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UWC MAASTRICHT PRIMARY SCHOOL GUIDE FOR PARENTS AND STUDENTS

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UWC MAASTRICHT

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Table of Contents

Chapter 1	4
Introduction	4
Chapter 2	6
UWC Model of Education	5
About United World College Maastricht	7
Chapter 3	8
Practical Information	7
Chapter 5	19
The Student: Extra Expectations	14
Chapter 6	25
Getting Involved, Feedback, Communication and Governance	19
Our School Profile	28

Chapter 1 - Introduction

Dear Parents and Students,

On behalf of the whole primary team, I would like to welcome you to the Primary section of United World College Maastricht.

The purpose of this parent and student handbook is to provide both our parents and students with a brief description of our policies and procedures to help them become more familiar with how the College operates, what our requirements are, how to communicate with us and what to do if there is a question or concern. As a UWC we hold our students, staff and parents to high expectations around the behaviours and attitudes central to our core values.

This handbook is updated and revised annually and is currently provided to all Primary UWC families in this pdf version. It will be available as a published downloadable version on our website and parent portal. It is important that all families familiarise themselves with the Handbook and refer to it regularly.

Since November this year, we become authorized for the IB Primary Years Programme and therefore a full continuum IB World School. There are only four UWC schools that offer Primary and 3 of them are now a PYP school. The PYP brings rigour and structure to learning and teaching but also a lot of excitement and fun.

Students do their best when they are happy and enjoy their journey of learning and success. Our aim is for students to be excited to come to school every day, to be happy and motivated in their learning and to share their experiences, ideas and cultures so that we all learn with and from each other.

As an international school, our population is transient. No matter how long students are with us, we aim to give the very best United World College experience and hope that the values and relationships fostered here, and the commitment to peace and sustainability, remain with them for the rest of their lives.

We are always so impressed with the capacity for engagement our primary students demonstrate when faced with global issues and academic challenges. We

will continue to strive to make sure they have a range of different learning opportunities in which to question, explore, create, engage and reflect so that they are able to lead rich, rewarding and meaningful contributions towards a better future in their world.

We also rely on you - the parents - to be part of this journey and work with us in partnership to ensure the very best for your child. Please keep a look out for the weekly newsletters from the primary staff as well as regular updates from the Participation Council and the Parent Association to see how you can be involved.

Director of Primary

Chapter 2 – UWC Model of Education

United World Colleges were founded by Kurt Hahn to bring young people together to learn from and with each other in pursuit of the mission of peace and a sustainable future. The following is the UWC model of education.



At the centre of this diagram is a deliberately diverse, engaged and motivated community in pursuit of the UWC Mission.

Core Values

We use the following CORE VALUES to guide us, and this is what we hold the whole community to:

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism

- Personal challenge
- Action and personal example

About United World College Maastricht

UWC Maastricht is unique in the movement as the only state-supported whole school, educating children from kindergarten through high school. Our diverse student body boasts representation from over 100 countries and territories including 200 residential students who are mostly selected through the UWC national committees' system to complete their final two years of high school with us.

At the heart of UWC is a belief in friendship - the conviction that the close ties forged between students of diverse nations in their developmental years will last a lifetime and provide the framework upon which peace and a sustainable future may be built. These bonds are not formed in the classroom alone - but equally through our co-curricular programme with its emphasis on service.

As a community, we believe in the growth mindset, that intelligence, personality and character can be developed and a person's true potential is unknown (and unknowable) and that teachers and students have much to learn from, and with, each other. We also believe in giving students appropriate and authentic responsibility as part of their learning journey, allowing them to develop their courage and capacity to test their limits - to try, fail and try again - in a safe environment. UWC students, staff and graduates are all committed to actively contribute to their communities and in so doing to make the world a better place.

The UWC Maastricht Primary School is one of the Dutch International Primary Schools (DIPS) in the Netherlands. Currently, we have students from ages 4 - 12 at the Primary level, comprising approximately 300 students from all corners of the globe!

Chapter 3 – Practical Information

Curriculum

The Primary Curriculum Guide focusing on the IB Primary Years Programme framework is available in our website, parent portal and in the weekly newsletters. Everything to do with teaching and learning will be included in the curriculum guide.

You can find the link [here](#).

Times and Routines of the Day

- **Primary School Opens at 8:00 am.** Secondary school students start earlier which means the front and side gate are open from 7:45 am. Families with students in both primary and secondary may send their primary child before 8:00 am but they will not be supervised. Staff is expected to be on duty from 8:00 am only. Access to primary classrooms for students is not possible until 8:00 am for lower years classes and 8:15 for upper years classes.
- Duty staff are outside from 8:00 am and will help to guide the students to their classrooms where all the class teachers will be waiting. Years 4-6 line up outside and are welcomed in when the bell rings at 8:15 am.
- These duty staff are located at both entrances to assist your child with their bike or walking to their class.
- The gate will close at **8:15 am** with lessons beginning at **8:20 am**.
- Teachers care for their whole class from 8.20 am until the end of the school day and therefore are not always available for individual parent consultations during this time. To get a message to a teacher you may either email your child's class teacher or contact the Primary office.
- For new students to the school, the starting time on the first day is 9:00am. Members of the admission team will meet the families and the children at the school's main reception and will accompany them to the respective classroom.

School finishes at 3 pm

- All parents wait for students in the dedicated pick-up areas on the playground
- Class teachers will bring their classes out and will make visual contact with parents before releasing students.
- Parents are kindly requested to vacate the school campus as efficiently as possible. We do not offer playground supervision after school.

Except on Friday when Lower Primary finishes at 11.45 am

- For students from Kindergarten to Year 3 school finishes at 11.45 am on a Friday. This is in keeping with the norms of four-and-a-half-day schedule for Dutch schools.
- Parents collect students at 11.45 am from the allocated pick-up areas. Upper Primary finishes at 3 pm on Friday as per normal.

Very Early Arrivals to school

Please be reminded that school doors open at 8:00 when supervision is provided. Before this time, the students (who do not have siblings in secondary) are not expected to be on school grounds.

Late pick-ups

- We expect all parents to be on time to pick up students. Students who are not picked up by the latest 15:15 will outside the primary management assistance office. Parents are expected to communicate with the school administration via both the Primary Administration Manager and the class teacher.
- If there is an emergency, then please notify the school's reception, if possible, at 0031 (0)43 2 410410.

After School Child Care Providers

If a student is registered with a childcare provider who will pick them up from school, then please ensure we have the details of the service provider and the days that this will take place. This is extremely important for us to know which location to send your child to at the end of the day. This includes contact details of the service provider. Please, send the information to the Primary Administration Manager or use the parent consent form. See link below.

Alternative Arrangements

For all the alternative arrangements, for bringing or picking up your child, it is vital that you communicate with the school administration via both the Primary Administration Manager and the class teacher as soon as it is necessary for you to do so. For safety and security, we need to know where each child is supposed to be.

Please email the class teacher or phone the school, ideally by 12pm, with the details of who will pick up a student if you are not picking them up yourself. We will not release a student to an adult when we have not got parental authorisation to do so. This [Parent Consent Form](#) is available on the parent portal.

Students going home by themselves

On a case-by-case basis, depending on the maturity of the student, the distance they must travel, the mode of transport, and a signed release form by parents waiving the responsibility of the school, we may permit students in Upper Primary to go home by themselves. If this permission is granted, then we expect students to leave at 3 pm and not be on campus after dismissal.

Days and Hours of Schooling

The Dutch system has a minimum number of hours of primary schooling required:

- During the first 4 primary school years (Kindergarten to Year 3): minimum 3,520 hours;
- During the last 4 primary school years (Year 4 to Year 7): 3,760 hours (this includes year 7, already in secondary school for us);
- At least 7,260 hours across 8 school years. These are calculations agreed by Dutch Education Department.

The Participation Council representatives check the calendar each year to ensure we meet our minimum hours of education.

Home Learning

Due to the structure and philosophy of the IB and the PYP, the different work habits of our students, family lifestyles, and individual developmental stages within Year Levels, time allocations are given for home learning. The teachers will be sharing the home learning for each class during the Back to School - Information Evening for Parents, in September.

Years 4-6 students might receive some work to be completed at home. This varies from spelling work, Mathematics, reading or complete part of a project of their unit of inquiry that might need some support of their parents.

Our Island Community

Please remember that the island is home to over 200 people who live on campus and Primary students are requested to respect the space around the residence buildings and not play or make lots of noise near them.

The island is home to many different types of animals and because we try to preserve their habitat, we ask that you do not feed the birds or disturb the natural balance.

The moat is not fenced off. Before and after school times parents are responsible to make sure their children do not put themselves in danger. Please also ensure children are not approaching or disturbing the wildlife, particularly during nesting season. This is the same for the garden.

Please make sure all litter is put in the appropriate bin and the island is kept beautiful and clean.

Smoking or vaping is not permitted anywhere on campus.

The Playground

There are competing needs for the use of the playground after school. The area where parents wait for students is the main thoroughfare. The playground is continually being renovated, and we encourage and expect the entire community to take care of it, in the best possible way.

Please, note again that the playground is not supervised during pick-up times and families are encouraged to leave campus after school ends for safety reasons.

These are the expectations for playground play in the primary school. These were discussed with the teachers and students [Early Years Expectations](#) and [Upper Years Expectations](#)

Breaks during school hours

Students get two main breaks during the day: snack break and lunch break. For each, students have time to play outside and to eat their snack or lunch in their classroom. This year the older students (years 3-6) play in either the playground or the dedicated field beside the school. Two teachers are on duty in both areas. Break is at 10:00 am for years 1 to 4 and at 10:15 for years 5 and 6. Lunch starts at 12.20 pm. Kindergarten plays at 10:00am and 12:50.

Students are expected to be outside unless the weather is extremely bad. We strongly believe that the students need to adapt to the weather conditions in the Netherlands and spend enough time outdoors. If they are too unwell to play outside, then they are too unwell to be attending school. Students will only be granted permission to stay inside if they have a doctor's note for an injury or an illness with recuperation that does not require sick leave. Please make sure students have appropriate, labelled outdoor play clothing for the season and weather, always.

GDPR (General Data Protection Regulation)

Every year, at re-enrolment through OpenApply, the parents confirm their rights to abide by GDPR regulations. Parents can decide, for example, if they do not want their child's photo in the newsletter or circulating through our school's social media and advertisement places. Classroom Teachers, the Administration Manager and the Director of Primary monitor this.

We ask parents to avoid taking photos of events where whole classes are involved and have these distributed through social media, more specifically, through WhatsApp groups without all parents giving consent for this.

Safeguarding and Child Protection

Safeguarding cases where the student's welfare is at risk, will be handled by the Designated Safeguarding Lead (DSL) and Designated Safeguarding Officers (DSO). See more information at the end.

Home-School Communication

Communication with home is made mainly via our weekly newsletter. If an email is sent to the classroom teachers, they will try to reply within a 24-48 hours' time frame but for more urgent matters, please reach out to the Primary Administration Manager or an email might be sent by her, if we need to reach out to the parent.

Absences

Attendance and Punctuality

Students are registered once daily. Attendance and punctuality are monitored. We expect students to have at least **95% attendance and no unauthorised absences.**

Students are normally not allowed to have more than 10 unexcused absences per academic year.

We expect students to be on time every day. Parents are contacted if the occurrence is frequent.

This is for the very simple reason that evidence shows a clear link between attendance and learning. It also avoids disruption and shapes student expectations for when they have to manage their own time.

Pre-arranged absences

If you are planning a pre-arranged absence from school, then you must fill out [this leave request form](#) that is available on the parent portal. **This must be submitted to the school at least 14 days before travel unless it is an emergency or as soon as possible. An email to our Administration Manager is also recommended.**

Leave will be granted or refused, and the form will be returned to you. The reasons for granting or refusing leave are guided by Dutch education law with

consideration to our international population. We regularly consult with the Gemeente attendance officers and will ask for further proof if necessary.

Example Acceptable Reasons

- Family reunification with evidence that this is unable to take place in the school holidays
- Medical treatment in home country
- Religious observance
- Family wedding of close family members
- Funeral

Example Non-acceptable Reasons

- Extended Holiday
- Cheaper flights
- Birthday celebration
- Impromptu family visits

For those requesting leave of absence for siblings in both Primary and Secondary, please note that the school will jointly consider permission.

Illness/unplanned absences

Please complete the reporting illness form on the parent portal to report an illness. (Link at the bottom of this document)

Please indicate:

- The reason they are absent.
- How long you anticipate they will be absent.
- Any additional necessary information.

Each day of illness/unplanned absence requires submission via the parent portal. A courtesy email to the class teachers is always recommended.

In case of infectious illness

Please let the Primary Administration Manager and the classroom teacher know of any infectious illness that a student might have contracted so we can follow appropriate medical procedures. This includes measles, mumps, scarlet fever and chickenpox. Lice and ringworm are also to be reported.

Please see the government link here: <https://www.rivm.nl/en/topics>

Eating and Drinking

PLEASE REMEMBER WE ARE A NUT-FREE SCHOOL

Please check ingredients on cereal bars; Nutella and peanut butter are not allowed in the school!

We thank you for your cooperation in this to protect our students with severe nut allergies.

Students should bring in a small, **healthy snack** for their break time and a packed lunch. Ideally, these would be full of lots of fresh fruit and vegetables and water! The students eat snacks and lunch in their classrooms, and we ask that parents provide adequate lunchboxes, and all cutlery required. There are no canteen facilities so food cannot be bought. There are also no microwave facilities available so food cannot be heated up.

Students should bring with them a reusable water bottle that can be properly and easily sealed. Students can fill this up throughout the day and are encouraged to drink water regularly in class and at break times.

We strongly recommend avoiding the following items: chewing gum, fizzy soft drinks (including diet varieties), sweets/candies/lollies, bags of crisps/chips, or chocolate bars.

Environmental Considerations

We have a compost bin for all biodegradable waste and recycling boxes for plastic and tetra packs. Packing lunches is not always easy to do - we know! - but we ask you to consider the environment when wrapping up food.

Birthday Parties

The students often want to celebrate his/her birthday with their classmates. This is fine. However, we strongly recommend that the parents avoid goodie/treat bags, but to surprise the class with a class gift (book - in the child's home language - preferable, a puzzle, art material, dress-up clothes) or some school supplies. Whilst we have no authority on out-of-school activities, we do hope that the UWC

values are considered when putting together party lists and if possible, invitations are emailed to avoid students feeling left out.

Healthy treats are always preferable.

Equipment and Clothing

Classroom Equipment

Primary students, from Year 1 to Year 6 are expected to bring a pencil case that contains, at the least, a pencil, pencil sharpener, an eraser, a ruler and colouring pencils. They should also have a library bag. Library Book Bags, Gym Bags and school Bags are available from the webshop: <https://www.got-shirts.nl/vendor/uwc>

Electronic Items

The Dutch government has decided, following other EU countries, to ban students from using their cell phones and other comparable devices whilst at school and during school hours. This applies to all Primary and Secondary schools.

In Primary we provide students with any electronic equipment that they might require for their learning. To promote a fair, inclusive and safe primary school environment, we do not expect students to bring their own electronic items with them unless this is for a specific purpose and has been pre-agreed and is under the guidance of the class teacher. This includes:

- Computer games
- iPads or tablets
- Mobile phones and SmartWatches
- Laptops

Please remind your children that they must always leave their Smart watches and mobile phones in their school bags. They are not allowed to make use of them during the school hours.

Clothing

There is no uniform at UWC Maastricht. Students are expected to come in clothing that is appropriate for a school setting, for the season, and for a variety of school-based activities that might include glue, paint, soil, chalk, etc.

Shoes: No heels! Flats only, please. Robust and supportive enough for adventures at playtime. Students in Early Years (Kindergarten to Year 2) are asked to provide a pair of wellies/boots for outdoor play. These are stored at school. Years 3 to Year 6 will have wellies provided for their outdoor learning sessions.

Jewellery: For safety, students should not wear excessive or large items of jewellery that could be dangerous if caught or pulled.

Bags and Coats

We have limited space for coats and bags and don't want young students carrying too much to and from school. Each child has a tray to store their bag, measuring **43x31x30cms**, so please make sure that bags and gym kits (for upper primary students only) can fit within this space. Think of it as a bit like cabin baggage on a low-cost airline! Gloves, hats, and scarves can fit in, and a peg is provided for coats. UWC Maastricht bags that fit the dimensions can be purchased from the school.

Physical Health Education Kit

Students must have appropriate kit for PHE lessons both for hygiene and safety to change into (if they are not already dressed for PHE lessons)

Kindergarten and Years 1 and 2: Please ensure all students have supportive sports

footwear with non-marking soles. These will be kept at school in the designated space in their classroom. The students will change into their gym shoes in class.

Years 3 - 6: For indoor gym students require a t-shirt (the UWC sports t-shirt can be optionally purchased from school), stretch sports trousers or shorts. They need supportive sports footwear with non-marking soles. They must be clean and can only be worn inside the gym.

Years 4 - 6: Will be doing PHE at least once a week in the Geusselt gym, outside school premises. They will need appropriate clothing to walk over as they will do this journey in all seasons.

Dressing Up Days

We love dressing up and are amazed by the creativity and ingenuity of students (and parents) in creating some very cool costumes. We hope to give you and the children enough notice, but scheduled dressing-up days are:

- UWC Day 21st September
- Halloween, October 31st (to be decided with the PA)
- Carnival: The last day before the Carnival Break - with a call for the most creative and imaginative costumes
- Book Week: Characters from favourite books (date will be confirmed closer to the time)
- Any Spirit days (organised by the student council)

Lost Property

Parents are **strongly encouraged** to label all items of clothing and belongings etc. as this helps us return items to the correct owner. Lost property for the primary is placed in the wooden crate within the corridor near the side entrance and bike shed. This is emptied on an ongoing basis by a team of CAS students led by the YSE Program Coordinator, member of the community engagement team and the Eco-Schools coordinator at our school. They complete an inventory and catalogue items. This list is regularly advertised in the weekly bulletin so that parents can reclaim items. Each week three garbage bags are collected. Any unclaimed items are donated to Juupu. A local charity the school actively supports.

Link to the Lost & Found Catalogue: [Lost and Found Catalogue](#)

Chapter 5 - The Student: Extra Expectations

“Education is not preparation for life; education is life itself” John Dewey

Children being safe, happy, learning optimally and becoming prepared for life beyond Primary school requires a close relationship between the school, parents and students themselves. Children shine in a range of different settings, and they grow through appropriate challenge and risk, through experiment and play and by moving beyond their comfort zones. Parents and teachers need to work together to provide the space for this to happen. The elements of our holistic education approach are defined below:

Experiential Learning

We want students to learn through experiences, and to that end, provide a range of opportunities that are integrated within the curriculum. In the younger years this is largely through Play-Based learning, with more and more research coming out about how effective this is for building student skills. As students move through the school, play, fun, action and experience are just as important. Throughout the school, students go on trips, organise and take part in events and community service, present and perform, create artwork, learn outside, and participate increasingly in the design of these learning experiences as well.

Day Trips

Many trips go on throughout the year and are designed as part of the curriculum to help students better understand the learning they are studying or experience community service. A letter will be sent home by the teacher organising the trip and attendance on these trips is expected. Parents may be asked to contribute towards the cost of some trips to cover the cost of transport and other expenses incurred in providing education outside school. Permission slips are sent home (in digital or paper form) as a legal requirement for safety regulations and important contact details. All trips have an individual risk assessment, and we set a minimum staff-student ratio for supervision. Parents may be invited to volunteer to accompany trips for additional supervision. There are guidelines available for those parents who kindly volunteer.

Overnight Trips

We are exploring overnight stays further down the school to help students gain healthy independence and stamina. Parents play an important part in making these trips successful for both students and teachers. Playdates and sleepovers allow students to be confident away from their parents for short amounts of time and show that parents are confident to let them be away. If a camp is planned, please don't give students alternative options (e.g. being collected from camp before bedtime). There will be information sessions prior to camp so that you can learn more about this unique experience.

An expected plan for overnight camps is as follows:

- Year 6: 3 nights
- Year 5: 2 nights
- **Year 4: 1 night**
- Year 3: extended day at school - students stay at school until 18:00

A small monetary contribution from the parents of the class going on camp will be requested.

Behaviour

Teachers and students negotiate class agreements at the beginning of the year to align expectations of appropriate behaviour. When a young person's actions don't meet these core values, we work with them (and parents when necessary) in conversation, reflection and individual action plans to help them re-shape their behaviour with the aim of building intrinsic motivation towards positive behaviour, rather than through fear or punishment. Often, we will ask students to think of something positive they can do to redress any issue. Class teachers will be in regular communication with parents and aim to work in partnership to help our young people grow and develop. More serious cases will be referred to the Director of Primary and each will be dealt with on a case-by-case basis

Some examples of procedures to be taken as a result of unacceptable behaviour are: the director will be informed and the student can be sent to the Director's office, the parents will be notified and called to come to school, the student's behaviour will be continuously monitored through a behaviour log and in ultimate cases, a one-day suspension can occur.

Bullying Prevention

UWC Maastricht takes a proactive approach to minimise incidences of bullying. We run activities regularly as part of life skills and other lessons to actively engage students in the UWC values, understanding prejudice, celebrating difference and being a good friend to all. Should any incident occur we take it seriously and work with the students and parents to resolve it quickly and provide any ongoing support and monitoring as required. Teachers work hard to monitor relationships between children, however, if a student has limited English, or is reluctant to come forward, or if something has happened away from the teacher, we request that parents inform us immediately of any issues so we can act.

See here: [Safeguarding Policy](#)

Community Clubs

Students can take part in a range of Community Clubs that are mostly either arts or sports based. These are advertised at the beginning of the academic year and begin in October. These are extra and incur a cost to cover staffing and materials or equipment. The community club coordinator can be contacted at communityclubs@uwcmaastricht.nl

- If your child is registered for a Community Club, then the Co-Curricular Activities Planner Primary/Com. Engagement will collect students from the class teacher and escort them to the gathering point from where they go to their assigned activity. Contact details: communityclubs@uwcmaastricht.nl.
- Parents are expected to pick up students at the prearranged time and location as arranged by the individual clubs.
- Parents will receive an email about when to register for clubs. This will happen one month prior to the club beginning.

See website: [Community Clubs](#)

Music School

UWC Maastricht hosts a music school, based in the secondary building. Students can access private music lessons after school from a wide range of options including piano, jazz piano, drums, acoustic, electric & bass guitar, violin, cello, voice, and more Group lessons include music theory and various ensembles. For further details please email the Music School Coordinators at musicschool@uwcmaastricht.nl or visit the website linked in the Parent Portal.

Whole School Activities

We are so lucky to be part of a diverse international community, which includes the older students who come from over 100 countries around the world. We regularly work with the secondary and DP students on activities that include Project Weeks, Service-Learning days, culture weeks, mentoring, college service and conference workshops. Teachers in Primary support these interactions between the students. We believe that the older students can enrich the UWC experience for our younger students and vice versa!

Safety and Security

Safety and security are our priority, and all our security protocols are reviewed annually.

Our Safety and Security policies set out all we do towards this. Fire drills, evacuation and lockdown exercises are carried out regularly throughout the year. Parents visiting the school should be familiar with the emergency procedures detailed below.

Please take note of the following points on how parents can help ensure all students' safety and security.

- Please sign in at the reception in the Secondary building if you are coming into school (outside the school's drop off or pick up times) and make sure you get a visitor's badge/sticker so we can easily identify you. Reception will call the person you have an appointment with, to meet you at the primary door
- If teachers do question you, please respond politely - they have been asked to challenge anyone without a visitor's pass as part of our security policy.
- Let the school know of any security issue you are aware of, even if it might seem insignificant.
- Please drive slowly and allow enough space for cyclists

- Please park in the designated areas and do not make U-turns outside the school.
- Please provide reflective and protective clothing for students who cycle to school, as well as adequate bike lighting (especially for winter)
- It is important that students always lock their bikes at school. They use the bike shed provided and do not lock their bike on the bridge at the entrance.

BHV

BHV stands for BedrijfsHulpVerlening in Dutch. It is a term used to refer to company emergency response measures, such as fire procedures. This is mandatory in schools.

Personal Information

It is very important for the school to have complete and up-to-date information about all of the students and people we may need to contact in case of emergency. Please make sure that the school is informed in the case of changes or additions to any of the following details by sending an email to the Primary Administration Manager in the primary office.

- Home address or telephone number
- Parents and other contact details, especially mobile phone numbers and email addresses
- Medical information including, operations, allergies and anything else of relevance. For reasons of health and safety, parents should inform the school of any medication that their child is taking.
- Family doctor's contact details and your child's medical insurance details (this is important in cases of field trips or camps when we are off campus and need to provide efficient medical assistance beyond first aid).

Parental Absence

Please notify the school if you are planning to take a trip away for more than a day. The class teachers and the school office will require details of appointed

guardians and emergency telephone numbers. Please contact the Primary Administration Manager to request a form.

Alumni Visits to School

We acknowledge that when students have been a member of UWC Maastricht and then move to another country they may on occasion wish to visit the College and feel the sense of community they had here. As such we want to honour this while not impacting on the learning of the students currently in the school.

Visiting alumni students may make **one lunchtime** visit with permission of the Director of Primary. Requests must be made to the Primary Administration Manager. An email will be sent confirming whether the request comes at a convenient time for your child's visit.

We ask our former students and parents to:

- Make requests at least one day in advance of their wish to come to school
- Only be in school for the designated time for primary students (12:20 -13:20)
- Sign in at the reception in the Secondary building to get a visitor's badge
- Adhere to our school and class agreements
- Return the visitor badge
- Acknowledge in writing that the school is not liable for any insurance claims that result from any accident or incident while your child visits.

Student Council

A student council group is formed early in the academic year. This group is created by one representative of each class, from year 1 onwards, who is elected by the students in their class. They meet weekly and are liaised by one of our teachers.

Chapter 6 - Getting Involved, Feedback, Communication and Governance

School Leadership and School Communication

School Leadership aims to be approachable and available for any parent questions, concerns or feedback. From time to time, we may send out questionnaires to parents on specific topics.

Director of Primary
Primary Administration Manager
Lower Primary Coordinator
Upper Primary Coordinator
PYP (Curriculum) Coordinator

Safeguarding at UWC Maastricht

We would like to remind all our community of our Safeguarding Policy at UWC Maastricht, which can be found on our website as well as in the [Important Documents](#) in the newsletter (see below).

Safeguarding is taken very seriously at UWC Maastricht & students may report an individual safeguarding concern to any member of staff that they feel safe and comfortable with. This member of staff can guide them to any member of the safeguarding team or report a possible safeguarding concern on their behalf.

Communication Table

The following is a communication table to help you work out the best person to contact for any matters concerning Primary school. Please note:

The first point of reference should always be the class teacher.

If an idea/issue needs to be addressed elsewhere, the following is a communication table:

Area	Refer to
Timetable/schedule Behaviour Policies/Procedures Admissions, Teaching, Curriculum content School trips Any confidential issues Safeguarding	The Primary Leadership Team
Any site issues concerning Safety and Repairs	Facility Manager
Tuition fees/invoices	<i>finance@uwcmastricht.nl</i>
Leaving the school	<i>admissions@uwcmastricht.nl</i>
Community Clubs	<i>communityclubs@uwcmastricht.nl</i>
Discussing, contributing to and advising on such areas as: Policies and other relevant school issues	The Participation Council (MR) <i>participation@uwcmastricht.nl</i>

For specific information, below is a list of the school's communication platforms and their specific purpose.

- iSams - for internal communication with parents - whole school
- Toddle - for progress report cards, attendance and portfolios - whole school
- Weekly Newsletter – Weekly updates on primary by yeargroup, specialist subject & whole school news

Participation Council

Primary Participation Council: A Participation Council is a group of democratically elected volunteer representatives of staff and parents (and students for Secondary School PCs), who work with the school's leadership team on matters

concerning the management of the school. By law, every school in the Netherlands has a Participation Council or Medezeggenschapsraad (MR).

The Council has the right of consent, the right of advice, the right of information, and the right of initiative on topics which are specified in the Participation Act for Schools or Wet Medezeggenschap op Scholen (WMS). Topics which are discussed on a regular basis are the school budget, school plan, safety regulations, school guide or handbook, and other policies. The PC meets approx 10 times a year.

All parents should receive an email invitation to external meetings with an agenda to attend as silent observers. The agenda, approved minutes and an Annual Report are available in the Parent Portal on UWCM website. Topics which are discussed on a regular basis are school finances, school plan, safety regulations, care plan and other policies.

primarypc@uwcmastricht.nl

Parent Association Group

The Parent Association (PA) was set up with the main aim to support parents, teachers and students to obtain optimal educational benefits. To achieve this the PA supports and helps with events organised at the school, fundraises for specific projects within the school, and provides parents with opportunities to socialise with other parents. There is a parent representative for each year group who will liaise with class teachers, pass on class-related information via WhatsApp group, that the parents are welcome to join, arrange volunteers for class activities and pass on messages from the PA. Please see their Facebook page and their email newsletter for further details and planned events.

Governance

United World College has a unique structure. The Secondary School is the international section under LVO. The Primary School is regulated by MosaLira. United World College has an Independent Board of Governors. MosaLira's website is at: <http://www.mosalira.nl/> and their contact details are:

Board MosaLira
Pastoor Habetsstraat 40A
6217 KM Maastricht
Tel: 043-354 0133
Email: info@mosalira.nl

Complaints

Our intention is always to do the best for students. We hope to try and resolve conflict quickly through open dialogue and expect both staff and parents to uphold the values of UWC by not shying away from differences, but by seeking understanding through non-violent communication and reaching an agreement or agreed upon set of actions that both parties are satisfied with.

By Dutch law we are required to have a Trust Person that anyone can contact in confidence at any stage during the process.

At UWC Maastricht, we are committed to providing a safe and respectful environment for all staff and students. However, if you ever experience undesirable behaviour, know that you are not alone.

Our confidential advisors are here to support you!

Please find the school's [grievances and complaints policy](#) you feel the need to raise concerns about the behaviours of others in the community.

Our School Profile

Didactic approach

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centred approach to education for children aged 3-12. Students study the following approaches to learning: Thinking Skills, Social Skills, Communication Skills, Self-management skills, and Research Skills. The PYP curriculum works with a scope and sequence for the various subject areas. PYP learners know how to take ownership of their learning, collaborating with teachers to deepen understanding and increase their confidence and self-motivation. Engaging in integrated ongoing assessment makes them effective, self-regulated learners who can act on constructive feedback.

Pedagogical approach

The PYP is an inquiry-led, transdisciplinary framework for education, focusing on the whole child as an inquirer. It nurtures academic, social, and emotional well-being alongside independent learning skills to foster agency. The internationally designed learning model considers the learner, learning and teaching, and the learning community within its framework. These pillars underpin the practices with the intent of creating internationally minded citizens.

Standard support

All schools gather individual student, year group, and school-level data. The collected data is analysed carefully and translated into meaningful action. To deal with differences between students, it is essential to clearly understand each student's support needs and understand their strengths and weaknesses. Based on this information, we formulate a pedagogical and didactic approach, from the admissions phase onwards.

Support pyramid according to our Care Plan (see link below)

We present the support in 5 levels in the support pyramid.

1. Differentiated education in the classroom provided by the teacher.
2. The class teacher provides additional support in the classroom. The inclusion team is involved by providing additional strategies and resources or helping students inside the classroom.
3. Additional support at school. Students assisted outside the classroom. An intervention plan outlines the support tailored to the student's needs.
4. When the school cannot meet the student's needs, SWV is called in. Via the learning support team, the school requests expert advice or an arrangement plus.
5. If this care is insufficient, placement at another primary school or Special Primary Education (SBO) or Special Education (SO) may be necessary.

Strengths in our Support structure

UWC has a comprehensive specialized support structure:

1. Learning Support Department - a team of learning support specialists and a school counsellor

2. English as an Additional Language Department- a team of English teachers that help students who have to acquire English as an additional language to access the working language of the school.
3. External specialists

Collaboration

A Student Support Team works together to address complex student needs. This team consists of the specialists of the Learning Support and English as an Additional Language Departments, classroom teachers, the heads of department and the Director of Primary. For external support, UWCM works effectively with an outside school support network (Mosalira School Psychologist and educational consultants of the Samenwerkingsverband) in meetings upon request and need. Within the support structure, we carefully analyse the students' previous school reports and application to place them in classes that fit their current level to help them overcome gaps, offer several types of support to help them throughout their journey with us, and monitor their progress through the Student Support Team structure. Parents and caregivers are always kept informed.

Limitations of the school

As a school, we have a welcoming attitude towards enrolled students with specific educational needs. We adapt our education or seek external expertise and resources where we can. We ask ourselves whether we can contribute to the development of this student, in this group, and within this school system. The school reaches its limits when:

- social and physical safety cannot be guaranteed for student(s), group and/or teacher(s)
- the development of the student is hampered because the school is not an appropriate educational setting and/or requires a disproportionate amount of time compared to the guidance of the group
- the developmental delay is too significant to participate in the group process, and the student, therefore, has too few suitable practice situations for developing social skills
- The additional educational funding is exhausted and (after consultation with the board and/or SWV) can no longer be sustained

Limitations of the support

It is vital that any student who joins our school to arrive with the potential to be successful in the academic programme and can benefit from an IB education.

Our academic programme is unlikely to be appropriate for students with a general learning difficulty, disharmonic learning profile, severe learning disadvantages. Whether the school can facilitate a student's learning profile will be a case-by-case decision. UWCM is not a special educational needs school and all students who are enrolled are able to follow the full IBPYP curriculum. We are not able to offer an alternative curriculum other than the IB PYP. For students who have documented educational needs, we generally offer 2 periods of 50 minutes each of small group support per week. We do not facilitate one-on-one support in the classroom, nor do we recommend one-to-one assistance provided by external agencies except in exceptional cases.

UWC students need to be able to behave safely and appropriately in a mainstream school context. We cannot facilitate students who require a therapeutic educational programme (education that includes an intensive therapy programme) and we cannot facilitate students who need daily complex medical expertise.

To be able to determine if a child is eligible for placement, we take the following into consideration; Students' cognitive capabilities must be of sufficient level to follow our rigorous academic program and with the ability to progress towards the high standards of the International Baccalaureate program. - Students' ability to be able to work independently within the class group setting. - Students' need for a therapeutic environment, which is where there is provision for behavioural or mental health issues. This could include extreme need for structure, a specific pedagogical approach or social support for extreme behavioural issues Students' does not pose a danger to themselves or to others and does not disturb the wellbeing and progress of other students.

Students' ability to move physically independently through the building, move up and down the stairs and be able to access the gym/cafeterium/outside area/music room/library. Library is a key point in PYP however with many improvements in AY 2024/2025 it is important that the students have access to books at all times. Understood that there are few limitations/resource constraints, but students should have a wider access to it. It is very important for

us to ensure a safe and suitable learning environment for all students and teachers. Some students require support that our school cannot offer. As a school, we look at each student individually to investigate if we can cater for a student's specific needs. This can happen during the admission process or at any other time in their school time with us.

Specialists

Within our school team, roles or task hours have been allocated for various positions to provide support to our students and to meet their specific educational needs. This is shown below.

The list below shows the specialists who can be deployed for students who are need.

Specialists	At the school	Through the SWV (third parties)
Learning support specialists	yes	
School counsellor for social and emotional needs	yes	
School psychologist Mosalira	no	yes
Autism expert	no	yes
Dyslexic expert	no	yes
Reading specialist	no	
Math specialist	yes	
Safeguarding team	yes	
Confidential advisor	yes	

Useful links

[Parent Consent Form](#)

[Report Illness](#)

[Leave Request Outside School Holidays](#)

[Medical Information Form](#)

Useful policies

[Care Plan](#)

[Safeguarding Policy](#)

[Primary School Assessment Policy](#)

[Primary School Language Policy](#)

[Primary School Inclusion Policy](#)

[Primary School Academic Integrity Policy](#)

[Important Dates for 2025 - 2026](#)

See Calendar / Term dates here:
[FINAL UWCM Calendar AY 2024 & 2025.docx](#)

And the overview: [YEAR CALENDAR](#)