEALTH CENTRE

The College has a fully equipped medical centre on campus where the College nurse is available to support students during the college day. The College Nurse is Claire Swift who is also on the Safeguarding Team. In the evenings and at 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 a short drive away and has a full Accident and Emergency Department.

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 a 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.

SUPER Curriculum

The Super Curriculum Programme

The Super Curriculum 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 CAMPUS

Global Campus by Nord Anglia Education is more than just an online learning platform; it is a gateway to global citizenship, personal growth, and real-world impact. Designed to connect students across borders, it offers a unique opportunity to collaborate with peers worldwide, engage with thought leaders from institutions like MIT, and tackle challenges that matter to our planet.

At the heart of Global Campus is a commitment to developing the six Cs – the core competencies that prepare students to thrive in a rapidly changing world:

- **Critical Thinking** – Analyse, evaluate, and solve problems with clarity and confidence.
- **Curiosity** – Explore new ideas and ask bold questions about the world around you.
- **Creativity** – Innovate and express yourself through diverse projects and challenges.
- **Compassion** – Understand others, embrace diversity, and act with empathy.
- **Commitment** – Set goals, persevere, and make a lasting impact through purposeful action.
- **Collaboration** – Work together across cultures and disciplines to build solutions that matter.

Through interactive global challenges, sustainability initiatives, and expert-led experiences, students don't just learn - they lead.

They connect with the planet, with each other, and with themselves, discovering their voice and their power to make a difference.

Global Campus is where learning meets purpose. It's where students become changemakers.



Scan the QR code
to watch a video
about our
Super Curriculum
programme or [click here](#)

Super Curriculum Sample Timetable*

A AMBITION	B BELONGING	C CURIOSITY	LUNCH CLUBS	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GCSE & A Level Psychology Clinic Y12-13 Colin Murphy Art Club Y9-13 Catherine Meheu and Daniel Munoz Basketball Y9-13 Five Star Basketball (ext) Debating, Public Speaking and MUN Y10-13 Zahida Shahab Biology Revision Club Y9-13 Cornelius Ng Yoga Y9-13 Joy Zhou	Brighton and Hove Football Y9-13 B&H Albion (ext) Law Society Y9-13 Tom Spencer Music Club Y9-13 Jamie O'Connor Business/Economics Review Club Y11-13 Adrian Price Physics Revision Y9-13 David Austin Netball Y9-13 Olivia Corley Table Tennis Y9-13 Phil Clare	Tennis Y9-13 Parisa Nejad Chess Y9-13 Greg Emans LAMDA (London Academy of Music and Dramatic Arts) Y9-13 Anna Landi Biology Ambition Club Y9-13 Fran Warren 5-A-Side Football Y9-11 Rob Brown	CAREER PATHWAYS	
Mindful Stitching Society: A Club for Calm and Creativity Y9-13 Gemma Hannan	Eco School Y9-13 Anthony Evans Gardening Club Y9-13 Christine Yabsley-Gavin	Diversity and Inclusion Club Y9-13 Olivia Corley and Abigail Young		
Duke of Edinburgh Training Y9-13 Lucy Stanton Chinese Writing Practice Y11-13 Xing Luo Maths Enrichment Y11-13 Fabrizio Brienza	AI and Research Club Y11-13 Parisa Nejad Chemistry Revision Club Y9-13 Bartle Mui Philosophy Club Y12-13 Tess St Clair-Ford Russian 'Level Up' Y9-13 Veronika Razhanets	Current Affairs Y9-13 Guy Birks Rocketry Club Y9-13 Gary Newport Board and Card Game Club Y9-13 Nicholas Gibson Chinese Calligraphy Y9-13 Joy Zhou Golf Y9-13 Aaron Eckhoff		
Knitting Louisa Byrne	Music Practice Jamie O'Connor	Crochet For Good Anjola Ajisebutu		
LAMDA (London Academy of Music and Dramatic Arts) Anna Landi Duke of Edinburgh Drop In Lucy Stanton	Choir Katie Slaymaker			
				

* New timetables will be released at the beginning of each term.



Global Campus

2026–2027 – EVENTS OPEN TO ALL STUDENTS

GLOBAL STEAM CHALLENGES (MIT COLLABORATION)

- **When:** Throughout the academic year.
- **Who:** All students (age-appropriate tasks).
- **What:** Students engage in hands-on challenges inspired by MIT (Massachusetts Institute of Technology), exploring real-world problems in science, technology, engineering, arts, and mathematics.
- **Why it matters:** Builds critical thinking, creativity, and collaboration.

UNICEF GLOBAL CHALLENGE

- **When:** Ongoing.
- **Who:** All students.
- **What:** Students work on projects aligned with the UN Sustainable Development Goals, such as climate action, clean water, and education for all.
- **Why it matters:** Encourages compassion, commitment, and global awareness.

GLOBAL DEBATES & MODEL UNITED NATIONS

- **When:** Scheduled throughout the year.
- **Who:** Middle and senior students.
- **What:** Students participate in structured debates and simulations of international diplomacy.
- **Why it matters:** Develops critical thinking, curiosity, and collaboration.

VIRTUAL EXCHANGE PROJECTS

- **When:** Rolling enrolment.
- **Who:** All students.
- **What:** Students collaborate with peers from other NAE schools on cultural, environmental, and innovation-focused projects.
- **Why it matters:** Builds global perspective, teamwork, and empathy.

CREATIVE WRITING AND ART COMPETITIONS

- **When:** Seasonal (Autumn, Spring, Summer).
- **Who:** All students.
- **What:** Submit original stories, poems, or artworks on global themes.
- **Why it matters:** Encourages creativity, self-reflection, and expression.

GC EVENTS RUNNING FROM SEPTEMBER:

Art club competitions	Writing competitions
International film festival	Debating competitions
Sustainable Development Goal projects	Wellbeing challenges
MIT challenges	Chess competitions
STEAM club competitions	Coding courses
Eco Schools challenges	International days
Pen Pals	Expert talks
Book Club	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 Curriculum team and then we can see how we can best support them to get their society up and running.

Project Qualifications

The Project Qualification is an excellent opportunity to develop your independent research skills whilst pursuing a topic of personal interest.

We offer all three levels of AQA Project Qualifications at OICB. Each qualification follows a taught course at OICB, which is compulsory, and guides you through:

- How to identify a topic and enquiry question.
- How to plan your project.
- The best ways to carry out research, monitor your project plan, and create a project outcome (e.g. an essay, research report, or an artefact with a short written report).
- How to prepare and deliver a presentation about your project.

Everyone completes a Production Log that records your journey through the Project Qualification, creates an outcome, submits a piece of writing and carries out a presentation.

Level 1 Project Qualification: completed in Year 9 as part of the core curriculum, and submitted when students are in Year 10 at OICB.

Higher Project Qualification (HPQ): completed in Year 10 and Year 11 Two Year GCSE as part of the core curriculum; submitted when students are in Year 11 at OICB.

Extended Project Qualification (EPQ): studied in Year 12 and Year 13 as an optional course; submitted in Year 13 along with completion of A Levels.

You will either have a class teacher who acts as your supervisor (Level 1 and Higher Project Qualification), or you will be allocated a supervisor from the College team (EPQ). They might not be a specialist in your subject area but that does not matter - in fact, AQA recommends that you do not have a subject specialist, as the project is to be entirely your own work! Your supervisor will meet with you regularly to discuss your work.

We do not accept projects that have had the support of a paid tutor or have been produced using Artificial Intelligence. If the College does not feel that the work is entirely your own, we are not able to submit your Project for examination.



Global Perspectives

Understanding the world from many different angles and perspectives is essential as we seek to think through solutions for big issues societies grapple with. These issues require us to be able to respond in a creative, ethical and informed way, drawing together different ideas, skills and knowledge from the different academic subjects we study. Global Perspectives is an exciting course that enables you to begin to think in this multi-disciplinary way, and we are committed to this subject being one of the core offerings at OICB.

In Year 9 and in Year 10-11 of the Two Year GCSE programme, you will follow a course of Global Perspectives leading to a GCSE qualification. This includes group projects, individual research projects and an examination.

We also offer Global Perspectives A Level as an option for students to complete across Year 12 and Year 13. This can be taken in conjunction with the EPQ and also includes a group project, individual research project and an examination. At A Level, you are able to specialise your work according to your chosen career pathway.

UCAS, University and Career Support

Thinking ahead to your possible career and university courses is one of the best things that you can do as a young person! It helps you to make sense of the hard work you will complete at GCSE and A Level, as well as giving you something exciting to focus on that is personal to you.

At OICB, we are keen that you have the opportunity to explore lots of different options that are available to you, help you to match your skills and interests to the best university course and, potentially, career area, and support you in finding the opportunities that will help you to prepare for this. You will be able to choose your career pathway and follow guided Super Curriculum and Careers talks during your time at OICB. We also arrange visits to different universities, as well as bring in universities and professionals to speak to you about opportunities, university courses and careers.

You must attend all of the Careers Sessions that are arranged for you - sometimes these are in the timetabled day, and sometimes these take place in the Super Curriculum - and you should always have a MOOC (online course) that you are completing.

We use Unifrog as a platform for you to explore different careers and university courses, and to record the activities that you complete as part of your university preparation. Your Strategy Tutor will have regular catch-up meetings with you to discuss your plans and to give you guidance, and we regularly bring in independent careers advisors for you to chat with as well.

When you move into Year 12, the amount of university preparation and guidance increases and you will have more opportunity to practice interview techniques, experience university assessment preparation and receive tailored guidance on university applications. We support students in applying to universities around the world; however, we always expect you to apply to UK universities as well through UCAS so that you maximise the choices available to you.

Student Voice

Student Voice is very important and we support students to have a say through student 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.

House meetings take place each week to discuss important updates and social activities, and to encourage student feedback. The College Council meets weekly to review wider strategic matters where students can make a direct impact on shaping their College experience.

IMPACT OF STUDENT VOICE 2025-2026

You said, we did:

- Reviewed and updated weekend activities schedule.
- Wellbeing Wednesday – evening leave into Brighton.
- Student choices directly input into evening menu.
- Christmas formal, Halloween and Nigerian Day of Independence celebrations.
- Review of Enrichment week programme for February 2026.
- Review of Hustings process for Student Leaders 2026-2027.
- May Bank Holiday Monday water sports – student bonding day.
- Review and extended leave on weekends.
- Review of access to electronic devices overnight to support studies.
- Student Vote on Takeaway Timings.
- Go Karting trip, Pug Café trip, house meal trips.
- Review of venue for volleyball club.
- Community car wash June 2026 which raised £329 for the Ovingdean Community Defibrillator.
- Reviewed and updated Statement of Boarding Principles and Practice June 2026.



Jonathan (Head Student)



Su (Head Student)

Appendices & Useful Documents

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.
- 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 college day and refraining from wearing headphones in and around the College.
- Be punctual to all college 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 carefully to the teacher and avoid disrupting the learning of others.

AROUND THE COLLEGE I WILL NOT:

- ✗ Chew gum or consume energy drinks.
- ✗ Take any food or drink (other than water) into classrooms.

OUTSIDE OF THE COLLEGE I WILL:

- Be an ambassador for the College, behaving at all times as a good representative of OIC Brighton.
- Behave in accordance with all UK or relevant laws.
- Adhere to the guidelines for 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.

The Acceptable Use Policy Agreement

VISION

At OIC Brighton, we believe that digital technologies can be used to help you to enhance your learning. We want you to be able to employ digital technologies safely, effectively and ethically.

DIGITAL TECHNOLOGIES

This agreement includes all devices and data connected to the College network or brought onto the College campus and boarding houses. Examples of what we mean by this include:

- Any personal devices that you bring with you to College or on College trips under the College's Bring Your Own Device agreement (for example smartphones, laptops and tablets).
- College devices, whether you use them on or off-site. For example: desktop PCs, laptops, tablets, video cameras, mobile phones.
- Data on the college's network. For example SharePoint, Microsoft Teams, your Office 365 account including Outlook, any other websites or apps used on the college's network.
- Any portable storage devices, hard drives you bring with you to college or on college trips.
- The College's Wi-Fi and your college email account.

USE OF DIGITAL TECHNOLOGIES

The agreement sets out the expectations of students with regard to the use of digital technologies. By accepting this agreement you agree to the following statements:

- I will use Digital Technologies (including AI) appropriately and safely.
- I will only access the College systems and networks (including Wi-Fi) with my own username and password.
- I will not share my own or another student's name, location or other personal information with anyone or on any platform outside of those governed by the College.
- I will create a secure password that I will not share with anyone else.
- I will communicate with others respectfully. This means I will use appropriate language and ensure that my digital activity does not hurt, upset or offend anyone else.
- I will report any concerns, misuse or inappropriate material I come across to a member of staff.
- I will ask permission from a teacher before making or using any recordings of other students, visitors or staff (whether photographic, audio or video).
- I will not upload any school resources, information, recordings, or work of others outside the school network without seeking permission from a member of staff (for example on social media or any other website.)
- I will not use Digital Technology (including AI) in a sexually inappropriate way.
I will not share any sexually inappropriate images.

I understand if I do that my parents and guardian will be contacted and the behaviour policy will apply.

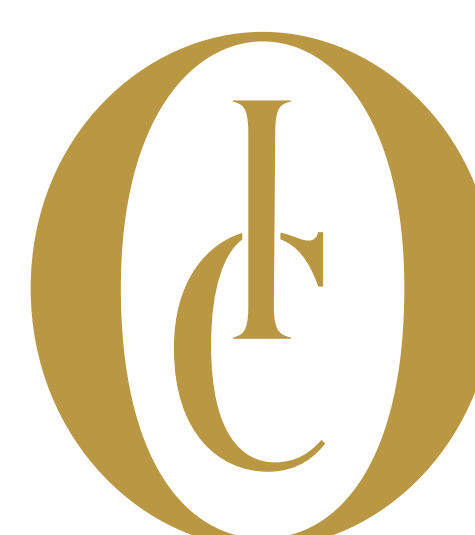
- I will use Digital Technology in lessons solely for the task instructed by my teacher.
- I will ensure that my online activity, both on and off-site, doesn't bring the College into disrepute.
- I will not seek to bypass any of the College network's security systems (e.g. using VPNs, proxy servers, or attempting to hack other users' passwords).
- I will not bring any devices to college that may already have harmful content downloaded on them.
- I will not use 3G, 4G and 5G to download harmful content that will bypass the school's filtering and monitoring systems.
- I will not use any VPNs on site to bypass the school's network.
- I will make sure that if my laptop needs repairing, hardware or software, I will speak with the manufacturer / insurance or warranty companies to make sure it is rectified as soon as possible.
- I will not make any attempt at 'gaming' in any lesson. If I do, I understand my device will be confiscated, my parents will be contacted and I will receive an appropriate sanction.
- I will respect the copyright of College material.
- I will not arrange to meet with anyone I do not know offline that I have communicated with online.
- I understand that the College monitors the use of digital technologies by all users.
- I understand that if I access any inappropriate websites or content whilst at College, this will be flagged to a member of the Safeguarding team and will lead to a discussion with a member of staff.
- I understand that if I break this agreement, sanctions may be applied and my parents and guardians will be contacted.

I have read, understood, and agree to OIC Brighton's Acceptable Use Policy Agreement:

Name _____

Year Group _____

Signature



**OXFORD
International
College
Brighton**

A NORD ANGLIA EDUCATION SCHOOL

Oxford International College Brighton

Mobile Phone and Personal Devices Policy

POLICY INTENDED FOR: Students
CATEGORY: Pastoral Care and Student Welfare
POLICY IMPLEMENTED BY: Deputy Principal Pastoral
REVIEWED BY: Deputy Principal Pastoral
REVIEWED DATE: June 2026
NEXT REVIEW: June 2027

MOBILE PHONES AND PERSONAL DEVICES

Oxford International College (OIC) Brighton recognises both the benefits and risks associated with mobile phones and personal smart devices. Whilst technology can support communication, organisation and learning, unrestricted use of mobile phones can also create distraction, reduce face-to-face interaction, negatively affect wellbeing and present safeguarding concerns.

The College is committed to maintaining a calm, purposeful and respectful learning environment. In line with current UK Government guidance on mobile phones in schools, OIC Brighton operates a largely phone-free environment by default during the College day. This includes lessons, movement between lessons, break times and lunchtimes, particularly for students in Years 9 to 11.

Limited exceptions are permitted only where they are age-appropriate, proportionate and clearly supervised by time, location and purpose. These include specific arrangements for sixth form students, boarding students, medical or reasonable adjustment needs, and urgent safeguarding or operational circumstances. Any permitted use remains subject to this policy, the Acceptable Use Policy and the Promoting Good Behaviour Policy.

The aims of this policy are:

- To promote high standards of focus, conduct and academic engagement.
- To reduce distraction caused by notifications, messaging and social media.
- To encourage healthy relationships and positive face-to-face communication.
- To support safeguarding and online safety.
- To provide clear and consistent expectations for students, staff and parents.
- To recognise the legitimate communication needs of boarders and international families.

DEFINITION OF PERSONAL DEVICE

For the purposes of this policy, personal devices include:

- Mobile phones and smartphones.
- Smartwatches capable of messaging, calls or internet access.
- Tablets and similar connected devices.
- Earbuds or headphones where linked to phone use.
- Any other or future equivalent personal communication technology.

PRINCIPLES

- Students may bring mobile phones to College at their own risk.
- Devices remain the responsibility of the owner at all times.
- The College cannot accept responsibility for loss, theft or accidental damage unless caused by proven negligence.
- Phones must never be used to bully, intimidate, harass, film or photograph others without permission.
- Phones must not be used in toilets, changing areas, medical rooms or other private spaces.
- During examinations, phones are strictly prohibited unless specifically authorised.
- Students must comply promptly with any reasonable staff instruction regarding use or storage of devices.

COLLEGE DAY EXPECTATIONS

Unless specifically permitted below, the College campus is largely phone-free from 8.20am to 5.30pm Monday to Friday, and from 8.20am to 12.30pm on Saturdays where applicable. Phone-free means that personal devices must not be used, seen or heard during the College day, including during lessons, movement between lessons, break times and lunchtimes, unless a specific exception has been authorised.

YEARS 9 TO 11

For students in Years 9 to 11, the College day is largely phone-free by default throughout the full school day, including break times and lunchtimes.

Boarding Students:

- May collect phones from boarding staff from 7.30am for brief family communication and breakfast use.
- Must hand phones back to boarding staff between 8.10am and 8.20am.
- Phones will be stored securely by boarding staff until the end of the College day or the end of formal College commitments.
- May collect phones from boarding staff at the end of the College day in accordance with boarding routines.
- Phones are also handed in overnight in accordance with boarding routines.
- Boarding students will be able to contact parents and families in private at a suitable time for both parties, taking account of time zone differences and boarding routines.

Day Students:

- Must hand phones in at Student Services between 8.10am and 8.20am.
- Phones may be collected between 4.30pm and 5.30pm when leaving College.
- Students who remain on campus after collecting a phone must keep it out of use unless expressly authorised.

SIXTH FORM (YEARS 12 AND 13)

Sixth form students are expected to demonstrate maturity and model positive standards for younger students. Sixth form access to phones is a limited exception to the phone-free default. It is permitted only at specified times and in the designated sixth form area, and it remains subject to this policy, the Acceptable Use Policy and the Promoting Good Behaviour Policy.

Boarding Students:

- Should leave phones in boarding rooms during lessons, movement between lessons, break times and formal College commitments.
- May use phones only during lunchtime in the designated sixth form area, unless a specific exception has been authorised.
- May access phones outside this arrangement only where agreed with boarding or pastoral staff, for example for family contact across time zones, medical reasons or a safeguarding concern.

Day Students:

- Should store phones in lockers during lessons, movement between lessons, break times and formal College commitments.
- May use phones only during lunchtime in the designated sixth form area, unless a specific exception has been authorised.

ALL SIXTH FORM STUDENTS:

- Must not use phones in view of younger students during the College day.
- Must not use phones in the canteen or mixed-age communal areas during the College day.
- Must comply immediately with any staff instruction regarding appropriate use.

DESIGNATED AREAS

The Ainsworth Common Room and Turing Common Room are the designated phone-use areas for sixth form students during specified permitted times and for specific exceptions only. Other communal areas, including mixed-age common rooms, corridors, classrooms, the dining room and outdoor spaces, remain largely phone-free unless expressly authorised.

TRIPS, RESIDENTIALS AND TRAVEL

This policy also applies to College trips, residential activities, College transport, travel during the College day and activities outside the normal school day, unless the member of staff leading the activity sets a different arrangement in advance.

- Trip leaders, boarding staff or supervising staff will explain any trip-specific arrangements, including when phones may be used for travel, safety, logistics or family contact.
- Students must follow staff instructions about when phones are stored, switched off or permitted.
- Phones must never be used to photograph, film or record others without permission, or in toilets, changing areas, bedrooms, medical rooms or other private spaces.
- Where phones are permitted for travel or residential purposes, use must remain proportionate, respectful and consistent with this policy and the Acceptable Use Policy.

CONTACTING HOME DURING THE DAY

Students needing to contact home during restricted hours should report to Student Services or Main Reception, where reasonable support will be provided. Parents and guardians should contact Main Reception for daytime communication and urgent messages rather than contacting students directly.

Students, including students, must always be able to seek help or report online harm. Where access to a device is needed to support reporting a concern, staff will facilitate proportionate access as appropriate.

FILTERING AND MONITORING

The College uses appropriate filtering and monitoring systems in accordance with safeguarding duties and Keeping Children Safe in Education. Filtering and monitoring arrangements are reviewed regularly by the College.

This may include:

- Restriction of social media during the teaching day.
- Restriction of gaming sites during study hours.
- Age-appropriate differentiated access.
- Monitoring of College network usage.

Students must not attempt to bypass College filtering systems, including through VPN use or alternative networks.

SAFEGUARDING AND ONLINE SAFETY

Misuse of mobile phones may constitute a safeguarding concern. This includes, but is not limited to:

- Cyberbullying.
- Sharing indecent, offensive or harmful material.
- Harassment or intimidation.
- Sexting or image-based abuse.
- Online exploitation or coercion.
- Accessing extremist or harmful content.

Any concern should be reported immediately to a member of staff, House Parent, Head of Boarding or the Designated Safeguarding Lead.

SANCTIONS AND CONFISCATION

Where students breach this policy, sanctions will be applied in line with the Promoting Good Behaviour Policy. These may include:

- Reminder or warning.
- Confiscation until the end of the day.
- Confiscation for a longer fixed period.
- Parent collection of the device.
- Reflection or behaviour points.
- Loss of privileges.
- Boarding restrictions.
- Further disciplinary action for repeated or serious breaches.

Lawful confiscation will be handled in line with school powers and procedures. Refusal to hand over a phone, dishonesty, concealment or repeated non-compliance will be treated seriously.

REASONABLE ADJUSTMENTS

The College recognises that some students, including students with disabilities, SEND, medical conditions or exceptional personal circumstances, may require specific arrangements. Any adjustment should be agreed in advance with senior pastoral staff and, where relevant, the SEND, medical or boarding team.

Adjustments will be considered case by case and should be proportionate, limited to the identified need and regularly reviewed. They will normally provide the minimum level of device access necessary while maintaining the College's phone-free default.

PARENTS AND GUARDIANS

The College will publish and explain this policy to parents and guardians, including the reasons for the approach and the sanctions that may apply. Parent and guardian feedback will be considered as part of the policy review process.

Parents and guardians are asked to support the College by:

- Contacting Main Reception for urgent daytime messages.
- Reinforcing healthy digital habits at home.
- Supporting sanctions where expectations have not been met.

THE ROLE OF STAFF

Staff are expected to model the standards set out in this policy. Staff should not use personal mobile phones in front of students except where operationally necessary, for example for urgent safeguarding, medical, duty or emergency communication.

Where operational use is necessary, staff should use devices discreetly and should avoid normalising personal phone use in student areas. Staff should use College systems and devices wherever possible.

STUDENT COMMUNICATION AND INDUCTION

The expectations in this policy will be explained to students at induction, at the start of term and at appropriate intervals during the year. Students will be reminded of the reasons for the policy, the importance of respectful digital conduct and the sanctions that may apply where expectations are not met.

Students may raise practical questions or feedback about the operation of the policy through their House Parent, Strategy Tutor, Head of Year or senior pastoral staff.

RECORDING AND REVIEW

Serious breaches, safeguarding concerns or repeated misconduct may be recorded on appropriate College systems. This policy will be reviewed annually, or earlier if operational experience or statutory guidance requires.

ACCEPTABLE USE POLICY

This Mobile Phones and Personal Devices Policy should be read alongside the College Acceptable Use Policy, which applies to all digital technologies, networks and online behaviour, and operates alongside the Promoting Good Behaviour Policy as part of the College's behaviour expectations.

Where students are permitted to possess or use a mobile phone or personal device, they remain subject to the expectations set out in the Acceptable Use Policy. This includes, but is not limited to:

- Respectful and appropriate online communication.
- No cyberbullying, harassment or intimidation.
- No unauthorised photography, audio or video recording.
- No attempts to bypass College filtering or monitoring systems, including VPN use.
- No access to inappropriate, harmful or unlawful content.
- Appropriate use of AI, digital platforms and College systems.
- Protection of passwords, accounts and personal data.

Any misuse involving digital conduct may be addressed under both this policy and the Acceptable Use Policy, in addition to the College behaviour and safeguarding procedures.

OTHER RELATED POLICIES

- Promoting Good Behaviour Policy.
- Safeguarding and Child Protection Policy.
- Online Safety / Acceptable Use Policy.
- Boarding Handbook.
- Examinations Policy.

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 your 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 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.

DAY WEAR

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. NO Crocs, sliders or flip flops.

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

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 offence.

The following items are not suitable during the College day:

- Crocs, sliders or flip flops.
- 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.

Computer hardware usage guidance

Dear Parents,

As a future-thinking college, IT literacy and digital awareness is hugely valued at OIC Brighton. As such, we will be operating a 'Bring Your Own Device' (BYOD) policy across the college. This means that students bring their own computing device to college, which they can connect to the college's Wi-Fi to take part in college work and activities.

We issue students with a 'Microsoft 365' account that grants students full access to Microsoft's productivity suite, including: Word, PowerPoint, Excel, OneNote, Teams, Outlook, and OneDrive. Our Microsoft license allows students to use either the cloud-based version of this suite operating in a browser window, or to download the full desktop suite, granting them the full functionality of the desktop applications. Microsoft 365 is used extensively throughout the college across all lessons and students are expected to make full use of these tools.

We recommend the following devices that will best allow students to get the most from our digital environment:

- For Key Stage 4 students (i.e. students up to Year 11 when they take their GCSEs), we currently recommend Microsoft's Surface Go 3, complete with keyboard type cover and stylus. (Note the Surface Go 2 may be available for less and would also be a suitable device).
- For Sixth Form students we currently recommend the Surface Pro 9. (Note the Surface Pro 8 may be available for less and would also be a suitable device).

For all students, a suitable carry case is also recommended. Further details on these devices can be found at www.microsoft.com

Of course, the nature of our BYOD policy does allow students to use alternative devices to those recommended above, and certainly there are less expensive options available. However, as a minimum the following requirements should be met:

- Windows operating system (Windows 10 or 11).
- Has a touchscreen and a stylus supporting inking.

Extensive research has shown that writing by hand engages areas of the brain associated with recall and comprehension that typing on a keyboard bypasses. Providing learners with a device that has a precise, on-screen digital pen increases their ability to:

- Produce appropriate ideas.
- Solve problems.
- Communicate and build on complex ideas.
- Make accurate inferences about information.
- Learn during note taking and knowledge creation.

Research shows that a digital pen is one of the most important components in ensuring the impact of a device for maximising learning outcomes. We hope, therefore, it will be possible for most students to have a digital pen from this September because of the benefits this brings so if you are replacing a device or upgrading, please bear this in mind.

We believe that students having access to digital devices allows them to better develop the advanced skills they will need to succeed in the globalised, knowledge-based world of today and tomorrow.

If you have any questions or would like to discuss a specific device you are considering for your child, please contact enquiries@oicbrighton.com and we will connect you with the relevant staff member.

With warmest regards,

Liz Free

Principal

Apps we use

	UNIFROG The universal destinations platform	
	SENECA Online Learning & Tutoring for A Level, GCSE & KS3	
	SAVE MY EXAMS Revision Notes, Past Papers & Exam Questions	
	REACH The world's most trusted Student Life Management System	
	MICROSOFT TEAMS	
	INVOLVE SCHOOL PORTAL	

FAQs

Do students wear a uniform?

In Years 9, 10, and 11, our students wear a casual uniform comprising polo shirts, chinos or a skirt, a zip-up sweatshirt, and plain shoes or trainers. This ensures everyone looks smart and tidy, feels comfortable, and is ready to tackle anything the day throws at them. Our Year 12 and 13 students can either wear their own clothes during the college day or items of uniform. For sports, students wear our bespoke college kit.

What should I do if I feel unwell?

Wherever you are on campus, regardless of the time, day or night, our staff are here for you. If you feel unwell during the college day, please speak to one of your teachers. In the evening or overnight, please tell our Boarding House Team. We have a dedicated medical centre and nurse on site. We're also just minutes away from local GP surgeries and hospitals.

How do you support student wellbeing?

Student health, happiness, and wellbeing are our priority. We know how important it is to help our young people settle into college life, both socially and academically. That's why the education we offer is underpinned by an outstanding pastoral system, which nurtures personal growth and provides the 24/7 care our students need to thrive.

Throughout your time here, you'll be supported by a team of experts, including your Strategy Tutor, our Boarding House Team, and Counsellor. Our OICB ROCKS 'five ways to wellbeing' programme promotes positive emotional and physical health, too. You can also access bespoke support in our dedicated wellbeing centre.

What meals will I eat?

Our students enjoy a freshly prepared lunch every day, which they eat together in the college's communal dining room, The Pavilion. Our menu has been carefully crafted with wellbeing and physical health in mind, taking inspiration from different cuisines, and giving students a real home-from-home experience. This includes a creative lunch menu, which includes two main choices, as well as a street food-style option, sides, and dessert.

Are there restrictions on the internet?

The college has filters on the internet to prevent access to websites that are not applicable to students.

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; Head of Year; subject teacher). Get the help you need to complete your work effectively.
- Catch up on any missed work as directed by your Strategy Tutor. Any work considered unsatisfactory by your subject teacher should be redone within agreed timeframes. A demerit will be issued and your Strategy Tutor 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.

What are SCITS and how often will I have them?

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.

How can I get involved in the Super Curriculum 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 application deadlines draw closer. We can support students in making competitive applications to institutions worldwide.

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; 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.

What time should my child arrive at College?

Students should aim to arrive between 8:00am and 8:20am to allow time to prepare for registration and the start of lessons.

What should I do if my child is unwell and cannot attend College?

Please notify Student Services as early as possible on the first day of absence. For planned absences or appointments, we ask parents to inform the College in advance.

Please contact attendance@oicbrighton.com

Who should I contact if I have a question or concern?

Your child's Strategy Tutor is usually the best first point of contact for academic progress, wellbeing and general day-to-day matters. Student Services can also direct enquiries to the appropriate member of staff.

Can my child stay after lessons?

Yes. Day students are expected to take part in the Super Curriculum, clubs, societies, sports and enrichment activities. Please ensure collection or travel arrangements are in place if your child is staying later on campus.

Where can students study before or after lessons?

Students have access to designated study areas where they can complete independent work, prepare for assessments or collaborate with peers.

Is lunch provided?

Yes. Day students have access to lunch each school day, and the Pioneers Café is also available during opening hours.

Can my child bring a mobile phone to College?

Yes, provided it is used in accordance with the College's Mobile Phone Policy.

How will I know how my child is progressing?

Parents receive regular updates through academic reports, parent consultations, the Parent Portal, newsletters and communications from staff.

What support is available if my child is finding things difficult?

Students can access support from their Strategy Tutor, Head of Year, Student Services, subject teachers and the wider pastoral team. We encourage students to seek help whenever they need it.

Does my child have the same opportunities as boarding students?

Absolutely. Day students are fully integrated into College life and have access to the same academic, enrichment, leadership, university preparation and co-curricular opportunities as boarding students.

How can parents become involved in the College community?

We warmly encourage parents to attend coffee mornings, parent webinars, consultation evenings, performances, celebrations, awards events and Open Houses. Day student families are a valued part of the OIC Brighton community.

How does my child travel to and from College?

Many day students travel independently using local bus services along the Coast Road, followed by a short walk to the College. Students travelling independently are expected to follow road safety guidance at all times and travel responsibly.

What happens if collection arrangements change?

If there is a change to your child's usual travel or collection arrangements, please inform the College as soon as possible so that we can ensure their safe departure.

Will my child feel part of the College community if they are not boarding?

Absolutely. We encourage all students to participate fully in College life. Through lessons, enrichment activities, student leadership opportunities, events and the Super Curriculum, day students quickly become active and valued members of the OIC Brighton community.

A-Z for
DAY STUDENTS

A–Z

A ATTENDANCE AND ABSENCES

Students are expected to attend all lessons, registration periods and college activities punctually. Absences should be reported by parents by contacting attendance@oicbrighton.com.

B BELONGING

We want every student to feel part of the OIC Brighton community. Through strong relationships with staff and peers, participation in college life and a shared commitment to our values of Ambition, Belonging and Curiosity, students are encouraged to make OIC Brighton their home away from home during the college day.

C COMMUNICATION

Parents can contact the college through Strategy Tutors, Heads of Year, Student Services or subject teachers as appropriate

D DRESS CODE

Students are expected to wear the correct college uniform (where applicable) and maintain high standards of appearance

E ENRICHMENT

Students are encouraged to engage in the Super Curriculum, sports, societies, cultural activities and leadership opportunities.

F FOOD

Lunch is provided during the college day. The Pioneers Café is also available during opening hours.

G GETTING INVOLVED

We encourage students to make the most of every opportunity available at OIC Brighton. Through clubs, societies, sports, leadership programmes, community events and the Super Curriculum, students can develop new skills, explore their interests and build lasting friendships. We believe that some of the most valuable learning takes place beyond the classroom, and we encourage every student to play an active role in college life.

H HOMEWORK

Homework and independent study expectations will vary by year group and subject. Students should use study periods effectively and seek support when required.

I INDEPENDENT STUDY

Dedicated study spaces are available for students who wish to study before or after lessons.

J JOURNEYS TO COLLEGE

Students should travel safely and arrive in good time for registration each morning at 8.20am.

L LATE ARRIVAL

If a student arrives late, they should sign in at reception.

M MEDICAL SUPPORT

The College nurse can provide support for day-to-day medical concerns. Parents should ensure medical information is kept up to date.

O OFF-SITE ARRANGEMENTS

Students are expected to remain on the College site throughout their timetabled day unless they have permission to leave. Any student leaving before the end of their scheduled commitments must sign out at Reception with the relevant permissions.

P PHONES AND PERSONAL DEVICES

Students are expected to follow the College's rules regarding mobile phones, laptops and other personal devices throughout the College day.

R REPORTING A CONCERN

Students should speak to any member of staff if they are worried about their own safety or wellbeing, or that of another student. Concerns about bullying, discrimination, harassment or inappropriate behaviour will always be taken seriously.

S STRATEGY TUTOR

The Strategy Tutor is the first point of contact for academic progress, wellbeing and general student support.

T TRAVELLING TO COLLEGE

Students are encouraged to travel to and from OIC Brighton safely and responsibly. Many day students travel independently using local bus services, with regular routes running along the Coast Road. From the nearest bus stops, the College is approximately a 10-minute walk.

Students and families should plan journeys carefully and allow sufficient time to arrive before registration each morning.

Students travelling independently are expected to:

- Follow road safety guidance at all times
- Use designated pedestrian crossings where available
- Remain alert and avoid distractions when crossing roads
- Respect local residents and members of the public
- Travel responsibly and represent OIC Brighton positively within the local community

If travel or collection arrangements change during the day, parents should notify the college as soon as possible.

U UNIVERSITY PREPARATION

Students benefit from a comprehensive university and careers guidance programme throughout their time at OIC Brighton.

V VISITS AND EVENTS

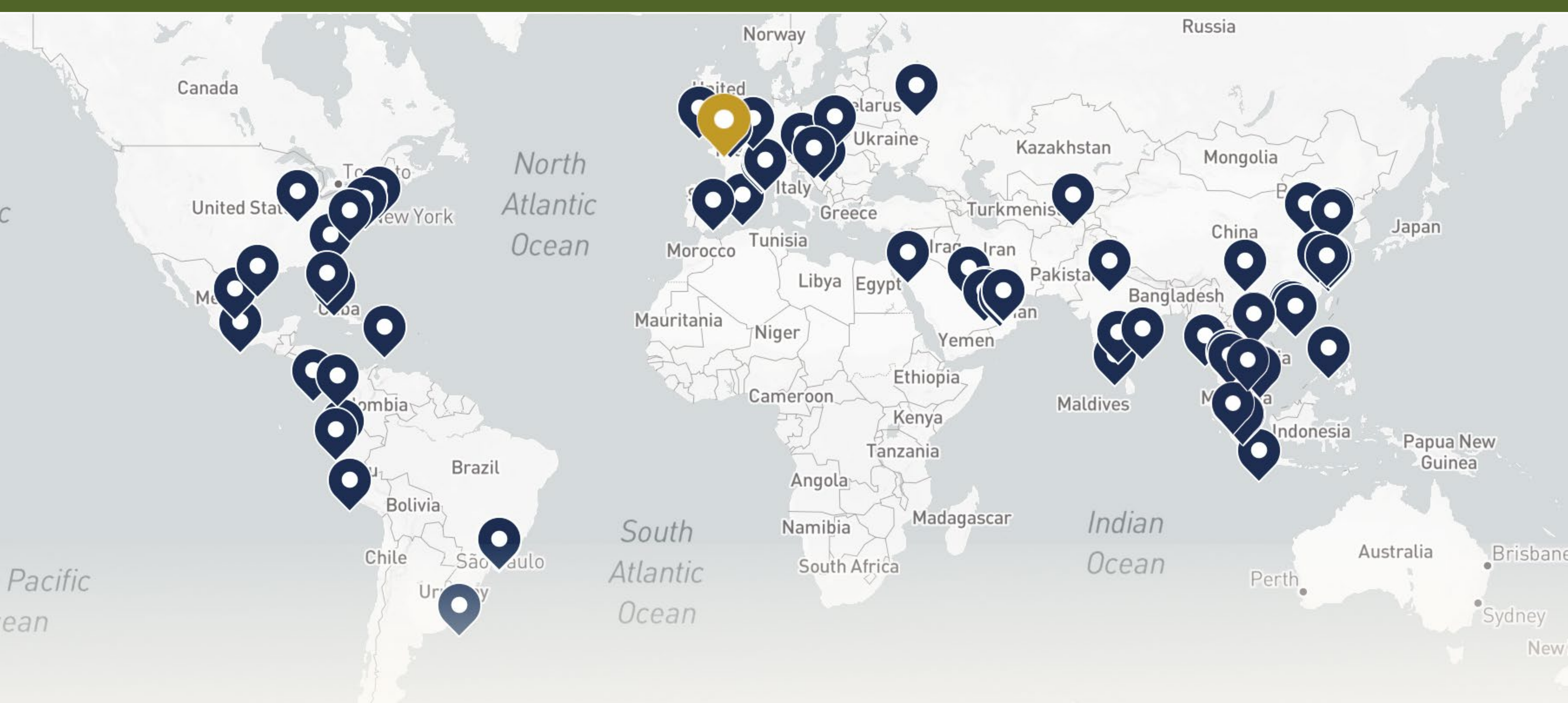
Parents are warmly encouraged to attend coffee mornings, consultation evenings, performances, awards ceremonies, webinars and other community events throughout the year. We value the partnership we have with families and encourage parents to become active members of the OIC Brighton community.

W WELLBEING

Student wellbeing is central to life at OIC Brighton. Students can seek support from their Strategy Tutor, Head of Year, Student Services or any trusted member of staff. We are committed to ensuring every student feels safe, supported and able to thrive academically, socially and personally.

YOUR global Nord Anglia Education Family

With more than 80 international day and boarding schools and tens of thousands of students worldwide, we are a truly global community that spans both continents and cultures.



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