



International
School of London

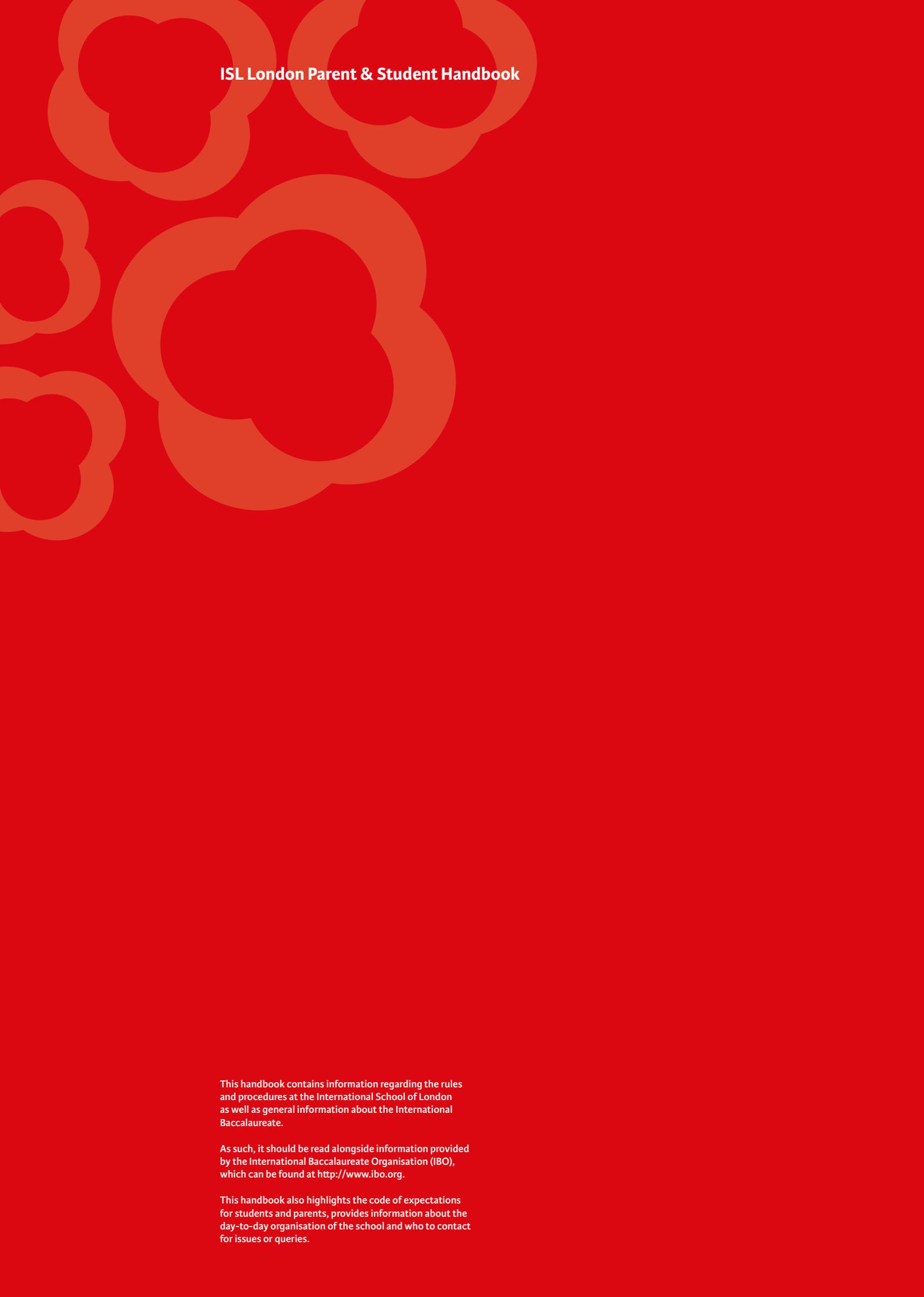
ISL London

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2018-2019

**Parent &
Student
Handbook**



ISL London Parent & Student Handbook

This handbook contains information regarding the rules and procedures at the International School of London as well as general information about the International Baccalaureate.

As such, it should be read alongside information provided by the International Baccalaureate Organisation (IBO), which can be found at <http://www.ibo.org>.

This handbook also highlights the code of expectations for students and parents, provides information about the day-to-day organisation of the school and who to contact for issues or queries.

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“The core values at the International School of London are Diversity, Understanding, Identity and Passion.”

ISL & IB

The ISL Group Mission Statement

The International School of London Group is a culturally diverse community, which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

At the International School of London, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

The ISL education philosophy is based on the following core values and applies to our students, teaching and administrative staff:

- A commitment to the acquisition of knowledge and the achievement of personal potential.
- The pursuit of excellence in all areas of activity and effort.
- Respect of self and others including the recognition of the uniqueness of each individual.
- Social and civic responsibility which seeks to explore and promote the common good and values, social justice, cultural diversity and the emotional and physical wellbeing of others.
- Concern and respect for the natural and cultural environment.
- Treating all members of the school community with respect, honesty and integrity.

The International Baccalaureate Learner Profile



The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile. The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

IB learners strive to be...

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are used to seeking and evaluating different points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Extract from The IB Learner Profile Booklet, IBO Publications 2009

Introduction

Welcome to ISL London

A very warm welcome to all our new and returning families to the International School of London (ISL) – London. We look forward to helping your children grow academically and socially and to achieve to the best of their abilities.

Founded in 1972, ISL London is a diverse community of students, parents and staff from many parts of the world. Some students will start in our Early Childhood class and continue with us through the International Baccalaureate Diploma, while others arrive and leave at relatively short notice as their parents are posted from or to other countries around the world. For each student, however, we aim to provide an educational home - a place to settle down and find friends, to learn about other cultures, languages and nationalities and a place where differences in background add to the richness and diversity of the educational experience.

This Parent and Student handbook sets out the policies, procedures and rules followed at the two ISL London Campuses and will give you a comprehensive introduction to all aspects of daily life within our school community. Please spend some time reading it carefully with your children. We hope you find it informative and useful as a reference.

In accepting the terms and conditions of admission, it is understood that parents and students will abide by the school's policies and procedures. Detailed versions of certain policies and procedures (including Discipline and Exclusions, Complaints and Child Protection) are published on the school's website and hard copies are available on request.

Code of Expectations – Students

In line with our Mission and Core Values, all ISL schools are driven from a passion to educate children of one world. We aim to develop in each student a global outlook that seeks to understand and appreciate the attitudes and values of others. In order to create a learning culture that supports this aim as well as ensuring each student is learning to their full potential, we ask that students are mindful of the expectations we have of them.

- Students will be courteous and respectful to all members of the school and wider community and will follow the school rules of behaviour in the classroom, around and in the vicinity of the school, while on school transport and on educational visits.
- Students will maintain these levels of courtesy and respect in their dealings with members of the school community both on and off the school premises - whether in person, in writing, by telephone or online.
- Students will be welcoming and helpful to all fellow students.
- Students will be present for the full school year and will be punctual to all lessons.
- Students will seek to achieve to the highest level and be up to date with their learning at all times.
- Students will actively seek to understand and appreciate the variety of cultures represented at ISL London.
- Students will attempt all school assignments and acknowledge all sources used to produce these assignments.
- Students will use information technology provided at school for purposes of academic work.
- Students will help to maintain a healthy, clean and safe environment at ISL London.
- Students will comply with requirements as set out in this handbook.

Code of Expectations - Parents

Parents and teachers have a shared responsibility for the education of our school's students. It is essential that we all work together towards this and that we support each other. To help make this possible, we need to know what we can expect from one another. The points below are our major expectations of you as parents, on which we need your agreement if your child is enrolled at this school.

- To ensure that students attend for the full school year, without taking unauthorised absences during term time.
- To provide a suitable place at home for your child to work.
- To monitor homework and check and sign the Homework Diary. In Secondary to check ManageBac for homework and other task details.
- To ensure that your child is punctual reaching school.
- To always send a written explanation of any absence from school.
- To avoid taking students out of school in term time unless absolutely necessary (emergencies, unavoidable domestic reasons such as visa issues, funerals etc).
- To accept and support the school's codes of expectations and its behaviour and disciplinary policies.
- To ensure that your child takes part in all educational visits.
- To support the co-curricular and sporting programmes by permitting and encouraging your child to take part.
- To be involved and interested in your child's assignments, and to support appropriately.
- To make every effort to attend parent-teacher meetings and to keep in touch with the school concerning progress and behaviour.

“The first five years
have so much to do
with how the
next 80 turn out.”

Bill Gates Sr

School Organisation Term Dates 2018-2019

Autumn Term 2018

Tuesday 28 th August 2018	Orientation Day for New Students
Wednesday 29th August 2018	First Day of Term 1
Monday 17 th to Friday 21 st September 2018	Residential Trips Week
Monday 22 nd to Friday 26 th October 2018	Half Term Break
Monday 29 th October 2018	Professional Development for Staff (no Classes)
Friday 14th December 2018	Last Day of Term 1

Spring Term 2019

Monday 7 th January 2019	Professional Development for Staff (no Classes)
Tuesday 8th January 2019	First Day of Term 2
Monday 18 th to Friday 22 nd February 2019	Half Term Break
Friday 5th April 2019	Last Day of Term 2

Summer Term 2019

Tuesday 23rd April 2019	First Day of Term 3
Monday 6 th May 2019	Bank Holiday (no classes)
Monday 27 th and Tuesday 28 th May 2019	Bank Holiday Break (no classes)
Friday 28th June 2019	Last Day of Term 3
Monday 1 st and Tuesday 2 nd July 2019	Professional Development for Staff (no classes)

Academic Year 2019-2020*

Tuesday 27 th August 2019	Orientation Day for New Students
Wednesday 28th August 2019	First Day of Term 1 2019-2020

*Academic Year 2019-2020 dates are subject to confirmation

The School Day

The Primary and Middle school gates are opened at 08:10. Children using private transport, public transport or walking should not be brought to school before 08:10 as there will be no teachers on duty prior to that time. Diploma College students make their own way to the College, which is open from 08:00.

Parents bringing their children to school must ensure that children do not stay in the playground area marked off for school buses.

All PYP and MYP students should be collected promptly at 15:30 daily and at 14:00 on Wednesdays.

Until registration at 08:30, Primary students should wait in the main hall. Middle School students should wait in the Dining Room or Library.

School Hours

	PYP	MYP	DP
Registration	08:30-8:35	08:30-8:35	08:30-8:35
Lessons	08:35-10:15	08:35-10:55	First lesson 08:35
Break	10:15-10:55	10:55-11:15	Dependent on subject choices
Lessons	10:55-11:55	11:15-12:55	
Lunch	11:55-12:55	12:55-13:50	12:55-13:50
Lessons	12:55-15:30	13:50-15:30	First lesson after lunch 13:50
Dismissal	15:30 daily *14:00 on Wednesdays	15:30 daily *14:00 on Wednesdays	15:30 daily *14:00 on Wednesdays, although on occasion some lessons and after-school enrichment activities run until 17.30

The First Day of School

The first day of school can be as challenging for the parents as it is for the students. Please be assured that we do everything possible to make the school experience friendly and approachable. As many students are in a new country and using a new language, we would suggest that you send your child to school with written information regarding his/her home telephone number, address and parents' work telephone numbers.

Primary students should report to the School Hall by 08.30am and Secondary students will be directed to a classroom. Tutors will then meet the students and bring them to their homerooms at 08.30am. Diploma College and Grade 10 Foundation students should go to the College and await instructions there.

For those parents who are bringing in their children, please head to the Dining room on arrival where refreshments will be available courtesy of the Parent-Teachers Association (PTA). If you are planning to accompany your child on a school bus in the morning, please notify the office well in advance as space may not be available.

What to Bring on the First Day

The school supplies all textbooks, workbooks and exercise books. In addition, pencils, crayons and stationery equipment are also supplied, but students may wish to supplement this with their own materials. All students should have some sort of school bag - either a satchel or a backpack.

Primary students (Early Childhood – Grade 5):

PYP class teachers will meet students in the hall and take them to classrooms.

Students may wish to bring their own pencil box with pencils, a pen, eraser and pencil sharpener. Very young pupils may require a change of clothes. Please bring a healthy snack for the morning and afternoon break as well as a refillable drink bottle for water. No money should be brought to school, unless required by the school for a specific purpose.

Secondary students (Middle School, G10F and Diploma College - Grades 6-12):

Look for signs for their Grade to tell them which room to go to meet their tutors. Students may wish to bring their own pencil box with pencils, a pen, eraser and pencil sharpener. Secondary students will need a calculator, but parents are advised not to buy a calculator until instructions are given by the Mathematics teacher.

Attendance at School

Attendance

Students are required to attend the full school year. The school is legally obliged to record attendance figures twice daily. Parents are also legally obliged to ensure that students of school age are attending full time education. Parents should plan family vacations to coincide with the official ISL London school vacations; we will only authorise absences during term time in exceptional circumstances. Frequent or prolonged unauthorised absences will be reviewed and parents will be requested to attend a review. An unauthorised absence is one where no valid reason has been given for absence.

Absences for early departures and late returns from holidays will not be authorised. Parents should note that all absences – authorised or unauthorised – are subtracted from the students' attendance.

Unplanned Absences

Please notify the school office of unexpected absences by telephone (e.g. illness or injury) on the day of the absence. Students are also required to provide a formal absence note signed by a parent or guardian on the day of their return or send an email. The absence note should show the date(s) of the student's absence and a clear explanation of the reason. This note should be handed to the class or homeroom teacher immediately upon the student's return to school. The school will contact the parents if there is any query over a student's attendance.

Late Arrival

As the school is legally required to have a complete attendance record, any student arriving late should report to the campus office so that their presence in school can be registered. No Secondary student can be admitted to class unless a late-slip has been obtained from the campus office. Primary students who are late will be taken to class by a member of staff. The campus offices keep a record of all late arrivals.

Planned Absences and Leaving School During the School Day

If a student has a planned absence, for example a dental or medical appointment or a university visit, please **send notice to the school in advance and in writing**. The student will get permission from the homeroom teacher and then have this confirmed by Kathryn Firebrace - Primary Principal (EC1-Grade 5), Max Hull - Head of Pastoral (Grade 6-10) or Dan Spinks - Head of Student Welfare (Grade 11-12) prior to departure, which must be reported to and recorded at the school office. Where possible, please avoid making dental or medical appointments within school hours. For other planned absences parents will need to complete a "Request for Student Leave of Absence" form (available at the Front Office) at least a week in advance and submit it to Kathryn Firebrace, Primary Principal (EC1-Grade 5), Max Hull - Head of Pastoral (Grade 6-10) or Dan Spinks - Head of Student Welfare (Grade 11-12) to be granted permission.

“Better three hours
too soon
than a minute
too late.”

William Shakespeare

What to Wear – the School Dress Code

Whilst the school does not have a school uniform, we do have a dress code. Clothing needs to be simple, modest, neat and suitable for a range of school activities and appropriate to a working and learning environment. Clothing which could be perceived as provocative, immodest or culturally insensitive is not allowed. Skimpy or overly revealing items of clothing such as vests, tank tops, inappropriately short trousers or skirts – are not acceptable as school wear. Large pieces of jewellery are not acceptable. Earrings are not allowed on health and safety grounds. Ear studs may be worn as an alternative. During sunny weather, students should take care to wear clothing which shields them from the sun. The PE kit should be worn on PE days.

Footwear must be safe for a school environment. There are special requirements in the Physical Education, Science and Design rooms which must be observed (e.g. PE - sports shoes; Science and Design - closed shoes). Individual students whose dress at any particular time violates the spirit of the preceding guidelines will be advised accordingly. If the violation continues, the student may be required to return home and change their clothing or be excluded from class if the return home is not possible. Repeated violations will lead to further disciplinary action. The school's decision on matters relating to the dress code is final.

Where religious observance and traditional cultural practices cause difficulty with any aspect of the guidelines, the school should be consulted.

Physical Education (PE) Clothing

ISL London sports clothing will be sent home at the beginning of the first term. Each student will be provided with a polo shirt, a hooded sweater and navy blue shorts. Parents will need to provide navy blue tracksuit pants for cooler months and trainers.

Swimming suit/trunks, swimming cap and towels should be brought on swimming days. You will be informed when swimming is taking place.

Physical Education (PE) and swimming kit may be brought to school to change into on the appropriate days. Tracksuits may be worn on swimming days and should be brought on PE days when the weather is cool. The PE kit should not be left in school and should be taken home for washing after each session. All items of clothing should be marked with the student's name. No jewellery is to be worn in PE lessons.



Lost and Found

Please mark all items worn and brought to school with your child's name using name tapes or permanent marking pen. Encourage your child to take care of his/her belongings. Unmarked property will be placed in the lost property box and kept until claimed. All unclaimed property will be given to charity or otherwise disposed of at the end of the term. The school is not responsible for the safekeeping of property left unattended.

Lockers

Primary students use hooks and a personal storage space in the classroom for storage of their personal belongings. During the first week of school all G6-10 students are issued with locker keys for the storage of their personal belongings. Students who lose their key will have to pay for a replacement. The school is not responsible for unattended items left around the school.

Lunchtime Procedures

Primary and Middle School Students: Students take lunch provided by the school or bring their own lunch. The menu changes daily and we provide a varied and balanced diet which respects the dietary requirements and sensitivities of the school community. Please let us know of any special allergies and dietary needs of your child.



Lunchtime is an important part of the day. Students are expected to observe quiet and mannerly behaviour during lunch and respect the needs of others in order to make the time pleasant for all. Before leaving the lunchroom, students must clear their trays and leave tables and chairs tidy.

Primary Students: Students will be taken to the dining room by their teacher. Students bringing packed lunches should place their lunches in the storage space provided before school and will also eat at assigned tables in the dining room. Where there is a problem with eating, parents will be notified, and the child's teacher and parents will work together towards a resolution. Primary students may also bring fruit, vegetables or other healthy snacks for break time, but **sweets and crisps are discouraged**. The Primary lunch schedule is organised on a rotational basis and pupils will be instructed on the schedule.

Middle School Students: Dining room times are organised on a rotational basis and students are informed of this rotation.

Diploma College and Grade 10F Students: Students make their own arrangements for lunch. They can bring a packed lunch or buy food at the local shops. Students may eat in the common room or outside of the college.

School Library

The books, newspapers and periodicals in the school library are for the use of the students and staff for academic research and to encourage reading at home. The library is open until 15:30 for student use (13:50 on Wednesdays) and also operates a Library Club in the afternoons until 16:30 (16:00 on Wednesdays). Students must be signed up to the Library Club at the beginning of each term. Because the school community uses all the materials in the library, the following rules should be noted:

- The library is for research and quiet reading. Students may speak quietly, provided they do not disturb others.
- Books may be checked out and kept for two weeks; periodicals can be checked out for two days.
- A charge will be made for lost or damaged books.

The End of the School Day

Safety in the Primary and Middle School Playground

The safety of your child whilst attending school each day is our most important priority. Please help us to ensure their safety by explaining to them, in their home language, the following:

- Students must **NOT RUN** at all when the buses are in the playground. When the buses are full they move out of the playground and onto the main road.
- Students must **NEVER** run out and play in the playground in front of the buses.

School Bus

Many ISL London students use the door-to-door bus service. A separate 'Handbook for Bus Users' is available.

Parents Collecting their Children by Car

It is very important that parents collecting their child or children at the end of the school day, or during and after a school event supervise their child or children at all times. We would be grateful if parents would collect their children as quickly as possible so that the school can be cleared efficiently and safely at the end of the day. Primary student collection is from the Annexe. The gate by the church is opened by a member of staff at 15:30.

Please remember the following:

- **Please do not block the main road or the slip road whilst waiting to enter the playground.**
- **Please do not park on:**
 1. **The slip road adjacent to the school.**
 2. **In front of the neighbours' driveways.**
 3. **The annex of the church.**
- **The police or traffic wardens will issue parking penalties for inappropriate parking.**
- **If you are delayed in traffic and arrive late, your child will be waiting in the school office. Please note that the closing school time is 17:00.**

Uncollected Child Policy (extract - please see full policy document on the school website)

We will ensure that at the end of the school day and after co-curricular activities (after-school clubs) all children are collected by their parents/carers or a designated adult. Children will remain in the care of the school until they are collected by their parent/carer or a designated adult.

We will take the following actions while any uncollected child/children is/are in the care of school personnel:

- Call the parent/carer or designated person after fifteen minutes of waiting (parent may be liable for late collection fee).
- Try other emergency contact numbers if the parent/carer cannot be contacted.
- Two members of staff will wait with the child providing as much support and reassurance as is necessary.
- The child must not be released into the care and supervision of another adult until they have verbal permission from the parent/carer.
- The child must not be escorted or taken home by any member of school staff.
- The local Children Services department must be contacted if after repeated attempts no contact has been made with the parent/carer or designated person.
- Leave a message and contact number for the parent/carer or designated person informing them that their child is being looked after by the local authority.
- Record all incidents of late collection.
- Meet with parents who are persistently late in collecting their children.
- After each incident assess security procedures.

Emergencies

Medical Emergency

There are registered first aid trained staff at the school. In case of a medical emergency or illness, the school will contact the parents; students will be kept in the first aid room until the parents collect them. In case of an extreme medical emergency, the student will be taken to the accident & emergency department of the nearest hospital normally by ambulance following an emergency service call from the school.

Parents will be kept notified at all times.

Emergency Closure

If the school must be closed at short notice for any reason (e.g.: severe weather, security alerts or transport strike), every effort will be made to contact all parents by SMS. A notice will also be placed on the school website.

Please ensure that the school office has a SMS receiving telephone number (up to date UK mobile numbers) so that we can contact all parents quickly in case of emergencies.

Fire and Evacuation Procedure - Fire Drill

Throughout the school year, fire drills are held to familiarise students with correct emergency procedures. The fire alarm is a continuous sounding of the alarm. On hearing the alarm, everyone should leave the building immediately and silently following the fire evacuation direction signs posted throughout the building. They should then proceed quickly to the Meeting Point between the playground gates where all students will line up alphabetically in class lines.

Everyone in the Lower Primary School is to leave by the Annexe main door and proceed along the side of the church to the pavement by the main road and go to the meeting point in the playground.

If fire or other obstructions prevent exit by the above routes, alternative exit routes may be taken, but students must then join their classmates at the meeting point immediately. Teachers will ensure that all members of the class have left the classroom. They will then proceed to their class line at the meeting point, receive the class registers from the secretary, call the roll and report any absences. Students must not move from their class lines until told to do so by their teacher.

Under no circumstances is a student allowed to return to the buildings until the 'all clear' signal has been given by the Chief Fire Marshal or the Emergency Services.

Other Day to Day Issues

Visitors

We occasionally receive requests from prospective or former students to visit the school. While we welcome visitors, parents should understand that the normal functioning of classes takes priority and we cannot accept requests of more than one day visiting and occasionally may have to refuse requests if there are special circumstances. All requests for visits should be made in writing in advance to Ms Firebrace (Head of Primary), Max Hull (Head of Pastoral) or Paul Morris (Diploma College Deputy Principal) – depending on the age of the visitor. Visitors must also conform to the expectations and rules given in this handbook.

Personal Property, Valuable Items and Insurance

Parents should be aware that the school has insurance policies to protect itself against legal liabilities arising in the course of school activities, but the school does not arrange medical or personal accident insurance for the pupils, nor insurance for loss or damage to their property.

Under the school's general policy, insurance is only valid if it can be proved that the school has been forcibly entered. There is a small amount of cover for students' property in such cases, but essentially the private property of pupils should be insured privately if required.

Parents are advised that students should not bring items of value into the school unless absolutely necessary, nor should they have large sums of money on them. If for any reason students need to bring large sums of money to school, they are advised to hand it to the secretary immediately upon arrival. Similarly any necessary valuable property should be handed in for safekeeping.

Other items of value - such as mobile phones, iPods or smaller sums of cash – should be kept in the student's locked locker and not left in a bag in class, the corridor or in a changing room.

ISL London cannot accept responsibility for the loss or theft of personal property unless such property has been entrusted for safekeeping- by specific written request - to the school and that request has been granted.



“Education is a natural process carried out by the child and is not acquired by listening to words
but by experiences in the environment”

Dr Maria Montessori

Trips and Clubs

Co-Curricular Activities

ISL London offers in excess of 40 clubs per week in a variety of different activities including sport, art, technology, sciences, Service Learning, global issues and music. The clubs are an exciting extension to the school day that allows students to embrace the activities they enjoy most. The after-school Club Programme is delivered by both internal teaching staff and external coaches and providers. Most clubs operate from 15:30-16:30 daily and on Wednesdays from 14:00-15:00 (please ensure you check timings when you register) and the cost of clubs vary. Most Term 1 clubs begin in the week commencing 24th September and detailed information about those will be provided as they become available. Pre-season preparation for ISSA Football and Volleyball tournaments will begin in the week commencing 3rd September and interested players should contact clubs@isllondon.org.

Admissions

- All places are subject to availability and we operate a minimum and maximum number policy on all clubs.
- The booking process must be completed prior to the club's start date via the online platform (sign up details will be provided during Week 1).
- All paid clubs must be paid for in advance; external clubs will not accept children where payment has not been made and these children will be supervised in the Library.

Pick Up

- At the time of the booking, parents must indicate whether the student is allowed to travel home unsupervised or if they will be collected by a parent.
- All children will be brought to the School Hall at the end of the club where a member of staff will ensure children are collected by a parent.
- If a parent is more than 15 minutes late picking up their child after clubs, the parent may be liable for late collection fee charges. Repeat late pick ups may lead to exclusion from the activity for the remainder of the term.
- Children must be collected directly from the following external club venues: Gunnersbury Triangle (Tennis) and Brentford Sports Centre (various sports for MYP and DP). Please check the activities online platform regularly for club finishing times.

Instrumental Music Lessons

As part of the curriculum, Primary and Middle School students are offered a range of music and/or theatre classes as well as educational workshops and trips. Students can also register for extra lessons in piano, violin, drums, guitar, singing and other musical instruments. For more information on this programme please contact jryan@isllondon.org.

ISSA Tournaments and Ski Trip

Many sports activities are arranged after school, using the Brentford Leisure Centre and the sports fields. The school participates in tournaments with other international schools through the International Schools Sports Association (ISSA) and there is an annual ski trip which is organised (subject to demand) during the February half-term holiday.



Educational Visits

During the school year, to support and enhance the curriculum, students visit the theatre, museums, exhibitions, wildlife parks and places of special interest. Each visit is planned to maximise learning opportunities as well as to provide an enjoyable social environment for students and teachers together. Parents are always informed when a trip involving transport is planned. Permission slips are sent home electronically via an online system called ParentPaperwork outlining any special arrangements and must be completed before the visit. While these visits cannot always be scheduled very far in advance, we try to plan ahead to ensure that all students have the opportunity to participate in appropriate educational visits during the year.

Residential Trips and Activities

There are numerous residential trips throughout the year. The following are two examples:

Residential Trips: The Residential Trip takes place in September, is an integral part of the curriculum and is required of all students. Students in Grade 3 spend 2 nights away and students in Grades 4 to 11 spend one week away at a residential camp. In Grade 11, the residential trip also contributes to IB Diploma Creativity, Activity and Service (CAS).

The residential week promotes a friendly classroom atmosphere and helps students to work together as a team with a greater appreciation of individual abilities and strengths. Details of all residential trips are sent to parents at the start of each year and an information evening is organised in preparation.

Grade 12 student trips are determined by their subject choices. Biology and ESS students will head to field day excursions. Other students will focus on their IB Diploma core elements and on preparation for university applications.

Model United Nations: A number of students in Grades 10 and 11 attend an annual Model United Nations conference.

Behaviour on School Trips

Students are expected to behave well, to bring credit to the school and to allow others to enjoy themselves. Students who fail to do so, especially those who do not observe safety rules, will be disciplined and may be excluded from subsequent trips. Specifically, students should:
Be courteous and considerate to all.

- Sit quietly in the bus, train, etc.
- Stay with the group and not wander alone.
- Follow the instructions given by the teacher in charge.
- Listen politely to presentations and ask questions sensibly.
- Return from free time (Grade 9 and above only and with staff permission) punctually and to the specified meeting place.
- Not bring food, drink, money or belongings except as allowed by the teacher in charge.

“At the beginning of the week, we were quite separated as a grade and many of us did not know each other very well. Then we started working together and by Friday we all became much closer. We made incredible memories and participated in activities we had never done before!”

Ryan, Rosina, Jurre, Elliott, Anja, Ayaka and James, Grade 9 Residential Trip reflection



Communication between the School and Family

Good communication between the school and home is very important for a child's academic and social growth and success. There are a number of opportunities to learn about your child's work and for you to express concerns and suggestions.

1. **Parent/Teacher Meetings and Student Led Conferences** are held throughout the year; the dates are listed on the School Calendar. These meetings are a chance for parents to discuss the progress and welfare of their children with their teachers.
2. **Full Written Reports** are produced at the end of each semester (February and June). Other 'interim' reports are produced during the year for the MYP and DP.
3. **Social Events and Celebrations** occur throughout the school year and provide an opportunity for student performances and displays of student work. In addition, these events provide a relaxed social time during which parents can meet each other and members of the staff.
4. A **Bulletin** will be issued weekly and will list forthcoming activities and any special events, staff changes and other school activities. The bulletin is sent out by email and is also posted on the school website.
5. **ISL London Website:** Information about the school day, events, and school [policies](#) can be found on the school website.
7. **Electronic Communication** – The school uses ManageBac as its learning platform. [Here](#) MYP and DP teachers share resources with students, communicate with them about tasks to be completed; students record service involvement and upload homework tasks for correction. PYP, MYP and DP School reports are written using this system as well. Parents will have their own log in for this system and further details regarding log on and usage will be sent at the start of the year. Parents also have access to the school information system and will be sent details about this system at the start of the year. PYP students use the app Seesaw to create digital portfolios. Students share their learning via Seesaw and families can see their child's work and leave comments and encouragement. All work can be downloaded and saved when students leave the school so they can keep a record of their learning. Teachers can also post information about what is happening in class. Parents will be given further details regarding log on at the start of the year.
8. **Individual Contact** – A member of staff may contact parents if they have a specific issue to discuss with them. Parents may also contact the school. A list of contacts is given in the tables below.

Who to Contact if You Have a Concern

During your child(ren)'s stay at ISL London, you may wish to contact the school at some point. If you have a question concerning any of the following, please try to use these guidelines:

1	Routine Matters
EC-G12	For routine matters concerning your child e.g. absence notes, minor queries, parents should contact the Tutor and PYP class teacher. Contact details will be provided to you at the start of the school year.

2	Academic Concerns	Social / Pastoral Concerns
EC-G5	Kathryn Firebrace, Primary Principal KFirebrace@isllondon.org	
G6-10	Mr Paul Rose, Secondary Principal prose@isllondon.org	Max Hull - Head of Pastoral mhull@isllondon.org
G10F	Anne Williams - Homeroom Tutor awilliams@isllondon.org	
G11-12	Paul Morris - Diploma College Deputy Principal pmorris@isllondon.org	Daniel Spinks - DP College Head of Student Welfare dspinks@isllondon.org

3	Urgent Concerns
EC-G12	<p>Urgent and serious academic or social concerns for Primary, Middle School or Diploma College students should be directed to the Head of School, Mr Richard Parker at rparker@isllondon.org.</p> <p>Please only contact the principal if other channels of communication have failed to produce an outcome (see above for who to contact).</p> <p>If the concern or complaint relates to a serious threat to child safety or allegedly inappropriate conduct by another student or adult, this should be directed - without delay - to Head of Pastoral and Designated Safeguarding Lead, Mr Max Hull at mhull@isllondon.org</p>

**The ISL London leaders mentioned above may also be contacted via 020 8992 5823 or by letter.*

Responding to Queries, Concerns or Complaints

Most routine queries can be dealt with immediately or in a very short amount of time. Where the query relates to a more serious matter, an investigation may be necessary and will be carried out by the most appropriate member of staff as directed by the Principal. We will generally endeavour to respond to the academic and/or social concern within ten working days or earlier. If this is not possible, the school will communicate this to you with an explanation and any relevant updates.

While the outcome of such investigations and responses may not satisfy all parties, all should nonetheless feel that due consideration has been given and an investigation has taken place.

The school has a formal complaints policy which is published on its website. This relates to formal complaints which may arise if parents remain seriously dissatisfied with the process and/or outcome in response to their initial query or concern and all other avenues appear to have been exhausted.

Where the school deems that a party is acting in a vexatious or otherwise unreasonable way, it reserves the right to close an investigation and respond accordingly - unless relevant, new evidence is produced.

Student Support

The normal school contact to discuss a student's progress or welfare (outside the scheduled Parent Teacher Meetings) is the Tutor or PYP/Primary Class Teacher. It is the role of the Tutor to monitor a student's academic progress and social and emotional welfare at school. In addition to this we have a counsellor who students may talk to about any social or emotional difficulties they may be experiencing. We may refer a student to the counsellor if we feel that this may benefit the student. Where we have serious concerns about a student's welfare we will involve parents at the earliest opportunity.

Where a teacher feels that a student is facing academic difficulties, we may decide to refer the student to our whole school Special Needs Coordinator (SENCO), Sarah Maltby and to our Head of Student Support, Claudine Hakim who will assess what kind of support or advice the student may require in order to overcome such difficulties. If it is felt that the student needs specific and/or regular support with some aspect of their learning, parents will again be involved at the earliest opportunity.

Change of Contact Details

Please notify the school in writing as soon as possible regarding any change of address, telephone number or e-mail address.

Notice of Withdrawal of Child

Written notice of withdrawal must be given as per the Terms & Conditions of Notice and Payments published in the Admissions page on the ISL London website.

It is a statutory requirement to provide ISL London with the details of the new school your child will be enrolling in.

For students leaving at the end of the school year, written notice must be given to the Admissions Office by **Friday 5th April 2019**. If notice of withdrawal is not given, the School Deposit will be forfeited and the parent/guardian will remain obligated to pay the school fees for the first term of the following academic year.

For students leaving during the course of the school year, a full term's written notice must be given to the Admissions Office. If the appropriate notice of withdrawal is not given, the School Deposit will be forfeited and the parent/guardian will remain obligated to pay the school fees for the whole of the following term.

The School reserves the right to request the withdrawal of a pupil at any time should such action be deemed necessary on grounds of unacceptable behaviour or other non-compliance with contractual terms.

Who to Contact about Administrative Matters

	Regarding	Contact
EC-G12	School fees, your invoice or any other financial matters	Mr Simon Williamson - Head of Finance swilliamson@islschools.org
EC-G12	Admissions or notice of departure	Yoel Gordon - Head of Admissions ygordon@isllondon.org
EC-G10	Transport	Divya Patel - School Secretary dpatel@isllondon.org
EC-G10	Change of address, telephone number, notification of absence, dentist/doctor visit, letters for visas, etc.	mail@isllondon.org
G10F + G11-12	Change of address, telephone number, notification of absence, dentist/doctor visit, letters for visas, etc.	Linda Osman - Diploma College Secretary losman@isllondon.org
KG-G12	Clubs	clubs@isllondon.org

**The ISL London administrative leaders mentioned above may also be contacted via 020 8992 5823 or by letter.*

Parent Teacher Association (PTA)

The ISL London Parent Teacher Association (PTA) exists to provide a vital link between the parents and the school and to create a sense of community and provide support for new and existing parents. All parents of children currently attending the school are automatically members of the PTA as are all members of the school staff. Class and language representatives play a very important role in the school and they are here to introduce you to the ISL London community and day-to-day life inside and outside our school. They are involved in organising numerous events and occasions that help to promote social responsibility amongst our students and make the school a fun place for our children.

The PTA also organises clubs for parents and the group meets once a month. The meetings provide a forum for discussions of ideas and concerns by providing a line of communication with the leadership team.

There is also a closed Facebook group for parents which you can request access via facebook.com/groups/islpta. Further information about the PTA can be requested from the school office. Please have a look at the PTA video by searching '**Foxes TV - PTA Interview**' on YouTube.

School Advisory Committee (SAC)

The ISL London School Advisory Committee (SAC) consists of parents who collaborate in an advisory capacity with the school's leadership team. The group meets half-termly and focuses on a range of issues connected to the running of the school. Parents interested in being involved in the SAC should contact the school office for more information and contact details.

“IB programmes challenge students to excel in their studies, and encourage both personal and academic achievement.”

International Baccalaureate Organisation

The Curriculum

The International Baccalaureate (IB)

ISL London delivers the curriculum using the IB continuum of the Primary Years, Middle Years and Diploma Programmes. The courses are summarised below. Further information about the IB can be found here: www.ibo.org/en/programmes



Our goal with the Primary curriculum is to create happy learners engaged in every aspect of their school life, from the academic, arts and sports, through to the social and after-school activities. In addition to the rigorous academic programme, the values and understandings our students gain allow them to transition easily, whether into our programme mid-year or returning home at the end of their posting. We aim to support students to become confident, caring, internationally-minded communicators and lifelong learners.

The International Baccalaureate (IB) Primary Years Programme (PYP) is designed to provide students with the opportunity to engage with the world in a 'hands-on' and interactive manner, encouraging an active learning approach, as they construct meaning from experiences through the social and physical world that surrounds them.

There are six Units of Inquiry at each grade level, with the exception of Early Childhood, who explore four units each year. The Units of Inquiry are organised under the transdisciplinary themes: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organise ourselves and Sharing the planet. The units provide opportunities to develop an understanding of our host country and emphasis is also given to the students' home countries, the cultures of individual students and the culture of others.

Our day begins with students being greeted by their class teachers in classrooms. Students have a mid-morning and mid-afternoon break, in addition to their lunch break. Literacy, Mathematics, Units of Inquiry, ICT and Visual Arts are taught by the class teacher, while PE, Music and Mother Tongue or Language Acquisition classes are led by specialist teachers.



Teaching and learning in Grades 6 to 10 follows the International Baccalaureate (IB) Middle Years Programme (MYP) curriculum framework. The MYP is an inquiry-based programme in line with the PYP and is an excellent preparation for the Diploma Programme (DP). The programme 'aims to develop inquiring, knowledgeable and caring young people'. It provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

Students study English (as Language and Literature or as Language Acquisition), their Mother Tongue (as Language and Literature), a second language (as Language Acquisition), Individuals and Societies, Integrated Sciences, Mathematics, Visual and Performing Arts, Physical Education and Design. Students also complete a personal project course in Grade 10.



Students in Grades 11 and 12 follow the International Baccalaureate Diploma Programme (DP). The curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

ISL London has offered the IB Diploma since 1976. As one of the first schools in the world to pioneer the Diploma Programme, ISL has extensive experience in guiding IB students to continue their education in colleges and universities worldwide. The Diploma Programme is a two-year course of study culminating in a series of externally examined oral and written assessments. To achieve the diploma, students must study six subjects, three at a higher level (HL) and three at a standard level (SL) and complete compulsory core requirements. HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Students choose subjects from the following groups:

Language & Literature	ISL London aims to find an IB teacher for every mother tongue language.
Language Acquisition	Language B courses are offered in English, French or Spanish. These courses are for students who have already studied the language. Language ab initio courses are offered in Chinese, French or Spanish. These can be studied from beginner level and are offered at SL only.
Individuals & Societies	Courses offered in Geography, History, Economics, Business and Management, and Psychology.
Sciences	Courses offered in Biology, Chemistry, Physics and Environmental Systems and Societies
Mathematics	Offered at Higher and Standard Level. There are two Standard Level courses - Mathematics and Mathematical Studies.
The Arts	Visual Arts. Students may opt to study an additional Science, Individuals and Societies, or Languages course, instead of a course in The Arts.

Each subject is graded from 1 (minimum) to 7 (maximum). A minimum point score of 24 and completion of all core requirements is needed to earn the IB Diploma. A maximum of 45 points can be achieved, which includes up to 3 points that are awarded for successfully completing the core components of the DP.

More information on the curriculum will be given throughout the year during Parent Information Evenings and by written communication.

Grade 10 Foundation Programme

The Grade 10 Foundation course takes place at the Diploma College and is based firmly on the principles and practices of the best in international education. The curriculum is designed to develop the students' level of English and to give a solid foundation in Mathematics, Physics, Chemistry, Biology, Individuals and Societies, Art and Physical Education. All the subjects are taught through a content and language integrated learning approach. Additionally students will continue to study the literature and language of their mother tongue.

Lessons are inquiry-based, and students will develop communication and research skills, working both collaboratively and independently on projects and presentations to develop the attitudes and aptitudes which will prepare them for post-16 education, including the IB Diploma.

All students are given the opportunity to engage in sports and activities to promote physical and emotional growth, and develop awareness of healthy lifestyles. They are also encouraged to participate in community and service projects, designed to encourage compassion, responsibility and citizenship values and to help them understand how they can make a difference.

Languages at ISL

ISL builds on the IB Programmes through its unique Mother Tongue programme. Supporting mother tongue literacy is central to the ISL Mission. It goes beyond preserving cultural connections and providing a soft landing. Research over the past three decades increasingly demonstrates that continuing language and literacy in the first language alongside the development of the new language is in the learner's best interests. It is important not only for subsequent language development, but also for overall personal and educational development. From Kindergarten, each child has several Mother Tongue language and literacy lessons every week, maintaining and extending their first language. Early Childhood students have one 40 minute lesson per week.



Students who are native English speakers, have an opportunity to learn a new language at this time. Examples of languages available are French, Spanish (PYP and MYP) and Chinese (MYP only). The study of a language other than one's own is seen as an essential element in the development of international mindedness as well as being of educational benefit.

English as an Additional Language (EAL)

Every year, due to the very international nature of ISL's student intake, a number of children join the school with very little English. The aim of EAL in the PYP is to support the language development of students at all stages of language acquisition, from beginners to the advanced learner. This is done primarily through whole class immersion. The EAL teachers work with the class teachers to identify student needs and collaboratively plan and team teach lessons. Much of the work done in class is differentiated small group work. This allows students to develop their English language skills, vocabulary and confidence but also supports them in class to access the whole curriculum. EAL teachers help provide appropriate resources and support to enable students to participate in lessons and learn at a conceptual level, in order to facilitate their learning and development not only in English, but across all disciplines.

Assessment

Primary School

Teachers will assess a child's level of development by using a range of formative and summative assessment methods, tools and procedures. These may include diagnostic benchmark assessment and will enable them to monitor the progress of their students throughout the year and across all areas of the curriculum. Different methods of teaching will be employed where appropriate for the class, group or individual. Small classes ensure that extra attention can be given to children who require it. Any special needs or problems will be discussed with parents whenever necessary. Parent / Teacher/ Student conferences are held twice a year, and Student-Led conferences once a year. Additionally, in the autumn, Primary teachers give an evening presentation to parents outlining the proposed year's work, methods of working, materials used and many other matters of routine and procedure. This will give parents a good indication of what the child's experience of school will be.

Middle School

Near the beginning of the first semester, Tutors give an evening presentation to parents outlining the proposed year's work and methods of working and many other matters of routine and procedure. Assessment is continuous throughout the year and students are provided with a range of assessment tasks including diagnostic tests, assignments, research projects, examinations and other formative and summative assessments.

Diploma College

Student work is regularly assessed and any grades awarded are used to formatively assess student progress. Regular guidance meetings are held in which teachers discuss the progress of each student with the IB Diploma Coordinator and Head of Student Welfare. Those who are not making expected progress are supported in a variety of ways.

School Reports

Full written reports on all students are produced twice a year:	
Primary	Written reports containing informative comments outlining student achievement and next steps/goals for learning, and effort and attitude are sent home in February and June.
Secondary	Full Reports are sent out twice a year; in February and June. Interim Reports are also sent out to inform parents of progress in the first term.

Homework

Apart from being an integral part of the courses in each subject, homework helps students develop academic and organisational skills. Please direct any queries to the relevant person as outlined in the Communications section of this handbook.

KG-G5	Students are given homework/home learning tasks weekly. Recommended time allocations and load of tasks are detailed in the Home Learning Policy. Parents should monitor, check and sign their children's work as may be required by the class teacher. Students receive a weekly home learning contract which encourages them to organise their time and decide when to complete tasks to work around after-school clubs and activities. The emphasis for Home Learning in Primary is on reading practice, consolidation and practice of Maths skills and spelling. If a student is spending significantly more time on tasks than outlined in the Home Learning Policy, or appears not to have regular Home Learning, this should be drawn to the attention of the Primary Principal, Kathryn Firebrace at kfirebrace@isllondon.org .
G6-10	Homework is normally set weekly in each subject. Parents have access to ManageBac and can check on homework that is set using this system. Further details regarding homework will be given at the IB and Class Presentations at the beginning of the school year. If a student is spending significantly more time on one or two subjects than on the others or appears not to have regular homework in a subject, this should be drawn to the attention of the Head of Pastoral, Max Hull at mhull@isllondon.org .
Diploma College	The IB Diploma is an intensive, pre-university programme where students should expect a significant amount of homework both during and outside term time. Parents have access to ManageBac and can check on homework that is set using this system. Any queries about homework should be addressed Diploma College Deputy Principal, Paul Morris at pmorris@isllondon.org .

The Tutor Programme

Students from Grades 6 to 12 have a homeroom period once a week. This is used to deliver the Personal, Social and Health Education Programme. Students will acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. Students will cover work on relationships, service, citizenship, careers and higher education. They will also get opportunities to discuss their academic progress with their tutors and set their own targets for improvement.

School Rules, Behavioural Policies and Disciplinary Procedures

School Rules and Behavioural Policies

ISL London rules are designed to help students maintain and develop self-management and a sense of respect for the school and the school community, and to ensure the safety of all. These rules complement the code of expectations for students on page 4. Serious or persistent violation of the school rules may lead to the exclusion of a student from the school either temporarily or permanently. When parents sign the contract with the school, the acceptance of these rules and expectations form part of that contract. Students should:

School Rules
Welcome new students and actively help them to settle in at the school
Respect all members of the school community and their property
Work to the best of their ability without disrupting the work of others
Behave courteously towards fellow students, teachers and other school personnel and visitors whether on or off the premises, in person, by telephone, in writing or online
Attend registration and all classes punctually
Identify and report any example of bullying which they see or hear about
Take care of personal belongings and school property
Speak in a volume appropriate to the situation as instructed
Keep the school tidy and free from litter
Walk - do not run in school corridors and classrooms
Keep to the left in corridors and stairwells and hold doors open for others
Take all necessary materials and correct materials to all lessons
Use school computers (and other IT equipment) and the internet for school work purposes only and in compliance with the school's Acceptable Use Policy
Not behave in a rude, aggressive, threatening or unfriendly manner to anyone
Not use IT and mobile technology to send abusive, threatening or demeaning messages
Use mobile technology only where allowed by school policy
Refrain from wearing headphones at school
Adhere to the School's Drugs Policy
Not smoke at or within the vicinity of the school
Not bring knives and other weapons to school or keep them at school
Not use the First or Second Floor of the Main Building before morning registration. Secondary students should not be in the Hall before morning registration
Not take unauthorized photos with a mobile phone or camera etc. and not make unauthorized audio recordings
Not deface school buildings, texts, planners and folders
Not consume food and drink except in the dining room or in the playground. Water may be consumed in class with the permission of the teacher
Not chew gum anywhere on the school premises
Not remain on the school premises after school hours unless they are participating in an after school club or are actively participating - at the time - in an afterschool or weekend event
Students below Grade 10 may not leave the school grounds during school hours
Students arriving and departing the Primary and Middle School may cross Gunnersbury Avenue using only the pedestrian flyover (bridge) or at the crossroads traffic lights
No hats or caps are allowed indoors
Valuable personal property should not be left unattended and should be placed in lockers
Cyclists should wear protective headgear and take care not to impede pedestrians

Classroom Rules
Students should ensure that they are punctual to all classes
Secondary students should wait outside the classroom until the teacher gives permission for them to enter
Students should sit <u>according</u> to any arrangements as required by the teacher
If a student wishes to ask a question or make contributions to discussions, they should wait for their turn. Calling out is not allowed
Students should respect the contributions made by other students to any discussion

**The school may add to or amend these rules as and when appropriate and will notify parents and students of such additions or amendments.*

Primary and Middle School Playground Rules
Play safely, with kindness and fairness
Playing during play breaks can only take place in an enclosed area where all gates are shut
Where the duty teacher judges that the playground is becoming unsafe or is being dominated by one group, the duty teacher may stop a game from being played. That decision is final
Secondary students are not allowed to play football in the playground unless they use a sponge or soft ball provided by the school
Students are not to bring in their own balls
Do not play in the bus area at the start of the school day, or anywhere in the playground at the end of the school day, until all the school buses have left
If a ball leaves the playground, the teacher on duty will arrange to collect it
Students who have permission to leave the school premises during breaks or other periods must use the pedestrian gate only ensuring it is shut after they leave or arrive
Parents and students should ensure that the pedestrian gate is shut after they leave or enter

Anti – Bullying Policy

Bullying is a pattern of behaviour demonstrated by one or more persons towards another, which is designed to hurt, injure, embarrass, upset, or discomfort that person. ISL takes all bullying seriously and investigates all incidents thoroughly. Where bullying behaviour is established, action will be taken and parents will be informed and involved in the process. Our Anti-Bullying Policy is posted on our website and hard copies are available from the school.

Child Protection

ISL fully recognises the responsibility it has under section 175 (Section 157 for Independent Schools, Academies and City Technology Colleges) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with students and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care when necessary.

The ISL Child Protection Policy sets out how the school discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our Child Protection Policy is available on our website and hard copies are available from the school.

Drugs

Every student who attends ISL has the right to attend school in a safe and secure environment free from harmful substances. To ensure this, the school's curriculum will inform students about substances which are actually or potentially harmful to their health. It will provide students with the information necessary and identify these substances and be aware of the consequences of their use upon both their mental and physical health as well as the legal consequences. Appropriate actions to take when faced with an offer to try one of these substances will be discussed.

In order to protect the students' health, safety and welfare at school and in school related activities, the use by students of illegal drugs and other intoxicating substances (such as alcohol or so-called 'legal highs') and tobacco is prohibited at school, in the vicinity of the school and on educational visits.

Any student found in possession of, using or under the influence of illegal or inappropriate drugs in school or in the vicinity of the school or on an educational visit or otherwise under the authority of the school will be subject to sanctions up to and including permanent exclusion and will be subject to the additional actions outlined in the ISL Drug Policy.

Any student who is established as dealing in drugs i.e. supplying drugs whether for personal gain or not – as specified in the Drugs Policy – will be dealt with severely and should expect to be excluded from the school with immediate effect. Liaison with appropriate external authorities such as the Police will be undertaken. Copies of the school's Drugs Policy may be obtained from the School Office.

Disciplinary Procedures

We encourage students to develop self-management, but occasionally stronger disciplinary procedures are needed. When conduct is unacceptable, the student is told exactly what she/he has done wrong and is reprimanded.

Class and form teachers take special responsibility for students in their class, coordinating information and addressing any initial problem. If the behaviour does not improve, or if the student commits a serious misdemeanour, further disciplinary measures are taken and parents are contacted. Measures taken may include the following:

Primary - EC to Grade 5	
by teacher	In the Primary, student disciplinary matters are dealt with by class teachers. If a case is serious enough, it is referred to the Head of Primary for further action.
by Principal	Temporary exclusion from school
	Permanent exclusion from school or class

Middle School - Grades 6 to 10	
by teachers	Reprimand and oral warning
	Confiscation of inappropriate or inappropriately used student property - normally until the end of the day in the first instance. Parents may be asked to collect this property.
	Written imposition
	Minor task
	Isolation within class
	Break or lunchtime detention
by Head of Pastoral	Daily report
	Temporary exclusion from class
	After School detention (normally Friday 15:30-16:30) G7-10 only
by Primary Principal and Secondary Principal (in consultation with the Head of School)	Temporary exclusion from school
	Permanent exclusion from school or class

Diploma College and Grade 10 Foundation	
by teachers	Reprimand and oral warning
	Confiscation of inappropriate or inappropriately used student property - normally until the end of the day in the first instance. Parents may be asked to collect this property.
	Written imposition
	Minor task
	Isolation within class
	Break or lunchtime detention
by Head of Student Welfare or DP Deputy Principal	Learning Contract
	Daily report
	Temporary exclusion from class
	After School detention
by Secondary Principal	Temporary exclusion from school
	Permanent exclusion from school or class

In all but minor cases, a written account should be initiated (e.g. behaviour report). This is seen by the initiating teacher, the Class Teacher (Primary) or Tutor (Secondary). Such reports are kept on file.

School Detention

Parents are normally given 48 hours advance notice in writing. School Detention cannot be substituted by break or lunchtime detention. In the event that a student is put into school detention parents will need to arrange transport from school. The school buses cannot wait.

In the case of a parental wish to challenge a School Detention, the parent should contact the **Head of Pastoral** on receipt of notification.





International School of London

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