



Southlands International School



SCHOOL POLICY AND GENERAL INFORMATION

Year 12 & 13 2019-2020

Key Stage 5

SENIOR SCHOOL POLICY AND GENERAL INFORMATION YEAR 12 & YEAR 13 – 2019-2020 - KEY STAGE 5

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School Calendar Academic Year 2019-2020

School Hours

School day **8:50 a.m. – 3:25 p.m.**

Office **7:30 a.m. – 5:30 p.m.**

Shop **8:30 a.m. – 4:30 p.m.**

AUTUMN TERM 2019

Welcome from Mr Wilson, Principal	Tuesday 3rd September (9:00 a.m.)
Meet the Teachers (Nursery - Year 2)	Tuesday 3 rd September (9:30 a.m.)
Welcome from Mr Wilson, Principal	Wednesday 4 th September (9:00 a.m.)
Meet the Teachers (Year 3 - Year 13)	Wednesday 4 th September (9:30 a.m.)
Nursery (1/2 day) - No transport - No lunch (Transport will start on Monday 11th September)	Thursday 5 th and Friday 6 th September
Reception - Year 13 Full day (Transport service operative)	Thursday 5 th September
Parent/teacher conferences (holiday for children)	Friday 25 th October Primary & Years 8-13 parents/guardians
Half Term Holiday	Friday 25th October – Monday 4th November
School Re-opens	Tuesday 5 th November
Term ends	Wednesday 18 th December (Italian lessons will take place until 5.00 pm)
Parent/teacher conferences morning (holiday for children)	Thursday 19 th December for Year 7 parents/guardians only
Christmas break	Thursday 19th December – Tuesday 7th January

SPRING TERM 2020

Spring Term begins	Wednesday 8 th January
Half Term Holiday	Monday 24th February - Monday 2nd March
Parent/teacher conferences (holiday for children)	Monday 2 nd March Primary & Years 7-13 parents/guardians
School Re-opens	Tuesday 3 rd March
Term ends	Thursday 9 th April (Italian lessons will take place until 5.00 pm)
Easter break	Friday 10th April – Friday 17th April

SUMMER TERM 2020

Summer Term begins	Monday 20 th April
IBDP Examinations	Thursday 30 th April – Friday 22 nd May
Public Holiday	Friday 1 st May
Holiday	Tuesday 2 nd June
Barbecue Evening	Friday 12th June (6:30 p.m.) - (School closes 12:00 p.m)
End of school year	Thursday 25 th June at 3:25 p.m.
Summer school	Tuesday 30 th June – Friday 24 th July

WELCOME TO SOUTHLANDS SENIOR SCHOOL

Thank you for choosing Southlands Senior School for your child. We have another very exciting year ahead being an International Baccalaureate World School delivering the IB Diploma Programme and an Pearson/Edexcel examination centre delivering the International GCSE. The Senior School has grown remarkably over the past few years with many enthusiastic new subject specialist teachers, able to teach IGCSE and the IB Diploma, joining our growing team to consolidate the effective delivery of the curriculum and to provide essential pastoral support in their role as form tutors.

Southlands is proud to offer a unique learning environment. Our numbers may be increasing, but we are happy to claim that our students benefit from smaller class sizes through each year in Secondary, allowing more individual attention and support from their teacher: an invaluable factor in the learning process. Whichever option they may elect to pursue for their future education, our goal is to develop essential skills to equip each student for success, and to instil each individual with high expectations for individual achievement in a supportive and nurturing learning environment. Our Key Stage 3, IGCSE and IBDP results are a clear reflection of this philosophy.

In addition to academic studies, pastoral care is an essential component for personal development. Your child will begin each morning with their form tutor, who will work closely with the group, preparing them for learning, nurturing a sense of teamwork, organising an assembly, discussing topical issues during tutor time, possibly arranging extra-curricular activities for the class. The form tutor is available to discuss any questions or concerns that a student may have, and to provide general guidance throughout the year. With so many students from around the world, Southlands EAL team offer invaluable targeted support for students with limited English; our Support Department provides a sensitively structured specialised system for those with specific learning needs, which complements the syllabus delivered in the classroom. Our school nurses are on hand to provide medical assistance when needed; naturally, they require particular information about each child, as specified later in this booklet.

The following pages are designed to provide information and anticipate questions regarding your child's experience at Southlands. Each week, the Senior School assembly will take place on Friday afternoon as part of our PSHCE programme to enhance our students' pastoral experience and general well-being. The Principal's Newsletter, provides the latest news and announcements for Southlands families, including important dates for your calendar, so please watch for this each week and access the information which is sent via email, is available on the Southlands App and on the school web site. There are several scheduled opportunities for parents to meet teachers during the school year, but individual appointments can be made at any time to discuss your child's welfare and progress with their subject teacher, form tutor, the Head of Senior School or the Principal. We also have more informal events throughout the year, such as invitations to drama performances, the Christmas concert and end of year Barbecue, as well as the IGCSE & IB Diploma information evenings.

We are all looking forward to the year ahead; it promises to be very exciting. Once again, thank you for electing to be a part of the Southlands family, and welcome to Southlands Senior School.

SOUTHLANDS INTERNATIONAL SCHOOL AND THE INTERNATIONAL BACCALAUREATE ORGANISATION'S MISSION STATEMENTS

Southlands Mission Statement

At Southlands International School our aim is to ensure that all students:

- receive a high quality education, in the English language, within a nurturing stimulating and creative international ethos.
- are inspired, respected, challenged and supported by the well-qualified, dedicated, caring and professional team of staff.
- receive excellent pastoral care from their teachers in a friendly, positive atmosphere
- know that their individual qualities, abilities and cultures are recognised and valued.
- are given the opportunity to form trusting relationships, collaborative, gain experience and assume responsibility in a thoughtful managed setting.
- benefit from well-equipped and continuously updated classrooms and technology.
- make use of a spacious outdoor learning environment.
- are provided with additional educational opportunities off site, locally and nationally.
- are given the opportunity to fulfil their individual potential academically, socially, morally and emotionally.
- leave school equipped with the skills and awareness they need to become tolerant, independent, co-operative, responsible and creative young people.
- develop a lifelong interest in learning, the environment, technology and self-development.
- understand the need to make a positive contribution to society.
- love learning and feel that school is not only fun, but a wholly rewarding experience.

IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SKILLS FOR LIFE: IB Learner Profile

The International Baccalaureate identifies that IB learners develop a series of attributes. We feel that these skills are invaluable that students develop over the course of their education. There are:

<i>Inquirers</i>	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.
<i>Knowledgeable</i>	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.
<i>Thinkers</i>	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
<i>Communicators</i>	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.
<i>Principled</i>	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.
<i>Open-minded</i>	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 accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<i>Caring</i>	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.
<i>Risk-takers</i>	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.
<i>Balanced</i>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<i>Reflective</i>	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.

MEET THE TEACHERS

The following people comprise the team that will teach in Year 7 and above from September 2019

Mrs. Carly Barber – BSc (Hons) Zoology, PGCE Science with Biology specialism, NPQH	Head of Senior School	Science Biology
Mr Paul Johnson – BSc (Hons) Psychology, PGCE Science with Biology specialism	Deputy Head of Senior School & IB Diploma Co-ordinator/Head of Science	Science Biology
Mr. James Blundell – (BTEC National Diploma Performing Arts, MA in Theatre Studies, PGCE Drama)	Year 8 form tutor	Drama English Language & Literature
Mrs Vicky Salmon - BSc(Hons) Geography, PGCE	Year 8 form tutor EE Co-ordinator	Geography History
Ms Justine Bothwick - BA(Hons) English and American Studies, PGCE English and Drama	Head of KS3 English	English Language & Literature Drama
Mr Graeme Strang – (BSc (Hons) Mathematics, PGCE Mathematics)	Year 7 form tutor Head of KS3 Maths	Maths Science PE
Ms Ana Lain Del Forno	Year 10 form tutor	Italian as a Foreign Language Spanish as a Foreign Language
Ms. Alexandra Baines – (First Class Dual Honours in Business Management and Finance, PGCE (Mathematics))	Year 11 form tutor Head of PE	Maths Computing PE
Mr John Eley – (BA English Language and Literature, MA Directed Research in English, PGCE English)	Year 13 form tutor Head of KS4&5 English	English
Mme Florence Mattei - Laurea in Lingue e Lettere Francese, Italiano Licence d'Italien	Year 12 form tutor Head of MFL	French as a Foreign Language Italian as a Foreign Language
Mme Charlotte Kerhomen	Head of French Year 9 form tutor	French as a Foreign Language
Mrs Rose Zreiqat – BSc Mathematics, MSc Mathematics	Head of Maths KS4&5	Maths
Mr Richard Hough	CAS Co-ordinator Head of KS3 ICT	Year 6 teacher
Miss Aasha Chauhan – (BA (Hons) History and Ancient History, Master of Arts in Classics, PGCE History)	Head of History	History
Mrs Edvige Nanni - BA Fine Arts, PGCE		Art & Design
Ms Susan Connolly BA(Hons) Economics, MA Developmental Economics, PGCE Economics.	Head of Economics	Economics Computing
Ms Natasha Blackledge	Head of Physics	Science Physics

	Year 7 form tutor	
Mr William Edwards	Head of Chemistry	Chemistry Science
Mr Andrew Snape – BA (Hons), Sociology with Dance and Drama, PGCE (Sociology and Performing Arts), QTS (Performing Arts)	Head of Music	Music
Mrs Caroline Thorp - Certificate in Education		Dance Ed. Support
Mrs Sonia Gray – RSA Cambridge EFL	EAL Co-ordinator	English as an Additional Language
Prof.ssa Giuliana Papa - Laurea in Lettere		Italian Media
Prof.ssa Marisa Santarsieri - Laurea Scienze Politiche		Italian Media
Prof.ssa Maura Valiserra - Laurea in Lettere		Italian Literature and Language

SCHOOL CALENDAR (Autumn Term)

Welcome from Mr Wilson, Principal	Wednesday 4th September (9 am)
Meeting with the Teachers	Wednesday 4th September (9.30 -11 am)
Academic Year begins	Thursday 5th September
European Language Day	Mid-Autumn
Year 8 -13 Parent/Teacher Meetings (please do not book until early October)	Friday 25th October - holiday for students (9 am until 3 pm)
Half Term Holiday	Friday 25th October - Friday 2nd November
School Re-opens	Monday 4th November
Power of Poetry Competition (Prize Presentation)	November
Christmas Performances	Mid-December
Term ends	Wednesday 18th December
Year 7 Parent/Teacher Meetings (please do not book until early October)	Thursday 19th December - holiday for students (morning)
Christmas break	Thursday 19th December – Monday 6th January

PASTORAL CARE

Southlands is synonymous with its family atmosphere: an essential factor that helps to make our school experience unique. Our goal is to maintain this tradition through the Senior School, with a nurturing and supportive environment for all of our students.

At 08.50 each morning, the school day begins promptly with registration with the Form Tutor. This is valuable time for preparation for learning and administration: the register is taken, daily announcements are made, letters may be distributed, reply slips may be collected. Equally important, this is a unique opportunity for each student to organise their bags and books and to prepare for morning classes: they can wake their minds up, sort through their text books, find the necessary note books, and locate their homework, so that they arrive in their lessons well-prepared.

Time with the Form Tutor is also a forum for developing a sense of camaraderie within the tutor group. The group will have informal conversations, but there will also be discussions led by the Form Tutor about topics relevant to the school or the wider world. The group will need to elect representatives to speak on their behalf on the Student Council, where the students have a voice in devising school initiatives; they will collaborate to produce an assembly for their Senior School peers; they may be planning a field trip together; there are musical and dramatic performances to rehearse; they may be have a particular project for PSHCE (Personal, Social, Health and Citizenship Education); they could be coordinating Christmas decorations for the classroom, gathering books for the *Readathon*, or decorating balloons for the European Day of Languages.

The Form Tutor is also available to listen to individual questions, suggestions or concerns. Students are encouraged to chat with their Form Tutor, and keep them up to date with their news, views and any other events taking place in their lives no matter how big or small. This helps to create a close relationship between the Form Tutor and each member of the tutor group.

The Form Tutor may also flag any causes for concern expressed by subject teachers or Deputy Head of the Senior School; this can often be remedied by a quiet conversation with the student; sometimes it prompts a private chat with parents at the end of the school day; in some cases, an appointment may be made for parents to call into school to discuss the situation and possible solutions. (Please see Consistent Behaviour Policy).

KEY STAGE 5 ACADEMIC STRUCTURE: IB Diploma Programme

Progression in Senior School: In line with the English National Curriculum guidelines, Year 12 and Year 13 are working in Key Stage 5. Widely regarded as the leading school leaving qualification and recognised by the best universities across the world, the IB Diploma Programme is offered at Southlands. The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares our students for success at university and beyond. Based on the pattern of no single country, it is a deliberate compromise between specialisation required in some national systems and the breadth preferred by others. IB programmes are recognised around the world and sure an increased adaptability and mobility for IB students but above all, they promote national understanding through a shared academic experience. The curriculum and pedagogy of the IB Diploma Programme courses on the global perspectives of learning and teaching, while insisting that students fully explore their home cultures and language. Life in the 21st Century

Attendance: Attendance must be a priority for Key Stage 5 students throughout the two years of their IB Diploma Programme. They are involved in preparing for and completing internal assessments. They are also involved in essential practical work in some subjects which cannot be recuperated if a lesson is missed.

Studying within a small class is an invaluable advantage for any student; we have also been able to offer certain options for each IB diploma subject group, and the number of subjects available will naturally increase as the Diploma Programme expands. Some of our Key Stage 5 students may also enjoy an hour of Independent Study Time, when they have an opportunity to study quietly in the Senior School Library.

Curriculum: Southlands Key Stage 5 IB Diploma programme is specifically designed to prepare students for Higher Education anywhere in the world. IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5.



They must also complete the three core elements:

- The **extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.
- **Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, activity, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

Resources for Key Stage 5: Most subjects follow a core course text book. In addition, students will study articles and texts; they will complete research assignments using the Internet; they may also be required to complete practical projects as part of their course.

Homework: At this level, students are expected to demonstrate a mature and responsible attitude to homework. Many tasks may require several days' preparation, whether it is a research assignment or an essay, or preparation for Internal Assessment (see below). Deadlines are given and must be observed. Catch-up work for students who are absent can be requested for an absence of 3 days or more, and will be given at the teacher's discretion. Although some absences are unavoidable, we strongly discourage unnecessary absenteeism, since students soon discover that participation in the lesson is an essential part of effective learning.

Assessment: Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme, pass Theory of Knowledge and Extended Essay and to satisfactory participation in the Creativity, Action, Service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of Diploma Programme assessment practice.

For more information about the course content for the IBDP at Southlands International School please see 'IB options booklet 2019' also available with this document.



IB DIPLOMA PROGRAMME ADMINISTRATION

Managebac

This is our online learning platform where students record / can see the following:

- personal information needed for IBDP registration in September of Year 13
- subject taken and portfolio space to upload documents
- designed subject pages where assignments are set & turned in electronically as well as important subject and curriculum are available
- record and track their TOK, CAS and EE programmes
- teacher grades

Confirmation of IBDP subjects for final IBDP diploma

At the start of Year 13 students must sign and confirm their diploma subject choices and levels to be registered with the International Baccalaureate Organisation by 15th September. They must also provide a photocopy of their current passport / national ID card to verify their identity.

Academic Transcripts & School references

These are available, upon request in writing, from the IB Diploma Coordinator. The information cited is from Year 10 through to Year 13.

IBDP results for universities

Students must give their permission for the IB Diploma Coordinator to ask the IBO to release their students, on their behalf, to universities. Year 13 students must complete the appropriate form and hand it to the IB Diploma Coordinator by 1st May.

Legalisation of IBDP results

Some countries require the legalisation of the IB Diploma results and/or actual diploma. Year 13 students must complete the appropriate form and hand it to the IB Diploma Coordinator by 1st April, along with a photocopy of their current passport / national ID card to verify their identity. Please note that school will pay for legalisation for one country only. Any subsequent legalisations are at the expense of the student.

There are two different IB documents which can be legalised:

- The Diploma of the International Baccalaureate (IB Diploma): which only shows the candidate's name and school, and it is only legalised in exceptional circumstances when specifically required.
- The IB Diploma Programme Results (IB Diploma Results): which show the results that the candidate obtained and is always legalised.

ABOUT IB DIPLOMA EXAMINATIONS

The IB Diploma Programme is an international post-16 qualification which is “an academically challenging and balanced programme of education with final examinations that prepares students for success at university”. It is taken by students worldwide and accepted in universities around the world. The IB Diploma Programme is a broad base two year course, requiring study in six subject areas, including a study of Literature in a (near)native language, a modern foreign language, Mathematics, a Humanity and at least one of the Sciences. In addition, students participate in a Creativity, Activity, Service programme, write a 4000-word extended essay, researching a topic of their choice and follow a core critical thinking programme 'Theory of Knowledge'. Students work towards gaining the highest number of points in order to enter the University of their choosing, both in Italy and abroad

Our IB Diploma students have paper externally-set and marked by the International Baccalaureate Organisation. Stipulations regarding examination conditions are extremely specific and stringent; dates and times are also scheduled by the examination boards, and any student absent on the day of an examination will not have the opportunity to take that paper. The school provides a schedule of relevant dates once they are confirmed, and similarly strict guidelines apply to the internal assessments.

Students must adhere to the following IBO examination guidelines, as well as all school policies including the Academic Honesty policy.

EXAMINATION PROCEDURES

1. IGCSE & IBDP EXAMINATIONS MUST FOLLOW STRINGENT PROCEDURES: STARTING TIME MUST COINCIDE WITH THE PUBLISHED EXAMINATION TIMES, AND NO STUDENT MAY BE EXCUSED BEFORE THE NOMINATED FINISH TIME.
2. Students must be on time for all examinations. No time missed can be made up. Allowances will be made for students using school transport: in the event of a delay, these students may enter the examination room up to 30 minutes after the examination has started.
3. A student who is absent for any reason will be unable to re-sit the external or end-of-year internal examination. This will be stated on the Report.
4. Students must deposit all personal belongings in designated areas, including mobile (cellular) phones, smartwatches, electronic devices, and any equipment not required for the examination. IF ANY FORBIDDEN OBJECTS ARE FOUND DURING THE EXAMINATION, IT WILL BE CONSIDERED A DELIBERATE INFRINGEMENT OF THE RULES, AND MAY LEAD TO DISQUALIFICATION.
5. Students must provide themselves with the necessary equipment for each examination, and carry it into the examination room in a clear plastic bag or pencil case if there are more than three items.
6. Students may not leave the room after the examination has started, except in an emergency and with expressed permission by the invigilator.
7. Students may not communicate to each other in any way while in the examination room for the full duration of the examination. ANY VIOLATION OF THIS WILL BE CONSIDERED A DELIBERATE INFRINGEMENT OF THE RULES AND MAY LEAD TO DISQUALIFICATION.
8. If any student feels that they are being disturbed by another student, they should immediately communicate with the invigilator.
9. Students may only communicate with the invigilator by raising their hand for attention and waiting for the invigilator to come to their desk.
10. Students must wait until all papers have been collected, and until they have been formally dismissed from the room before talking or moving about. The examination is not considered to be over until all the students have left the room.



Conduct of the examinations

Notice to candidates

General

1. Candidates must know their session number.
 2. When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.
 3. No form of refreshment may be taken into the examination room. (At the discretion of the Diploma Programme coordinator, drinking water is permitted.)
 4. Candidates may take to their desk/table only the following items:
 - general stationery (for example, pen, pencil, eraser, geometry instruments, ruler), but correcting fluid is not permitted
 - materials specified by the IB as required for a particular examination (for example, an electronic calculator, a case study and/or a data booklet). Any IB published materials required for the examinations must be "clean" copies that have not been used in the classroom or for private study
 - a translating dictionary for non-modern language examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted).
- If required by the coordinator/invigilator, any item brought into the examination room must be available for inspection. This includes electronic calculators.
5. The following rules apply to the use of electronic calculators.
 - Candidates must not use or store data, programs or applications in their calculators that may assist them in an examination by removing the need to recall facts or formulae that are not provided in the examination materials.
 - Examination questions must not be stored or recorded in the memory of a calculator.
 - During an examination, no attempt must be made to conceal information or programs stored in a calculator.
 - If required by the coordinator/invigilator after an examination, a candidate must provide a list of information and programs stored on the calculator.
 6. The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/invigilator and remain seated until permission is given to leave the examination room.
 7. The instructions of the coordinator/invigilator must be obeyed. The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examination.
 8. Five minutes' reading time is permitted for all examinations except multiple choice examinations. Reading only is permitted during this time.

Arrival

9. Candidates must arrive in time for the start of an examination. Late arrivals may not be permitted.

Temporary absence

10. In cases of emergency, at the discretion of the coordinator/invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/invigilator.
11. A candidate will be supervised during a temporary absence from the examination room. There must be no communication with any person other than the person who is supervising the candidate.
12. During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

Academic misconduct

13. During the examination, and at any other time specified by the coordinator/invigilator, a candidate must not communicate with any other candidate.
14. All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material or impersonation of another candidate is not permitted.
15. If a candidate finds that he/she has accidentally taken unauthorized material into an examination (for example, a cell/mobile phone), this material must be given to the coordinator/invigilator immediately.
16. No candidate is permitted to borrow anything from another candidate during an examination.
17. A candidate must not attempt to gain or solicit information about the content of an examination within 24 hours of an examination ending.
18. Candidates must not discuss the content of any examination paper with any person outside their immediate cohort within 24 hours of an examination ending (be that through social media or direct communication).

Failure to comply with any of these regulations will be considered academic misconduct and may result in no grade being awarded.

Early departures

19. Candidates will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is one hour and 15 minutes or less, candidates will not be allowed to leave during the examination.
20. If a candidate leaves the examination room before the scheduled finishing time, the candidate will not be allowed to return.

End of the examination

21. It is the responsibility of the candidate to ensure that the front page of their cover sheet is correctly completed prior to departure from the examination room.
22. Candidates must return all examination papers, answer booklets and multiple choice answer sheets to the coordinator/invigilator at the end of the examination.
23. Candidates must leave the examination room in a quiet and orderly manner.

Conduct of the examinations

The following items are **not** permitted
in the examination room:



Wearable technology

Note: Examples include smart watches
and smart glasses.

Electronic equipment

Note: An approved calculator or
personal CD player is permitted
in certain examinations.



Notes or rough/scratch paper



Refreshments

Note: Water is permitted at the
discretion of the Diploma
Programme coordinator.



Books or guides

If you take any of these items into an IB examination—even if it is
by mistake—you will be in breach of regulations and may not be
eligible for a grade in the subject being examined.

Conditions of use of GDCs in examinations from 2008 onwards

Graphic display calculator (GDC) models recommended for all subjects that allow calculators to be used

Texas Instruments TI-83 Plus/TI-83 Plus Silver Edition/TI-84 Plus/TI-84 Plus Silver Edition

Casio CFX-9850 GC Plus/CFX-9750 G Plus/CFX-9950 Plus/FX1.0 Plus/FX-9860 G SD/Graph 35 Plus/Graph 85 SD

(See the Handbook of procedures for the Diploma Programme (Vade Mecum) for a full list of recommended GDC models.)



Texas instruments

TI-83 Plus/TI-83 Plus Silver Edition
TI-84 Plus/TI-84 Plus Silver Edition

Conditions of use in examinations

1. The RAM memory must be reset or initialized on all calculators. (See Table 1 for instructions on how to achieve this.)
2. The ROM memory must be reset, initialized or modified so that only approved flash Apps remain in the calculator memory. (See Table 2 for instructions on how to achieve this; see Table 3 for a full list of approved flash Apps.)

How to reset the RAM memory of the TI-83/84 family of models

Press	Result
2ND then MEM to access memory functions.	
2ND then 2 to access reset function.	
2ND then DEL to reset all RAM memory.	
2ND then ENTER to confirm RAM reset.	
2ND then 2 then 2 will display full RAM and no files.	
2ND then 2 then 2 then 2 will display full RAM and no files.	
2ND then 2 then 2 then 2 will display full RAM and no files.	
2ND then 2 then 2 then 2 will display full RAM and no files.	

How to remove flash Apps from the ROM memory of the TI-83 Plus/TI-83 Plus Silver Edition/TI-84 Plus/TI-84 Plus Silver Edition

Press	Result
2ND then MEM to access memory functions.	
2ND then 2 to access memory management functions.	
2ND then 2 then 2 to view Apps in calculator memory. (The Apps displayed on this screen may be different to those found on your calculator.)	
2ND then 2 then 2 then 2 to scroll up and down to select the Apps to be removed. Arrow indicates selection; on this screen, the Apps Calclt has been selected.	
2ND then 2 then 2 then 2 to delete the Apps selected. A confirmation screen will appear.	
2ND then 2 then 2 then 2 to confirm delete. Updated display of Apps in calculator memory will appear after a short pause. The Apps deleted will be removed. Repeat until only approved Apps remain.	
2ND then 2 then 2 then 2 to check Apps available on calculator.	

(Note that Finance will not appear in the memory screens, but will only appear when **2ND** is pressed.)



TI-82/TI-83/TI-85/TI-86
(models without ROM memory)

Conditions of use in examinations

1. The RAM memory must be completely reset. (See Table 4 for instructions on how to achieve this.)
2. The standard versions of the following RAM programs can be loaded after the RAM memory is reset.
 - Polynomial root finder
 - Simultaneous equation solver
 - Equation solver

Standard versions of RAM programs for most of these models can be found at www.ticalc.org.

Press	Result
2ND then MEM to access memory functions.	
2ND then 2 to access memory management functions.	
2ND then 2 then 2 to view Apps in calculator memory. (The Apps displayed on this screen may be different to those found on your calculator.)	
2ND then 2 then 2 then 2 to scroll up and down to select the Apps to be removed. Arrow indicates selection; on this screen, the Apps Calclt has been selected.	
2ND then 2 then 2 then 2 to delete the Apps selected. A confirmation screen will appear.	
2ND then 2 then 2 then 2 to confirm delete. Updated display of Apps in calculator memory will appear after a short pause. The Apps deleted will be removed. Repeat until only approved Apps remain.	
2ND then 2 then 2 then 2 to check Apps available on calculator.	

Screen name	Full program/Apps name and version
CBL/CBR	CBLT™ v1.0, Texas Instruments
Chinese	Chinese Help v1.01, © Inwintec, 1999
ClighHelp	Catalog Help v1.0, © Texas Instruments, 2000
Dansk	Dansk Localizer v1.02, © Texas Instruments, 1999
Deutsch	Deutsch Localizer v1.02, © Texas Instruments, 1999
Español	Español Localizer v1.02, © Texas Instruments, 1999
Finance	Finance—part of TI operating system
Français	Français Localizer v1.02, © Texas Instruments, 1999
Italiano	Italiano Localizer v1.02, © Texas Instruments, 1999
Magyar	Magyar Localizer v1.02, © Texas Instruments, 1999
Nederlan	Nederlan Localizer v1.02, © Texas Instruments, 1999
Norsk	Norsk Localizer v1.02, © Texas Instruments, 1999
Polski	Polski Localizer v1.02, © Texas Instruments, 1999
PolySmt	Polynomial Root Finder and Simultaneous Equation Solver v1.0, © Texas Instruments, 2001
PolySmt 2	Polynomial Root Finder and Simultaneous Equation Solver v2.0, © Texas Instruments, 2006
Portug	Portug Localizer v1.02, © Texas Instruments, 1999
Suomi	Suomi Localizer v1.02, © Texas Instruments, 1999
Svenska	Svenska Localizer v1.02, © Texas Instruments, 1999

CFX-9850 GC Plus
FX-9750 G Plus
FX-9950 Plus
FX1.0 Plus
FX-9860 G
FX-9860 AU
FX-9860 G SD
Graph 35 Plus
Graph 85
Graph 85 SD



Casio

Conditions of use in examinations

1. The RAM memory must be completely reset. (See Table 4 for instructions on how to achieve this.)
2. The ROM memory must be initialized (FX1.0 Plus model only).

How to reset the RAM memory of the Casio CFX-9850 GC Plus/FX-9750 G Plus/CFX-9950 Plus/FX1.0 Plus/FX-9860 G/FX-9860 AU/FX-9860 G SD/Graph 35 Plus/Graph 65 Plus/Graph 85/Graph 85 SD

Press	Result
Locate the reset button on the back of the calculator.	
Use a thin, pointed object to press the reset button. The reset confirmation screen will appear.	

If the display appears to be darker or dimmer after you reset the calculator, adjust the colour contrast. See the manufacturer's manual for instructions for other models.

REPORTS TO PARENTS, PARENT/TEACHER CONFERENCES

Effective communication between teachers and parents is vital; we want you to feel supremely confident that you have chosen the best environment for your child with regard to both academic progress and pastoral care, which enhances each student's personal development.

Twice a year, subject teachers prepare a formal report to parents regarding the progress of each student. As an official document, the phrasing of the report is likely to be affected by National Curriculum/IB Diploma descriptors: to demonstrate that there has been an opportunity to practise a particular skill, to tackle a specified theme, to work as part of a group, or to study a particular topic. At the same time, teachers wish to communicate clearly with parents: to comment on behaviour, quality of work, timeliness of homework, participation in class and general progress in a particular subject. End of year reports will include examination results for internal testing and the IB Diploma, teachers may also include internal assessment, currently working at and predicated grades, if applicable.

Alongside the academic subject reports, the Form Tutor will provide a pastoral report. The main purpose of this report is to recognise personal achievements that are not necessarily related to one particular lesson, but demonstrate the social, physical, creative or competitive development of the student. This is an opportunity for the Form Tutor to comment on those qualities about which a subject teacher may not remark: punctuality, meticulous school uniform, playing a supportive role in the tutor group, volunteering as a class representative, taking a lead in a tutor group activity, performing well in a whole school competition, or behaving in a particularly responsible manner during a school trip, for example. We appreciate that personal development cannot be measured by academic success alone.

For **Parent/Teacher Conferences** there are particular times set aside on the school calendar when parents are invited to make an appointment to discuss their child with all of the subject teachers and form tutor. These dates have been scheduled for the Autumn and Spring terms in the calendar at the start of this document

EXTENDED CURRICULUM OPPORTUNITIES **(SCHOOL EDUCATIONAL VISITS)**

Many of our teachers and Form Tutors enjoy organising extended curriculum opportunities that take the students out of school, sometimes for a day, sometimes as part of a residential trip. It is not only the historical, geographical or scientific benefits that motivate and inspire the teachers. Despite the technicalities of planning transport arrangements, leaving work for other classes, completing all the necessary health and safety paperwork, and finding other teachers who are prepared to act as chaperones, these outings provide a real sense of achievement for those involved, since these are extraordinary opportunities to witness the students outside the usual school environment, interacting with their peers, making new friends, demonstrating their own unique strengths of character. With greater freedom comes greater responsibility, and participation in school trips often brings out the best in our students.

A school trip is not simply a holiday. Each location is selected for a particular reason: perhaps, to demonstrate landscape features studied in Geography, perhaps to learn more about a significant historical event, maybe to personally experience the work of great masters, to see Shakespeare in performance, or to be completely immersed in a particular culture and language. There are innumerable considerations when planning a school educational visit, and the benefits are generally beyond our expectations.

For the past few years, our Key Stage 3 students participated in residential trips designed specifically for each year group, under the direct supervision of teacher chaperones, and most were accompanied by their form tutors. Groups shared their amazing experiences with the rest of Senior School in a series of colourful and

entertaining assemblies during the final term. These year group trips proved so successful and so popular that we plan to provide similar opportunities to our students this year; further details will be provided during the Autumn term.

Recent trips for Southlands Senior School have included:

- Guided tours of The Globe, The National Theatre and the BBC in London, and unforgettable West End performances
- Studying coastal erosion and preservation strategies along the Ostia beachfront
- Visiting the Auditorium Parco della Musica
- Exploring the ruins of Pompeii, then climbing through the clouds to the crater of Vesuvius
- Enjoying a performance in French at Sala Umberto theatre

The year ahead promises similar opportunities, for students to learn and grow outside the regular confines of the classroom, storing up those unique memories for the future.

- Year 7 - Barcelona
- Year 8 – Holland
- Year 9 – Paris
- Year 10 – London
- Year 11 – Berlin
- Year 12 – Beijing

Details of each available day trip will be sent to parents at the earliest possible opportunity.

SENIOR SCHOOL EXTENDED CURRICULUM EXPERIENCES POLICY

(DAY TRIP, OFF-SITE ACTIVITIES & RESIDENTIALS)

Extended curriculum experiences compliment our Senior School curriculum, and as such, we expect students to adhere to the same social and academic rules, behaviour and standards which are required in school: appropriate and respectful behaviour towards everyone at all times.

In particular we would like to highlight to students, and their parents/guardians, the following essential rules and regulations which are by no means exhaustive:

- It is completely forbidden to smoke, drink any form of alcohol, possess and/or use illegal drugs, as well as undertake any action prohibited under the local law of the visiting place.
- It is completely forbidden to cause damage to people, animals, things, environments and structures at all point on the visits.
- Students must have a correct and respectful behaviour towards, each other, teachers and any other person with whom they come into contact.
- Students must strictly observe any meeting times set and be punctual to the meeting point as determined by the teachers. We insist that students never go off alone or leave the main group on their own for any reason whatsoever.
- On overnight visits, bed times will be decided by the teachers and must be adhered to. Lights out is the signal that all students are expected to settle down quietly in their rooms, without disturbing those around them, and remain in their own rooms until morning call.
- Mobile (cellular) phones and other electronic devices (e.g. iPods, electronic games, etc.) are only allowed at certain times during the day, but must be switched off and may be collected in at bed time. They will be returned to students at morning call. Naturally, the misuse of these items may result in them being confiscated. Students are personally responsible for any items that they choose to bring.
- Students will be able to call home at appropriate and convenient times during the day. To avoid calling at an inopportune moment, we recommend the following times for parents who wish to telephone: between 7.30-8.am (local time). and 7-8pm (local time).
- Students are to travel in school uniform/dress code, or appropriate clothes (for overnight visits). Comfortable clothes and sensible shoes are required, and we insist on no inappropriate logos on clothing, high heels, short skirts or bare midriffs during the visit.

Teachers, who are acting in loco parentis, will use their professionalism, knowledge and discretion to organise activities, groups and allocate rooms (on overnight visits).

When appropriate, a list of essential items will be provided which will be attached to individual trip letters.

Any misbehaviour will be dealt with immediately, with school sanctions applied. This may result in parents being asked to collect their child from the visit. Any additional expenses incurred here are at the responsibility of the parent/guardian.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

SENIOR SCHOOL CONSISTENT BEHAVIOUR MANAGEMENT POLICY

- * At Southlands International School we believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment within both the English and Italian Curricula. Our behaviour policy is based on the principle of assertive discipline: that individuals are in control of their actions and can choose to act and respond in certain ways. We believe that all adults and students in school have:
 - * The right to be safe
 - * The right to learn
 - * The right to be treated with fairness and respect
- * **What are our aims?**
 - * At Southlands we aim to:
 - * Strive to maintain a positive and supportive school environment with students given recognition for high standards of behaviour
 - * Ensure that all students are treated consistently. This means that there will not be variations in expectations between staff, and that the same standards of behaviour apply outside the classroom as within
 - * Involve parents at the early stage if a student does not meet our expectations with regard to behaviour in order that we can take a joint approach to resolving any issues
 - * Allow students the opportunity to make a 'fresh start' if undesirable behaviour has to be dealt with, and not to judge students on previous behaviour
 - * Listen to all points of view before making any judgement concerning undesirable behaviour

What rules do we have in school?

The three rules we have in school are based on the three basic rights we believe in. These are displayed around the school with appropriate examples and are regularly discussed and reinforced with the students.

- * Everyone in school has the right to be safe
We insist that students do not act in a physical way towards each other. We teach students that problems need to be solved through discussion and agreement. Retaliation is not acceptable as a reason for a physical response, and will be dealt with on an equal level to the initiator.
- * Everyone in school has the right to learn
We will not allow students to disturb or interrupt other students' learning. Teachers also have the right to teach, and for this reason, continual disturbances will not be tolerated.
- * Everyone in school has the right to be treated with fairness and respect
We expect students to show respect to adults and vice versa. We also expect students to show respect to each other, as we would adults to other adults. We ask that adults and students listen to other people's point of view with respect. Students will always be able to give their opinion, although this may not always happen immediately, depending on the circumstances.

How do we reinforce positive behaviour?

As a staff, we believe that it is important not only to reward improved behaviour, but to recognise and reward those students who are always punctual, well-behaved and motivated. In order to encourage good behaviour and study habits, there are a series of informal and formal rewards. Special recognition may be given in Senior School Assembly, or in the Principal's Newsletter. Prizes for competitions are awarded in special assemblies, and subject teachers elect outstanding students to receive exceptional certificates at the end of the year.

A particularly popular form of recognition has been the certificate of merit, awarded each week, and accumulated by students in order to qualify for an individual non-uniform day. Several classes managed to qualify for other treats, including a tutor time movie treat with popcorn! Responsibility can also be given as a token of recognition: students might be selected as a team captain for a special event, or elected as class representative to the Student Council.

How do we deal with undesirable behaviour?

However hard we may try, there may be times when positive strategies are not sufficient to encourage acceptable behaviour. Initially students will be spoken to about their actions, and given the opportunity to reflect upon these and change their behaviour. This will be done generally in private to the student, and not in front of an audience. For the vast majority of students in school, this quiet reminder is enough to solve the issue. Few students' behaviour is perfect one hundred per cent of the time, and these incidents can be addressed quickly and without any form of punishment.

Consistent Behaviour Management Steps for Subject Teachers

1. Non verbal reminder
2. Verbal reminder
3. Move student into a different seat (remember that students should be seating in a teacher-produced seating plan)
4. Reflection sheet: resolution conversation and subject teacher determined consequence (e.g. note in HW planner, write a letter of apology, detention, call/email parents etc.)
5. Record and Resolution form with the Deputy Head of the Senior School:
 - if 3 reflection sheets (1 teacher), or 5 reflection sheets (2+ teachers) in one half term.
 - May involve conversation with teachers involved.
 - Targets and strategies set.
 - Progress/improvement reviewed after an agreed interval.
 - Letter with reply slip and record and resolution form sent to parents and copy given to form tutor.
6. Referred to Head of Senior School
7. Referred to Principal of the school

*N.B. Stages 4-7 recorded by the DHSS.

Guidance for teachers for the completion of reflection sheets

Reflection sheets are not a punishment. Their purpose is to enable a student to reflect upon the incident that occurred and reflect on their behaviours and culpability so that they can then have a conversation with the teacher about what happened and seek resolution.

They should be completed as soon as possible after the incident/behaviour has occurred (ideally the same day)

Students should complete a reflection sheet and talk with the teacher and other involved students away from their peers.

Students should write in depth about what occurred ensuring that the form tutor and the Deputy Head can understand clearly what happened (i.e. what exactly was said/done) when they read it.

The teacher and students should all have the opportunity to talk and have their perspectives heard by the other parties as they go through the reflection sheet(s) together.

After this hopefully all parties agree to how to resolve the situation and (where necessary) that an appropriate consequence will be delivered promptly (detention, letter of apology, call/email parents, etc).

As soon as possible (ideally the same day) the reflection sheet(s) should be photocopied twice:

1x (original) for the teacher involved, 1x (copy) for the form tutor and 1 x (copy) for the Deputy Head.

N.B: This is especially important if the behaviour had occurred before as it means the form tutor and deputy head may wish to informally discuss the incident with the student and reiterate why it wasn't acceptable. Students realising that teachers communicate with one another is a very powerful behaviour management tool!

If the problem persists (three times in one half-term with one teacher, or five times in one-half term with multiple teachers) the student will fill in a Record and Resolution form with the Deputy Head of the Senior School and the teacher(s) may be invited to discuss the situation with the DHSS and student(s).

Receiving a Reflection Sheet- Form Tutors

You should keep a record and copy of all reflection sheets, homework, lateness and uniform concern letters so you can keep a track of problem areas.

According to the severity and frequency of the reflection sheets you may wish to discuss what happened with your tutee(s), this would ideally be done away from their peers. You can be a useful 'ear' and advisor to help guide the student away from repeating the undesirable behaviour. Sometimes there is a bigger problem either in or outside of school that can be brought to light with an informal chat.

Further steps

If undesirable behaviour continues, the student will see the Deputy Head of Senior School and complete a **Record and Resolution** sheet, which is given to the Head of Senior School. A **Behaviour Concerns** letter from the Deputy Head is filled in and sent home to parents.

If all these steps have been taken and the undesirable behaviour persists, then other strategies will be considered including:

- Involvement of the Head of Senior School
- Involvement of the Principal (where students are put in danger or the integrity of staff has been placed in question, the Principal should be involved immediately)
- Placing on report in school
- Home link i.e. behaviour contracts
- In-school suspension
- Possible fixed term exclusion
- Expulsion

How are the students involved in this process?

Students in school area made aware of this policy in many ways. We ensure that all students are aware of the reward systems and sanctions that are in use. Discussions as part of Tutor Time, PSHCE lessons, assembly, and Student Council meetings are used to discuss behavioural issues. The school has a separate Anti-Bullying Policy, and issues related to bullying are specifically dealt with through assemblies and PSHCE lessons, as well as on an on-going basis.

Parental signature

All students are expected to comply with the requirements of the school's discipline and behaviour policy. Each student and parent should read and sign the enclosed form and return it to the Form Tutor during the first two weeks of school; thank you for your support.

- Punctuality is a priority
- Every effort must be made to speak English in school whenever possible, particularly in lessons
- Students should bring the correct books and equipment to each lesson
- Homework should be neat, legible and handed in by the deadline
- Correct school uniform / dress code is obligatory
- Long hair must be tied back during lessons and in the dining room
- Make-up is not allowed; students may wear a watch and stud earrings, but other jewellery will be confiscated.
- Mobile (Cellular) telephones will be TURNED OFF AND OUT OF SIGHT throughout the school day.
- Good manners are expected at all times: in the classroom, in the dining room, on the bus, during break, between lessons, on excursions, etc.
- Anti-social behaviour, such as insolence, rudeness or bad manners, will not be tolerated.
- Everyone at Southlands has a right to be safe.
- Everyone at Southlands has a right to be treated with fairness and respect.
- Everyone at Southlands has a right to learn.

Notice of Removal

The Principal reserves the right to require the removal of any student at any time if, in his opinion, it is necessary in the interests of either the school or the student. No remission of fees will be granted for the remainder of the term during which the student has been suspended or removed.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

Language Policy

Contents:

1. Documents which inform this Policy
2. Rationale
3. Southlands Mission Statement
4. Language and Culture
5. Southlands definition of levels of language competence for IB Diploma Programme
6. Support provided
7. Monitoring, Reviewing and Evaluation
8. Resources and training
9. Review

Southlands International School recognises that language is central to learning and that all staff are, in practice, language teachers with responsibilities in facilitating communication.

1. Documents which inform this Policy

The documents which inform this Policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (April 2008) Guidelines for developing a school language policy Cardiff : International Baccalaureate
- IBO (2012) Guidelines for school self-reflection on its language policy Cardiff : International Baccalaureate
- IBO (April 2008) Learning in a language other than the mother tongue in the IB Cardiff : International Baccalaureate
- IBO (March 2011) The Diploma Programme: General regulations: Diploma Programme For students and their legal guardians Cardiff : International Baccalaureate
- IBO (August 2014) Handbook of Procedures 2015 Cardiff : International Baccalaureate
- IBO (September 2008) Towards a continuum of international education Cardiff : International Baccalaureate

2. Rationale

2.1 The Language Policy of Southlands is designed to help all students to pursue their studies effectively in the different languages in which we instruct. With the proliferation of language learning throughout the world, International schools need a Language Policy to meet the ever-increasing needs of students who require assistance to communicate and use a number of languages at a comprehensible level. It is the policy of this school that students have access to the whole school curriculum and to the full range of co-curricular activities provided by the school.

3. Southlands Mission Statement for Language Learning

3.1 Southlands seeks to ensure that:

- each student achieves to the best of his/her ability, and that language does not serve as a barrier to success.
- the development and use of language skills is a fundamental aspect of all learning that takes place here at school.

- the importance of language development is enhanced by the prominent role that language plays in all the curriculum and enrichment activities. This is under-pinned by high-quality, accessible and regularly monitored facilities and resources.

4. Language and Culture

4.1 Southlands values and celebrates the full range of students who form the Southlands community, including those for whom English is not their only language.

4.2 Wherever possible, students are encouraged to share their culture and language backgrounds at school events within the curriculum and during enrichment activities.

4.3 All lessons at Southlands are delivered through the medium of the English language except for lessons in the *Programma Ministeriale della Scuola Italiana* and Italian Language & Literature lessons where the medium in Italian and in Modern Foreign Language lessons the target language will be the medium of communication.

4.4 All written reporting to parents is communicated in English for all courses except the Italian National Programme at Key Stage 3..

5. Southlands definition of levels of language competence for IB Diploma Programme

5.1. Language A standard: students must be able to demonstrate their native or near-native competence at this level. This may be via a GCSE as a first language at grade C and above. In order to assess a student the school may give them an entry examination to assess their level.

5.2 Language B standard: students must have previously studied the language to a sufficient level to be able to access the course. This may be via a GCSE as a foreign language at grade C and above. In order to assess a student the school may give them an entry examination to assess their level.

5.3 Language ab initio standard: this course is for students with little or no knowledge of the language. If a student has previously studied the language then the IBDP Coordinator in conjunction with the IB Group 2 teachers school will assess their level. If the student is deemed to have a working knowledge of the language at an A2 level equivalent or higher they will not be able to pursue the course.

5.4 Bilingual students: If it is felt that a student has the level to complete two languages in Group 1 then this is will need to be approved by the IBDP Coordinator in conjunction with the IB Group 1 teachers.

5.5 Where possible the school will support the study of the Language A Literature school supported self-taught course in a student's native language where native speaking mentors can be provided.

6. Support provided

6.1 The school has mechanisms in place for identifying and supporting students who are experiencing difficulties with their use or study of English. Diagnostic testing, staff referral and student self-referral are methods by which individual support requirements can be ascertained and agreed using the following process of English as an Additional Language (EAL) provision:

PROCESS	ACTION
1. <u>School becomes aware of EAL needs of child</u> (a) on induction (by Principal)	a) New students in need of EAL support will be referred by the Principal to the EAL Department
(b) From subject teacher / class teacher/form tutor	b) Students identified by subject teachers will raise concern with form tutor/class teacher who will gather feedback from all other teachers and then make a referral to the EAL Department via an EAL support request form filled in by the class teacher (Primary) / Form Tutor (Secondary).

<p>(c) From the parents</p> <p>2. <u>Intervention by EAL Department</u></p>	<p>c) Students requested by parents to have addition EAL support to be referred to the EAL Department.</p> <ul style="list-style-type: none"> • When students are referred by teachers to the EAL Department, the class teacher (Primary) / Form Tutor (Secondary) will request permission from parents for the EAL Department to evaluate the child's needs. Should there be a language difficulty the teacher should ask for translation assistance from the office. • The EAL Department will then contact parents to inform them of the process, outcome and plan. • The EAL Department will contact the referral teacher to inform them of the outcome and plan. • The EAL Department will contact other appropriate colleagues as necessary, eg SEN Coordinator, Head of Senior School, IBDP Coordinator, Head of Key Stage to inform them of the outcome and plan. • When students are referred by the Principal or parents to the EAL Department, the EAL Department will request permission/inform parents that the EAL Department will evaluate the child's needs. • The CEFR for Languages scale is used to assess the student's English language competence. • Parents are notified by email that their child will be given EAL lessons to improve and enhance their language skills. • Timetable and nature of support (in or out of class) are then determined in accordance with the evaluation and conclusion of the EAL department. (Priority will always be given to EAL students out of class). • EAL student receives support until such time deemed suitable to re-enter their class on a full-time basis. • The number of EAL lessons will take the form of at least one session per week; during the year, this can vary depending on the student's progress. • EAL sessions generally replace an alternative lesson from the regular class timetable. For IBDP students additional EAL provision will be timetabled in Period Q to conserve subject teaching hours. • Parents are welcome to meet with EAL teachers to discuss any queries and issues they may have.
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6.2 Additional learning support and guidance is available to students via the SEN department.

6.3 International Baccalaureate students for whom English is not their first language will be offered appropriate options in relation to the language element of their programme so that the course is fully accessible. The school recognises the right for an IBDP student to take an A Language as a self-taught option in their mother tongue, if offered by the IBO.

6.4 International Baccalaureate DP students will be required to take a second language from the following: English B HL/SL, Italian B HL/SL, French B SL/HL, Spanish *ab initio* SL, French *ab initio* SL (Pamoja online) or Mandarin *ab initio* SL (Pamoja online)

7. Monitoring, Reviewing and Evaluation

7.1 Teachers will undertake the monitoring of student performance by means of marking of classwork, homework and tests.

7.2 If needed for EAL, specific tests will be carried out twice a year to evaluate student progress by the EAL Department.

7.3 In English, French and Italian students will complete national examinations at the appropriate level. In EAL students will receive a certificate of completion or a certificate of participation at the end of the year, in recognition of their achievement during the course.

7.4 Additional EAL support may be available during the Summer School courses provided by Southlands.

8. Resources and training

8.1 Staff and students are able to access and use appropriate resources related to the development of language skills. Resources include books, IT hardware, software, audio visual aids and examination materials.

8.2 The identification, purchase and distribution of resources used to deliver teaching and learning, including language, is overseen by the Principal in liaison with the Head of Section and IBDP Coordinator/Heads of Department/EAL/SEN/Italian Programme Coordinator with a designated budget. This is undertaken on an annual basis for large items of expenditure and at regular intervals throughout the year for smaller items.

8.3 The Library contains a range of language based learning materials that can be used or borrowed by staff and students. Materials are purchased in liaison with teaching departments and updated/replaced on a regular basis.

8.4 In addition to externally run INSET courses, all staff have access to internal/school based training opportunities, such as RISA (Rome International Schools Association) and ESL conferences – including those specifically related to language.

9. Review

9.1 Reviewing the Policy:

- The Language Policy is developed in collaboration with all teaching and support departments to ensure that it continues to meet the needs of our students.
- In order to reflect the dynamic nature of language development the Policy will be reviewed on an annual basis (see Policy Review Procedure document) so that it can be amended or updated as appropriate.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

Academic Honesty Policy

Contents:

1. Documents which inform this Policy
2. Rationale
3. Purpose
4. What would constitute a breach of academic honesty?
5. Roles and Responsibilities
6. How do we educate students about academic honesty?
7. Monitoring
8. Review

1. Documents which inform this Policy

The documents which inform this policy are:

- Programme standards and practices (IBO, 2014)
- The International Baccalaureate Academic Honesty Guidance (IBO, 2007)
- Effective citing and referencing (IBO, 2014)
- School work plagued by plagiarism? A Survey (Association of Teachers and Lecturers, 2008)
- Suspected Malpractice in Examinations and Assessments 2013-14 (Joint Council for Qualifications, 2013)
- Information for Candidates on Controlled Assessment, Coursework, Onscreen test, Privacy Notice, Social Media, Written Exams (Joint Council for Qualifications, 2013)

Coursework - a Parent's Guide. (The Qualifications and Curriculum Authority, 2005).

2. Rationale

- 2.1. Southlands International School encourages its students to become confident, independent learners with a positive attitude towards research, the creation of their own work and a respect for the work of others. We want our students to be 'principled' and act with integrity and honesty so we must instil within our students the understanding that academic work is the property of its author and that considerable time and effort would have gone into the preparation of an item of work. Our students must understand the learning and creative processes undertaken to produce work, once they accept the processes then they will understand the need for, and value of, academic honesty.
- 2.2. Academic honesty represents a set of values that promote personal integrity in all aspects of teaching, learning and assessment. Academic honesty is shaped by a variety of factors including, peer pressure, parental expectation, role modelling and taught skills. All staff carry the central responsibility for the instilling and modelling of good practice so that our students may evolve and develop into responsible and respectful learners.
- 2.3. Southlands and its teachers wish to encourage amongst our students the moral sense that academic work constitutes "intellectual property". Intellectual property is in some circumstances protected under law. By instilling this moral sense and respect for others' work, we will be helping to combat illegal out of school activities such as music downloading and file sharing. These activities are illegal and as such our students may be liable for such acts and face prosecution.

- 2.4. The development of student awareness of academic honesty from Key Stage 3 will prepare our students for the work they will engage in their iGCSE and IBDP studies. The values and skills our students gain will prepare them for study in further and higher education.
- 2.5. Students must understand that academic honesty relates not only to coursework/controlled assessment but also to all work they produce during their time at Southlands. Examinations, although taken under controlled conditions are also subject to the principles of academic honesty.

3. Purpose

- 3.1 To help our students understand the principles of academic honesty and create a learning environment under which students produce original work and respect the work of others through effective acknowledgement.
- 3.2. To develop in our students practices and conventions that will prepare them for future study in further and higher education institutions.

4. What would constitute a breach of academic honesty?

- 4.1 Students, parents and teachers are frequently confused about what would constitute a breach of academic honesty. Academic honesty is acting with integrity in all your schoolwork by making sure all your work is your own and not copied from either friends, books or the internet. Academic dishonesty is therefore defined as submitting as your own work that which is not your own and produced by someone else.

There are occasions (e.g. in the IBDP Language B group orals, Group 4 projects, CAS projects and TOK presentations) when group work is entirely desirable and acceptable. This is legitimate collaboration. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another.

All kinds of cheating are academically dishonest and they come under three broad terms.

- **Malpractice** - gaining an unfair advantage in any class, homework assignment or examination. Examples of this could be unauthorised help from friends, parents, siblings, tutors. Using within examinations electronic aids (mobile phones, tablets, electronic dictionaries, smart watches and the like) or any other items prohibited under the rules of the examining authority.
- **Collusion** - when a candidate knowingly allows her or his work to be copied and/or handed in by another student.
- **Plagiarism** - when presenting another's words and ideas as one's own without crediting the source - this includes information taken from books, journals, magazines, television and the internet. This includes paraphrasing material or an original idea without properly acknowledging the source.

- 4.2 In addition to the above, the falsification of documents and/or signatures will be treated as academic dishonesty.

5. Roles and Responsibilities

- 5.1 Teachers, support staff and the librarian are responsible for encouraging students from entry to the school in Year 7, to accept responsibility for their own work and acknowledge that practices such as “cut/copy and paste” constitute copying and as such must be discouraged.
- 5.2 Teachers, support staff and the librarian have a collective responsibility to ensure that as our students progress through school they become conversant with the concept of academic honesty and of the various forms that cheating can take.
- 5.3 Teachers, support staff and the librarian are required to monitor and ensure the rigorous application of specific standards and requirements set out by the examining bodies in relation to coursework, controlled assessment, extended essays and projects that students undertake as part of their iGCSE, or IBDP studies.
- 5.4 The Examinations Officer at Southlands is responsible for the implementation of regulations and procedures pertaining to public examinations held at Southlands on behalf of the QCA/JCQ and UK-based examination boards. A summary of the policy will be sent out to all parents and carers of students at the commencement of Year 9, 10 and 12. With regard to the International Baccalaureate Diploma examinations, the Southlands Examinations Officer will have responsibility for the implementation of regulations and practices in conjunction with the IBDP Coordinator.
- 5.5 The students of Southlands will, through the process of teaching and learning, develop initially a sense of awareness and then through practice become responsible for ensuring the originality of their own work. The submission of work by our students to their teacher is an admission on the part of the student that their work is their own and has been produced independently.

6. How do we educate students about academic honesty?

- 6.1 PSHCE programme
- session on plagiarism associated with controlled assessment and/or essay briefing
 - session on citation and referencing
 - information on school and examination bodies rules given out at mock examinations briefing and final examinations briefing
- 6.2 Information on the school website:
- This Academic Honest policy
 - Southlands International School Extended Essay student handbook
 - JCQ Information for Candidates on Controlled Assessment, Coursework, Onscreen test, using JCQ guidance, Social Media, Written Exams 2018-19
 -
 - General regulations: IB Diploma Programme (For students and their legal guardians)
 - IBO Effective citing and referencing Guide

7. Monitoring

- 7.1 The school subscribes to the practice of close monitoring by teachers of students' work particularly where that work is a part of assessed work for any educational or external qualification. Southlands uses systems developed by "Turnitin.com" integrated into ManageBac to support this. Student coursework, controlled assessment, projects, or essays produced specifically as part of iGCSE or IBDP courses will be checked using these monitoring systems in order that the school may be reassured as to the integrity of the work produced.
- 7.2 The emphasis of Southlands' policy is on prevention, and on students learning the appropriate skills of correctly referencing work. As an international school, we are aware that students come from a variety of cultural backgrounds, and it may take them time to understand this Policy. This is not to say that plagiarism is tolerated. However, it may be that in the first instance the student is handed back work and asked to reference it properly. Any student attempting malpractice, collusion and plagiarism, may after investigation into the circumstances, face the penalties outlined.
- **1st Offence:** It may be that in the first instance the student is handed back work and asked to reference it properly.
 - **2nd Offence:** A "fail" for the work (which must be repeated), a report to the Principal, Head of Senior School, and in the case of IB Diploma students to the IB Coordinator, a meeting with and letter sent home to parents. The student's name will be shared with the teaching staff of the school and a record made upon the student's file.
 - **3rd Offence:** Each of the consequences of the first offence, plus a two-day exclusion and the consequences attached to that.
 - **Continued offences:** The student may face the cancellation of examination entry/entries and/or exclusion from Southlands.

8. Review

- 8.1. In order to reflect the ever changing landscape of information retrieval practice this Policy will be reviewed on an annual basis (see Policy Review Procedure document) so that it can be amended or updated as appropriate.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

Admissions Policy

Content:

1. School Background which informs this Policy
2. Documents which inform this Policy
3. Southlands Mission Statement
4. Rationale
5. Admissions Criteria
6. Special Educational Needs
7. Admissions Process
8. Interview with Applicant

9. Review

1. School Background which informs this Policy

1.1 Southlands International School was founded in the 1976 to cater for the small British community in the south of Rome and for those wishing to follow a British-style education. Having a high quality school on their doorstep has meant many Italian parents have been attracted to the school. The school offers the children of these Italian parents the opportunity to follow an approved, adapted Italian curriculum which allows them to sit the Italian Ministry of Education's Elementari and Medie examinations (Programma Ministeriale delle Scuole Elementari e Medie). This combination of an 'international' education through the medium of English, which maintains Italian educational options, is seen as a unique opportunity.

1.2 Southlands International School serves a diverse community of students aged from 3-18 who come from a range of nationalities, cultures and backgrounds. We offer a broad education which uses English as the main language of learning and caters for a range of student abilities. We have over fifty different nationalities represented at Southlands and are proud of this fact. Southlands International School has adopted a set of core values, as articulated in our mission statement, which guide every feature of our educational provision.

2. Documents which inform this Policy

The documents which inform this policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (March 2011) The Diploma Programme: General regulations: Diploma Programme For students and their legal guardians Cardiff : International Baccalaureate
- IBO (August 2014) Handbook of Procedures 2015 Cardiff : International Baccalaureate
- IBO (September 2008) Towards a continuum of international education Cardiff : International Baccalaureate
- Special Educational Needs and Learning Support Policy
- EAL Policy
- IB Diploma Options Handbook 2019

3. Southlands Mission Statement

3.1 At Southlands International School our aim is to ensure that all students:

- receive a high quality education, in the English language, within a nurturing stimulating and creative international ethos

- are inspired, respected, challenged and supported by the well-qualified, dedicated, caring and professional team of staff
- receive excellent pastoral care from their teachers in a friendly, positive atmosphere
- know that their individual qualities, abilities and cultures are recognised and valued
- are provided with additional educational opportunities on and off site, locally and nationally
- are given the opportunity to fulfil their individual potential academically, socially, morally and emotionally
- leave school equipped with the skills and awareness they need to become tolerant, independent, co-operative, responsible and creative young people
- develop a lifelong interest in learning, the environment, technology and self- development

4. Rationale

4.1 Our Admissions Policy is articulated to encourage diversity and international mindedness in our student body. The students who are admitted to Southlands International School benefit from our educational provision and are expected to enrich our school community and to embrace the core values of the school as outlined in our Mission Statement.

4.2 We recognise that a number of students are less likely to benefit from our model of education. Our policy and procedures are designed to identify these students in order to help parents and the school make the best choices in line with the individual needs of these students.

4.3 Southlands International School also operates a policy on maximum class sizes.

5. Admissions Criteria

5.1 Southlands seeks applications from students who can demonstrate they possess the appropriate levels of academic readiness (typically average to above-average), as well as the excellent attitudes and interpersonal and academic skills required for successful learning in the school. Family priorities include:

- a preference for the iGCSE, in Key Stage 4, and the International Baccalaureate curriculum in Key Stage 5, both known for their academic rigour and diverse assessment methods;
- an appreciation of the value of learning additional languages;
- an expectation that the learner is self-directed, self-motivated and self-disciplined;
- a focus on holistic education that prepares children to participate confidently and positively in society as they become effective 21st Century global citizens.

5.2 Priority is given to the following categories in assessing applications:

- Siblings of current students of the Southlands International School.
- Applicants from the international community.
- Applicants who have English as a first or near native language.

5.3 We usually place students in the class appropriate to their age in accordance with the English school system, seeking to differentiate for their individual needs within this context. However, transfer from another school system may also take into consideration previous educational records. For instance, students transferring from another international or English-medium school who have effectively satisfied the criteria for promotion in their previous school will be admitted for the subsequent class applicable at Southlands International School. Internal assessment may be used to help reach decisions that aim to be in the best interests of each student.

5.4 The number of years that the student has spent in formal education is not usually used as an indicator for placement or admissions. Similarly, it is not common practice to ask students to repeat a year level purely on the basis of their ability to use the English language. As a general rule, students are admitted to Nursery and

Reception only on the basis of their chronological age. In particular, students will be expected to have reached 3 years of age by 31 August of the year of their admission, while all students entering Reception (either internally or as new admissions) would normally have reached 4 years of age by 31st August. Children must be toilet-trained and therefore out of nappies before starting the Nursery class.

5.i Language Requirements

5.i.1 EAL provision (as outlined in our EAL policy) provided by the school is mandatory for children entering the school in Year 1 or later years who on assessment are felt to benefit from additional one to one sessions. There will be an extra cost for this EAL provision.

EAL students will need to demonstrate above average ability and a strong commitment to the ethos of the school. The Principal will take into consideration a number of factors including the balance of students within the class and the size of the class.

All students and their parents are expected to commit to the student acquiring a high level of English.

6. Special Educational Needs

6.1 For applicants who have special educational needs, the school may require an independent educational psychologist's assessment as part of the admissions application process to determine the adjustments that would be required. Applicants with medical or physical disabilities may be required to submit an independent medical report outlining the accommodations that would be required of the school. If individual support is deemed to be necessary then specific arrangements will be negotiated with the family who may be required to wholly or partially fund the extra provision that is needed for their son/daughter.

7. Admissions Process

7.1 It is strongly recommended that parents consult our website www.southlands.it before they apply to Southlands. Here you will find copies of the following forms which will need to be completed, as well as information on fees and required documentation.

- ☐ Copy of photographic ID for student and of both parents
- ☐ Enrolment form completed and signed by both parents
- ☐ Health form
- ☐ Privacy consent form
- ☐ Image consent form
- ☐ Transport form (if transport is required)
- ☐ Payment Plan signed by both parents
- ☐ Codice Fiscale for student and both parents
- ☐ Updated vaccination certificates
- ☐ Copy of last school report

7.2 Families of students seeking admission to Southlands International School should contact the school to arrange an appointment with the Principal. The purpose of this meeting is for parents to become informed about the school (its core values and its educational programme). Ideally, the student should also attend this

meeting or arrange a follow-up interview at a future date. Meeting the student is an important part of the admission procedure. Parents should bring to this meeting the previous school reports.

7.5 Final decisions for admission are based on the evidence outlined above, which serves to demonstrate whether the applicant meets all of the admissions criteria.

7.6 Decisions on admission are determined by the Principal of the School whose decision is final.

7.7 If places are available, students who fulfil our admissions criteria may be admitted at any time during the academic year at the discretion of the Principal.

7.8 Students will not be admitted if any of the following circumstances apply:

- the student has been expelled from their previous school.

8. Admission to the IB Diploma Programme

Our goal throughout the IB Diploma admissions process is to be inclusive and hold the student's best interests at the centre of any decision made.

8.1 Students will be required to meet a minimum academic criteria. Generally, but not always, this is evidenced in obtaining a series of recommended iGCSE grades in Year 11 (Appendix 1).

8.2 All entering IB Diploma students will meet with the Principal and IBDP Coordinator to explore the aims of the IB Diploma including; the learner profile, the objectives of the core programme and the approaches to learning.

8.3 Where iGCSEs or their educational equivalent have not been obtained students will meet with the Principal and IBDP Coordinator to assess student suitability for the Diploma programme.

8.4 On review of previous school reports, the student will complete a number of entry examinations to assess the suitability of the student for their preferred IB Diploma subjects options.

8.5 The value the school places in the IB Diploma means it is our aim for all students to be supported in completing the full IB Diploma Programme. In the exceptional circumstance that a student is deemed unsuitable for the Diploma, but it is felt they will contribute to and develop within an IB curriculum, they may be admitted based on selecting a number of agreed courses.

9. Interview with Applicant

9.1 Applicants will have an interview with the Principal, Head of Primary / Senior School or the IBDP Coordinator..

10. Review

10.1 This policy will be reviewed annually to reflect the changing needs and demographics of the school cohort.

Appendix 1 – Recommended minimum iGCSE grades for IB Diploma Programme

<u>SUBJECT</u>	<u>Recommended minimum iGCSE grades for HL entry</u>	<u>Recommended minimum iGCSE grades for SL entry</u>
<u>English A Literature</u>	B/6 in Literature	C/4 in Literature

<u>Italian A Language and Literature</u>	A*/8 or studied Italian A pathway	B/6 or studied Italian A pathway
<u>Language B</u>	A/7 or high level of language skill	B/6 or high level of language skill
<u>Language ab initio</u>	Not offered	No requirement
<u>History</u>	B/6 in History	C/4 in History
<u>Economics</u>	B/6 in History and Mathematics	C/4 in History and Mathematics
<u>Business Management*</u>	Not offered	C/4 in History
<u>Philosophy*</u>	Not offered	C/4 in History and English Language
<u>Psychology*</u>	B/6 in History and English Language	C/4 in History and English Language
<u>Biology</u>	B/6 in Combined Science	C/4 in Combined Science
<u>Physics</u>	B/6 in Combined Science and A/7 in Mathematics	C/4 in Combined Science
<u>Chemistry</u>	B/6 in Combined Science and A/7 in Mathematics	C/4 in Combined Science
<u>Mathematics Analysis and Approaches</u>	Not offered	A*/8 in Mathematics
<u>Mathematics Application and Interpretation</u>	A*/8 in Mathematics	C/5 in Mathematics

Assessment Policy

Content:

1. Documents which inform this Policy
2. Terminology
3. Rationale
4. Aims and objectives of assessment
5. How is assessment used?
6. Baseline assessment (CATs)
7. Access arrangements
8. Review

1. Documents which inform this Policy

The documents which inform this Policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (2019) Diploma Programme assessment procedures 2019 Cardiff : International Baccalaureate
- IBO (July 2009) Candidates with assessment access requirements Cardiff : International Baccalaureate (updated July 2014)
- IBO (2019) Assessment readiness Cardiff : International Baccalaureate

2. Terminology

2.1 Formative assessment is a means of measuring progress in a given area over time.

2.2 Summative assessment is a means of measuring attainment in a given area at a specific time.

2.3 Diagnostic assessment is a means of testing to allow a teacher to determine students' individual strengths, weaknesses, knowledge and skills.

2.4 Baseline assessments (CATs) are a series of one of cognitive ability tests assessing student abilities in Quantitative, Verbal, Non-Verbal and Spatial reasoning.

3. Rationale

3.1 At Southlands International School we believe that assessment provides the basis of informed teaching, helping students to overcome difficulties and ensuring teaching builds upon what has been learned. It is also a means by which students can reflect on and understand how they have achieved success and what they need to improve upon.

3.2 Formative assessment is an effective tool to create a positive learning environment. Through assessment students are able to see the necessary steps they will have to take for ensuring their own success. It enables teaching staff to set appropriate work and support to the level necessary to ensure continuing progress.

3.3 Summative assessment is important for collecting accurate information regarding a students attainment and progress. It informs whole school target setting and prediction of cohort attainment in external examinations.

3.4 Assessment, both formative and summative, is part of the continuous cycle of curriculum planning, implementation and review at Southlands.

4. Aims and objectives of assessment

4.1 Assessment is used by stakeholders including, teachers, students, parents and administrators to:

- Diagnose starting points and inform subsequent teaching and learning.
- Accurately record and monitor student learning.
- Enable active involvement of students in reflective learning by evaluating and motivating learning success.
- Ensure that information regarding progress and attainment and be central to curriculum review.
- Identify and celebrate different levels of learning within the school.
- Facilitate student progression between programmes.
- Provide information that allows parents to support their child's learning.

5. How is assessment used?

5.1 Diagnostic assessment may take place at the beginning of an area of study to identify student and wider cohort learning needs.

5.2 Formative (measuring progress in a given area over time) and summative (measuring attainment in a given area at a specific time) assessments are used in all subjects and data recorded.

5.3 Assessment methods are both formal and informal. Feedback may come in the form of grades, scores, comments (written and verbal) and written mid-year and end of year reports.

5.4 Assessment is criterion based and constructed to meet the intended learning outcomes of the curriculum followed by the student.

5.5 Assessment is used to allow teachers and school leaders to collaborate and ensure consistency of standards across departments and Key Stages. They are also used to facilitate transitions between Key Stages and iGCSE and IB Diploma Programmes.

5.6 Standardised assessment is conducted to measure progress against established requirements of external examination organisations (Pearson Edexcel and IBO) and this is used to inform instruction and curriculum implementation.

6. Baseline Assessment (CATs)

6.1 All new students complete onscreen Cognitive Abilities Tests on entry to Southlands International School.

6.2 CATs assess abilities in Quantitative, Verbal, Non-Verbal and Spatial reasoning and scores are recorded and reviewed by teachers and school leaders to inform student target setting and identify potential areas of support for the student on admission.

7. Access Arrangements – Public Examinations

7.1 The final decision regarding access arrangements for assessment and special dispensation rests with the appropriate examination board/body who make their judgements on a case by case basis. The school will facilitate this process by providing the necessary documentation. To enable this process, specialist assessment may be required within 2 years of the student sitting the public examinations. In this instance the cost will be borne by the family.

7.2 Please refer to the appropriate examination board/body for further information;

- INTERNATIONAL BACCALAUREATE: IBO (May 2009 updated August 2017)' Candidates with assessment access requirements. Switzerland: International Baccalaureate

7.2.a.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

7.2.a.ii In conjunction with the IBDP Coordinator, the specific needs of the student will be evaluated one year prior to the student sitting their May session IB Diploma examinations. Findings will be communicated to legal guardians.

7.2.a.iii Where necessary tests are to be completed by external professionals a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

7.2.a.iv The IBDP Coordinator will be responsible for applying for the specific access arrangements, agreed upon with the SENCO, attaching all relevant supporting documentation to the request no later than 6 months prior to the examination session (November 15th).

7.2.a.v On receipt of confirmation of inclusive access arrangements from the IBO the SENCO will send a letter to the legal guardian of the student.

- EDEXCEL: Form 8 - 'Application for access arrangements: Profile of learning difficulties'

7.2.b.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

7.2.b.ii In conjunction with the Head of Senior School, the specific needs of the student will be evaluated 10 months prior to the student sitting their Summer session iGCSE examinations. Findings will be communicated to legal guardians.

7.2.b.iii Where necessary tests are to be completed by external professionals, a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

7.2.b.iv The SENCO will provide the necessary supporting documentation for the identified access arrangement, alongside the completed JCQ/AA/LD Form 8 to the Examinations Officer by January 31st.

7.2.b.v The Examination Officer will submit the application and inform the legal guardians on receipt of confirmation of access arrangements granted by JCQ.

7.3 Our school follows Section 4 of the IBO Candidates with Special Assessment Needs.

8. Review

8.1 Reviewing the Policy:

- The Assessment Policy is developed in collaboration with all teaching / support departments and school leaders to ensure that it continues to meet the needs of our students.

This Policy will be reviewed annually to ensure that procedures reflect the latest requirements determined by external examining bodies.

Special Educational Needs and Learning Support Policy

Contents:

1. Documents which inform this Policy
2. Terminology
3. Aims of this Policy
4. Roles and Responsibilities
5. Process of SEN Provision
 - 5.i. Referral
 - 5.ii. Assessment
 - 5.iii. Support
 - 5.iv. Review
6. Admissions Arrangements
7. Allocation of Resources
8. Access to the Curriculum
9. Access Arrangements – Public Examinations
10. Arrangements for In-Service Training
11. Working with Parents
12. Review

1. Documents which inform this Policy

1.1 The documents which inform this policy are:

- DfE (1996) Education Act 1996 London: Crown Publishing
- DfE & DofH (June 2014) SEND Revised Code of Practice London: Crown Publishing
- DfE&DofH(2014) Children and Families Act London,: The Stationery Office (TSO).
- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (May 2009) Diploma Programme : Candidates with special assessment needs Cardiff : International Baccalaureate
- IBO (May 2013) Meeting student learning diversity in the classroom Cardiff : International Baccalaureate
- IBO (April 2008) Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programme Cardiff : International Baccalaureate
- IBO (August 2010) The Diploma Programme: General regulations: Diploma Programme For students and their legal guardians Cardiff : International Baccalaureate
- IBO (August 2014) Handbook of Procedures 2015 Cardiff : International Baccalaureate
- LEGGE (8 ottobre 2010) , n. 170 :*Nuove norme in materia di disturbi specifici di apprendimento in ambito scolastico.*

2. Terminology

2.1 The Education Act 1996 (England) and the SEND Revised Code of Practice 2014 state that:

'Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for him or her'.

2.2 A learning difficulty means that the student either:

- has significantly greater difficulty in learning than the majority of students of the same age
- has a disability, which either prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

2.3 Special educational provision means educational provision which is additional to, or different from, the provision made generally for students of the same age in mainstream school.

3. Aims of this Policy

3.1 This policy describes the process by which Southlands International School identifies and supports students, especially those with special educational need(s) (referred to henceforth as SEN). Our aim is to promote successful inclusion of students, so that they maximise their educational progress and achievement and become confident and independent learners.

3.2 Specifically, our goals are to:

- identify students with SEN early.
- provide appropriate and timely intervention, using resources effectively.
- assess, record and monitor progress of students with SEN.
- work in partnership with the student, parents, other teachers and any outside specialists to ensure the effective implementation of this policy.

4. Roles and Responsibilities

4.1 The Special Education Needs and Learning Support Coordinator (referred to henceforth as the SENCO), with support from the school Principal and the Heads of the Senior and Primary sections and IBDP Coordinator, is responsible for coordinating the day to day provision of support for students, especially those with special educational need(s). The SENCO works closely with class teachers, support staff and specialists from outside the school, to help establish the most effective teaching approaches for pupils, especially those with special educational need(s) and enable them to reach their full potential. The SENCO works closely with the English as an Additional Language (EAL) Coordinator, particularly where pupils are found to need both SEN and EAL support.

4.2 Teachers working within the SEN Department work in conjunction with class and specialist teachers to support learners either in their mainstream classroom setting, in smaller groups or on a one-to-one basis.

4.3 The SENCO is responsible for ensuring effective use of strategies, interventions and resources for monitoring and evaluating the progress of students with SEN.

4.4 The Learning Support department consists of:

- Special Educational Needs Coordinator (SENCO)
- Learning support teacher

5. Process of SEN Provision

5.i Referral

5.i.1 Awareness of a student's special educational need(s) may arise in a number of ways:

- information given to the school by parents/guardians prior to school admission (please refer to the school's Admissions Policy).
- concern rising at a later stage by parents/guardians.
- teacher concern about a student's progress or behaviour, based on on-going observation or assessment within class.

5.i.2 Students of concern will be identified by subject teachers who will then raise concern with their Form Tutor / class teacher who will gather feedback from all other teachers. Using this evidence they then make a referral to the SEN Department via an SEN support request form filled in by the class teacher (Primary) / Form Tutor (Secondary).

5.i.3 When students are referred by teachers to the SEN Department, the class teacher (Primary) / Form Tutor (Secondary) will request permission from parents for the SEN Department to evaluate the child's needs. This will be accompanied by a consent form to be signed by the parents. Should there be a language difficulty the teacher should ask for translation assistance from the office.

5.ii Assessment

5.ii.1 Once a SEN support request form has been completed for a student by the class teacher / Form Tutor, the SENCO will observe the student and may carry out initial screening checklists or ask the relevant teacher(s) to do so. This may be followed by further diagnostic tests by the school's SEN Support Team to gain a better understanding of the student's learning needs. This will be carried out after consultation with and permission from the parents. It may lead to:

- a short term plan for class, to be reviewed at a specified time.
- addition of the student to the school's SEN register and provision of support by the SEN Support team.
- with parental consent, a referral to specialists outside the school may be made; e.g. Dyslexia Specialist, Speech and Language Therapists, Educational Psychologist.
- an application for access arrangements such as extra time.

5.iii Support

5.iii.1 Where appropriate, the SENCO will ensure an Individual Education Plan (IEP) is created, setting out specific targets, which are shared with parents and reviewed on a regular basis.

5.iii.2 Support will be planned in conjunction with the class or specialist teacher(s). This may be to reinforce prior learning, focus on key skills or be centred on addressing emotional or behavioural issues.

5.iii.3 Support may take place in small groups or on an individual basis, in or outside the classroom.

5.iii.4 Support may take the form of suggestions for teachers on devising effective teaching and differentiation strategies to be implemented in class.

5.iv Review

5.iv.1 Progress of students with SEN is under regular review, to ensure that the appropriate type and level of support is being provided. The SENCO uses various methods to track each student's progress, e.g.

- regular review of Support Plan / IEP targets.
- observation of student.
- regular liaison with class teacher / Form Tutor and, where necessary, specialist teacher(s).
- on-going assessment of student by SEN Support Team, either informal or formal.
- discussion with parents / guardians at regular intervals.

5.iv.4 Review of progress may lead to levels of support being increased or decreased as appropriate for the student's need(s).

5.iv.5 Where appropriate, permission from parents / guardians may be sought for referral to specialist services for assessment / advice.

5.iv.6 At the beginning of each academic year parents will be advised as to whether their child will continue to receive support from the learning support department. If at any point a student no longer requires ongoing support, parents will be informed, the student will be removed from the support register but their progress will continue to be monitored.

6. Admissions Arrangements

6.1 Refer to the school's Admissions Policy.

7. Allocation of Resources

7.1 The Special Educational Needs Department has an annual budget to be spent on resources which are used to support students with additional learning needs or to assess students who may have additional learning

needs. This budget is managed by the SENCO and is reviewed throughout the year to meet the changing needs of students under SEN provision.

8. Access to the Curriculum

8.1 Students with SEN spend most of their time with their peers in mainstream classes. In planning and teaching we aim to:

- provide suitable learning challenges.
- meet the students' diverse needs.

8.2 The SEN Support Team works closely with teachers to support students with SEN in whatever way is necessary to enable them to access curriculum and develop knowledge, understanding and skills. This may involve differentiated classwork, teaching, learning or behavioural strategies or alternative classroom organisation.

8.3 When a student is withdrawn from class to receive individual or group support, it is only after careful consideration. It is done in order to meet specific learning needs that cannot be met in class and the arrangement will be under constant review. This will only be done when parental approval has been sought and given. IBDP student support outside of the classroom will, where possible, take place in free points in the student timetable or Period Q.

8.4 Information about students with SEN will be shared with teachers across all departments as necessary (Including the Curriculum Coordinator for the Italian Programme). However, the support provided, and access arrangements applicable, will be informed by the SEND Revised Code of Practice for England and the relevant awarding exam board (Edexcel and IBO).

9. Access Arrangements – Public Examinations

9.1 The final decision regarding access arrangements and special dispensation rests with the appropriate examination board/body who make their judgements on a case by case basis. The school will facilitate this process by providing the necessary documentation. To enable this process, specialist assessment may be required within 2 years of the student sitting the public examinations. In this instance the cost will be borne by the family.

9.2 Please refer to the appropriate examination board/body for further information;

- INTERNATIONAL BACCALAUREATE: IBO (May 2009 updated August 2017)' Candidates with assessment access requirements. Switzerland: International Baccalaureate

9.2.a.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

9.2.a.ii In conjunction with the IBDP Coordinator, the specific needs of the student will be evaluated one year prior to the student sitting their May session IB Diploma examinations. Findings will be communicated to legal guardians.

9.2.a.iii Where necessary tests are to be completed by external professionals a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

9.2.a.iv The IBDP Coordinator will be responsible for applying for the specific access arrangements, agreed upon with the SENCO, attaching all relevant supporting documentation to the request no later than 6 months prior to the examination session (November 15th).

9.2.a.v On receipt of confirmation of inclusive access arrangements from the IBO the SENCO will send a letter to the legal guardian of the student.

- EDEXCEL: Form 8 - 'Application for access arrangements: Profile of learning difficulties'

9.2.b.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

9.2.b.ii In conjunction with the Head of Senior School, the specific needs of the student will be evaluated 10 months prior to the student sitting their Summer session iGCSE examinations. Findings will be communicated to legal guardians.

9.2.b.iii Where necessary tests are to be completed by external professionals, a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

9.2.b.iv The SENCO will provide the necessary supporting documentation for the identified access arrangement, alongside the completed JCQ/AA/LD Form 8 to the Examinations Officer by January 31st.

9.2.b.v The Examination Officer will submit the application and inform the legal guardians on receipt of confirmation of access arrangements granted by JCQ.

9.3 Our school follows Section 4 of the IBO Candidates with Special Assessment Needs.

9.4 Access arrangements/dispensations for students following the Italian programme will be arranged by the Curriculum Coordinator for the Italian Programme in accordance with *Legge 170* and upon receipt of relevant medical certificates and recommendations.

10. Arrangements for In-Service Training

10.1 These include:

- Delivering in-service training to staff as requested by the Principal or Heads of school.
- SENCO's attendance at Rome International Schools Association (RISA) meetings and annual conference.
- SENCO's attendance and sharing of information at Key Stage staff meetings.
- Participation of SEN Support Team in induction of staff who are new to the school.

11. Working with Parents

11.1 A strong partnership with parents/guardians is essential in enabling students with SEN to achieve their potential. Southlands English School in Rome strives to work closely with parents/guardians, ensuring that they understand the school procedures and know how to access advice, support and information relating to their son or daughter. The SEN Support Team is frequently in contact with the parents of students on the SEN register, in addition to being available at Parent-Teacher conferences.

12. Review

12.1 This policy will be reviewed annually to ensure that procedures reflect the latest requirements determined by external examining bodies

ACADEMY (10-13) : PERSONAL TECHNOLOGICAL DEVICES POLICY

Rationale

Personal technological devices such as tablets, laptops, mobile phones and smartwatches are now a feature of modern society and most of our students have them. Increasing sophistication of personal digital technology presents a number of issues:

- The high value of many phones / watches
- The integration of cameras into these devices leads to potential child protection and data protection issues
- The potential to use these devices whilst on silent mode, e.g. for sending or receiving text messages

It is not realistic to prohibit these devices being brought to school, nor is it logistically possible to collect them each morning and return them in the afternoon. It is our policy to allow students to have a personal technological device with them in school under the conditions outlined in the policy below:

Policy

1. **During the entire school day from 08.50 until 17.00, personal technological devices may be used only for a specific purpose linked to the lesson, and only with express permission of the supervising teacher.**
2. **During lessons, phones and smartwatches must always be on at least silent mode, no vibration and kept face down on the student's desk.**
3. **Academy students may be permitted to use phones with headphones to access music during their private study periods, but only with the express permission of the supervising teacher.**
4. **At break time/lunchtime, students may use their phones / smartwatches ONLY in their form rooms, not outside, in corridors, or hanging out of the window.**
5. **If a pupil breaches these rules the phone or smartwatch will be confiscated and given to the Deputy Head of Senior School – Key Stage 3 (first offence) or Head of Senior School (second offence).**
6. **The student may collect his/her phone/smartwatch at the end of the school day.**
7. **Personal technological devices must NEVER be taken into examinations.**
8. **Students must NEVER film or take photos at school, unless it is as part of a lesson, and then only with specific permission from, and under the supervision of, the teacher in charge.**
9. **Any film or photos taken as part of a lesson must NEVER be made public and they must not be used privately without the consent of all participants and the consent of their parents (in the case where participants are under 18 years).**

10. Southlands follows the age restrictions for social network platforms:

13+ Twitter, Facebook, Instagram, Pinterest, Google+. Tumblr, Reddit, Snapchat

13+ (with parents' permission) YouTube, Keep, Foursquare, WeChat, Kik, Flickr

14+ LinkedIn

16+ Whatsapp

17+ Vine

18+ Path

This policy should be read in conjunction with the school's other policies in particular the Consistent Behaviour Management Policy.

Emergencies

If a student needs to contact his/her parents/guardians they will be allowed to use a school phone. If parents need to contact children urgently they should phone the school office and a message will be relayed promptly.

Responsibility for devices:

SCHOOL ACCEPTS NO RESPONSIBILITY **WHATSOEVER** FOR THEFT, LOSS, DAMAGE OR HEALTH EFFECTS (POTENTIAL OR ACTUAL) RELATING TO PERSONAL TECHNOLOGICAL DEVICES. It is the responsibility of parents and students to ensure devices phones are properly insured.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

DRESS CODE FOR SOUTHLANDS ACADEMY: YEAR 10, 11 & 12

As members of Southlands Academy, our older students enjoy certain privileges, and are expected to set a positive example for younger pupils. As an additional privilege for these students, there is a dress code for Year 10 and above, devised by the students themselves, and designed to maintain a sensible, responsible image in school. Our goal is to provide guidelines which have a degree of flexibility and allow for individuality, yet maintain the smart, distinctive appearance synonymous with Southlands students.

SUMMER (May-June & September-October) depending on weather

Girls	Boys
Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black Bermuda shorts, black/grey/navy knee length skirt or lightweight trousers (no denim, sport shorts or leggings) Sensible black/brown/white shoes, trainers or sandals (no slip-on/backless styles)	Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black Bermuda shorts or black/grey/navy lightweight trousers (no denim or sport shorts) Sensible black/brown/white shoes, trainers or sandals (no slip-on/backless styles)

WINTER (November-April) depending on weather

Girls	Boys
Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black/grey/navy knee length skirt or trousers (no denim, sport shorts or leggings) Smart plain black/white/grey pullover, cardigan, gilet or fleece Sensible black/brown shoes, trainers or boots	Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black/grey/navy trousers (no denim or sport shorts) Smart plain black/white/grey pullover, cardigan, gilet or fleece Sensible black/brown shoes, trainers or boots

Please note:

- Although students may wear a watch and simple stud earrings, wearing jewellery is not encouraged. Make-up is not appropriate for school, and is not encouraged.
- Long hair should be tied back during lessons and in the lunch room.
- Outdoor clothing – coats, jackets, hooded tops etc – should be removed in the classroom.
- On dedicated non-uniform days, students may choose what to wear. However, it should always be appropriate for the school/work context eg no mini-skirts, very short shorts, ripped clothing or T-shirts with offensive slogans.
- Shirts and blouses must be tucked in.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

DRESS CODE FOR YEAR 13

As well as shaping our students academically, the IB Diploma Programme at Southlands tries to shape students into becoming responsible global citizens and role models for other students. Our Year 13 students are demonstrating this and previous Year 13 students discussed a modification of the current Academy Dress Code. They wanted more flexibility for them in their choice of school clothing but still keeping the smart nature sought by young professional. After discussion with the Head of the Senior School, in which the Year 13 students highlighted how well they wear the current dress code, the following modifications for our Year 13 students has been made.

Dress Code

- ***Shirt*** - Any colour. No offensive slogans, designs or big logos. No denim.
- ***Polo shirt*** - Any colour. No offensive slogans, designs or big logos.
- ***Pullover*** – Any type or colour. Must be over a polo or shirt.
- ***Jackets/waistcoats/cardigans*** – Any colour. No offensive slogans, designs or big logos.
- ***Trousers*** – Any colour. No jeans/denim, no sportswear.
- ***Bermuda shorts*** – Any colour. No jeans/denim, no sportswear.
- ***Skirts & dress*** - Any colour. No offensive slogans, designs or big logos. No higher than around knee length.
- ***Socks/tights*** – Any colour (which complement the outfit worn). No offensive slogans or designs.
- ***Shoes*** - Any type of shoe as long as they do not disturb the "smartness" of the entire outfit.

We trust the Year 13 students, through these modifications, will continue to show themselves as young professionals and role models for younger students members of Southlands Academy, our older students enjoy certain privileges, and are expected to set a positive example for younger students. Our goal is to provide guidelines which have a degree of flexibility and allow for individuality, yet maintain the smart, distinctive appearance synonymous with Southlands students.

***Please sign and return the form at the back of this booklet by 13/09/2019 – Thank you.**

TRANSPORTATION POLICY (INCLUDING ESCHILO 2)

Southlands is happy to provide a transport service to Eschilo 2 (a local sports centre) and a door-to-door home or pick-up point bus service for our students. All children in Years 7 & 9 attend Physical Education lessons at Eschilo 2.

Students that sign up for Eschilo 2 for extra-curricular activities will have the possibility of being transported for free from Southlands to Eschilo (prior to availability) at 15.30 with the school's buses on the day the course will be held. Kindly remember that Eschilo 2 is the main organiser of the courses and all queries or requests should be communicated to them first. Please note that we have **50 seats available** each day on the school buses and as availability is limited, places will be allocated on a first come first serve basis. Latecomers will be placed on a waiting list.

Parents are asked to note that:

1. All variations in the daily or ad hoc use of the bus service must be communicated only to the school office. Please do not leave messages with your bus monitor.
2. Variations for the morning service should be communicated before 2pm on the day preceding the change. Our office opens at 7.30am should you find there is an urgent message to convey. Variations for the afternoon service on any given day should be communicated before 2pm of that same day.
3. If someone other than the usual person is at home waiting for your child, please inform the office. The bus monitor is not authorised to leave a child with a person we have not been informed of.
4. If, on the home-bound journey, there is a delay due to heavy traffic etc, the bus driver will inform the office and we will do our utmost to inform you of the late arrival of your child.

Whilst on the bus, students are expected to:

1. remain seated throughout the journey
2. wear their seat-belt at all times
3. be punctual for the morning pick-up: punctuality is essential
4. show respect to the Bus Monitor and Driver
5. show respect to other students on the bus

Furthermore, students should not:

1. eat on the bus
2. litter the bus
3. participate in any wilful damage

The above requirements are for the safety and well-being of all our students. Any breach of these requirements will lead to the following sanctions:

1. verbal warning for student
2. written warning sent to parent
3. 1 day suspension from the bus
4. 3 day suspension from the bus
5. 5 day suspension from the bus
6. permanent suspension of bus use.

***Please sign and return the form at the back of this booklet by 13/09/2019– Thank you.**

Policies, Procedures & Standards

Southlands Student Email Policy

ICT Office, Building C, 3rd floor

Scope

This Email Policy has been developed in response to the acknowledged need for standards and guidelines describing the acceptable use of the Southlands' email and related services and facilities.

The Email Policy provides guidance about acceptable use, for the purpose of sending and receiving email messages and attachments, of any ICT facilities, including hardware, software and networks, provided by Southlands. The Policy also describes the standards that users are expected to observe when using these facilities for email, and ensures that users are aware of the legal consequences attached to inappropriate use of these facilities.

This Policy is applicable to Southlands' students and their parents.
Standards of acceptable use

The ICT facilities for email provided by Southlands International School is exclusively for school-related business.

ICT facilities for email provided by Southlands should not be used:

- for personal use, as specified below.
- for transmission of unsolicited commercial or advertising material, chain letters, press releases, or other junk email of any kind, to other users, user organisations, or organisations connected to other networks, other than where that material is embedded within, or is otherwise part of, a service to which the member of the user organization has chosen to subscribe.
- For the transmission to a third party of confidential material concerning the activities of Southlands International School.
- For the transmission of material such that this infringes the copyright of another person or organisation, including intellectual property rights.
- For activities that disrupt the work of other users.
- For the creation or transmission (other than for properly supervised or lawful research purposes) of any offensive, obscene, defamatory or indecent images or material.
- For the creation or transmission of material that is abusive or threatening to others, or serves to harass or bully others.
- For the creation or transmission of material that either discriminates or encourages discrimination on racial or ethnic grounds, or on grounds of gender, sexual orientation, marital status, disability, political or religious beliefs, and nationality. Southlands is committed to fostering a learning and working environment free of discrimination where everyone is treated with dignity and respect.
- For activities that violate the privacy of other people.
- For publishing to others the text of messages written on a one-to-one basis, without the prior express and consent and prior express instruction of the author.
- For the creation or transmission of material which brings Southlands srl and its activities into disrepute.

Southlands will exercise its discretion in judging reasonable bounds within the above standards for acceptability of material transmitted by email.

Southlands regards the declaration of standards, as described above, to be particularly important and vital to Southlands activities. They reflect the values and beliefs of Southlands srl.

Preventing the spread of malicious software (viruses, trojans, worms, etc)

Users of Southlands ICT facilities must take all reasonable steps to prevent the receipt and the transmission by email of malicious software, e.g. computer viruses, trojans, worms, etc. In particular, users:

- must not transmit by email any file attachments which they know to be infected with a virus
- must ensure that an effective anti-virus system is operating on any computer which they use to access Southlands ICT email system.
- Must not open file attachments received from unsolicited or untrusted sources.

Personal use

The ICT facilities for email provided by Southlands International School is exclusively for school-related business such as curriculum enhancement, research, and other instructional purposes. Email activities must be consistent with this purpose; hence, personal use of Southlands' email is not allowed.

Privacy and legal issues

Students are obliged to use email in a responsible, effective and lawful manner. Although by its nature email seems to be less formal than other written communication the same laws apply. It is important that users are aware of the legal risks of email.

Furthermore, emails can easily enter the public domain. It is for this reason that electronic mail messages should not contain any confidential information or any material that infringes the intellectual property rights of a third party.

Maintenance

Be aware that your account quota is limited to 100MB of space. Please follow the following guidelines to make sure you never run out of space.

- Delete any email messages that you do not need to keep a copy of, automatically empty your “deleted items” on closing.
- All emails should be deleted once they are no longer needed.

Any request for technical assistance related to email, such as lost email password, has to be made via the Form Tutor to the ICT “helpdesk” for the Technology Officer.

Availability

This service, hence access to Southlands' email, will be provided until the end of the academic year, or when a student withdraws from the school. However Southlands srl reserves the right to suspend or terminate the service in case of any violation of this policy.

Notes

This email policy is subject to modifications in response to changes in technology services and needs.

KEY STAGE 5 (YEAR 12 & 13) - STUDY TIME

Policy regarding study time

- Key Stage 5 is an important stage in a student's education and the IB Diploma courses require a lot of study. Students should endeavour to make all non-emergency appointments outside the school day so they should be no need for them to miss any lessons or study periods. We would ask that parents support us by communicating any absences via Reception.

Policy regarding attendance of Key Stage 5 classes

- Attendance of lessons is compulsory at Key Stage 5. We recommend that students do not miss any lessons, including study periods, unless absolutely necessary.

Guidelines for Key Stage 5 study periods

- IB Diploma courses require a large amount independent reading and study outside of lessons, over and above the specific homework tasks set by the subject teacher. The jump from Key Stage 4 to Key Stage 5 can be quite a big one for some students and especially with regards to organising their time and understanding how to study independently as well as in class. Subject teachers will provide their classes with reading lists, website links and ideas for further study and activities that will support and enhance learning in the classroom. Subject teachers and the Form Teacher through PSHCE, will also teach study skills in their lessons where appropriate, enabling students to use their study time effectively and helping them to become more autonomous in their learning.
- We expect students to plan beforehand what they will be doing in a study period and arrive with the necessary books and equipment, so that they always have something constructive to do. They should keep a study planner/ diary to ensure good organisation.
- On their personal timetables students should allocate specific study periods to specific subjects to ensure a balance of study for each subject.
- **Starting in Year 12, and continuing throughout Year 13, students should also spend a proportion of their study time on plans for the future e.g. researching universities, jobs or other courses, looking at application processes for their chosen area of study or work, writing a CV etc. The school through the PSHCE programme will offer some guided sessions on this and in particular on the university process so that students can continue to work on this independently.**

LEARNING SUPPORT DEPARTMENTS (Year 1 to Year 13)

The Learning Support Department at Southlands School provides supplementary and complementary teaching for students who need additional help to reach their full potential. Support may be on an individual or group basis and may take place inside or outside the classroom. Students may be supported by the EAL (English as an Additional Language) team, the SEN (Special Educational Needs) team, or both. Parents are always welcome to make appointments to talk to the support staff about their child's progress. Students who received support (EAL or SEN) in the previous year may continue depending upon their teacher's assessment.

EAL TEAM

When a student's difficulties are primarily due to English being an additional language, support may be provided by the EAL (English as an Additional Language) team. During EAL lessons students will have extra opportunities to practise reading, writing, listening and speaking in English. They will be helped to improve their vocabulary, grammar and sentence structure. The EAL teachers are:

Mrs Sonia Gray (EAL Coordinator, EAL Teacher for Senior School)

Mrs Simona Marturano (EAL Teachers for Primary School)

SEN TEAM

When a student has difficulties that are not entirely due to limited knowledge of English, this will be discussed with the parents and the student may be assessed and supported by the SEN (Special Educational Needs) team. The nature of the support will depend on the exact needs of the student but may include help with phonics, handwriting, literacy, numeracy or study skills. The teachers are:

Miss Chanita Watson (SEN Coordinator)

Mrs Caroline Thorp (SEN Teacher)

ENTRY & EXIT PROCEDURES AND TRANSPORT ARRANGEMENTS

We all share the same objectives with reference the safety and security of the children and students in our care. In view of this, we have drawn up some helpful guidelines which we are confident you will find useful regarding the morning entry and afternoon exit procedures; these measures will assist in helping us to help you and vice versa.

We ask the children to behave on the school buses for their own safety, any discipline problems will be dealt with severely. A Transportation Policy (at the back of this booklet) is issued to all parents using the bus service. Good communication between parents and the Front Desk is especially vital for the smooth running of this important handover and we hope that the "Frequently Asked Questions" will respond to your queries.

FREQUENTLY ASKED QUESTIONS

1) Can I drop my child off before school starts?

Yes. We have 2 services that cater for early arrivals. The first is Morning Breakfast (payment required) where children are dropped off with a teacher from 07.30-08.15 and are served breakfast. The second service runs from 08.15-08.50 where later arrivals join the Morning Breakfast club and may wait for free with a teacher till the start of the school day. When the 08.50 bell rings, children in Nursery and Reception are taken to class and older children go by themselves. Senior students who do not go to Breakfast Club will be unsupervised until 08.50

2) My child usually rides the bus but today he/she is not coming to school or I will be bringing him/her... what should I do?

If it is a scheduled absence you can call the Front Desk secretaries (06 5053932 ext. 9) several days in advance. If the absence is on the day, please telephone and speak to the operator or leave a message.

3) My child will arrive at school after 09.00 ... what should I do?

Phone the Front Desk secretaries with as much advance notice as possible; the secretaries will inform the Class Teacher. When you do arrive at school with your child please ensure he/she passes by the Front Desk to

register or better still please pass by the Front Desk yourself. This is important for transport, lunch issues and more importantly for health and safety.

4) Can I collect my child during the school day (e.g. dental appointment)?

Yes, however, we ask that this be done only when it is *absolutely* necessary. Please inform the Front Desk (06 5053932 ext. 9) the day beforehand and the Class Teacher will be notified. To ensure this service runs smoothly it is insufficient to inform the Teacher and/or Bus Monitor. If you find out on the day itself that you need to collect your child, please let the secretaries know with as much advance notice as possible. The secretaries will inform the Class Teacher who will ensure your child is ready for you to collect at the scheduled time in the office. Kindly refrain from notifying the school with e.g. 15 minutes notice as this creates disruption in the classroom and logistical difficulties.

5) I collected my child during the school day but he/she can now return... what should I do?

If, for example, you collected your child due to a dental appointment and he/she is fit enough to return to school, kindly phone the Front Desk (06 5053932 ext. 9). When you do effectively arrive at school with your child please ensure he/she passes by the Front Desk to register or better still please pass by the Front Desk yourself. This is important for transport, lunch issues and more importantly for health and safety.

6) I know I should be punctual and collect my child at 15.25, but today I have a real emergency and may be late... what should I do?

We appreciate and understand that on rare occasions emergencies arise. The school day ends at 15.25 and this is the time when pupils must be collected. Parents who collect their children at 15.25 are asked to leave their cars in the school car park, and enter by the car park gate. This gate is opened at 15.25 only, for the safety of the children. However, if you are running late please inform the Front Desk (06 5053932 ext. 9). The secretaries will try to notify the Class Teacher who will keep your child till 15.45

7) My child usually rides the bus home, goes to Eschilo 2 or has another bus arrangement, but today he/she will be collected from school... what should I do?

Inform the Front Desk before 14.00.

SENIOR SCHOOL LIBRARY

Each student at Southlands has automatic membership of the Senior School library, which contains a wide range of fiction, non-fiction books, magazines as well as access to online databases such as Britannica, JSTOR, etc. Library resources are organised and part of our online library catalogue. To ensure that they are up to date and relevant all teachers are involved in the purchasing of the library resources.

Students are encouraged to use the library as their information source and for their study time. The school librarian is a full-time specialist supporting students and teachers in their teaching-learning process, including helping student's source research material for independent work.

At the beginning of each school year students are issued textbooks in the library which they keep until the end of the current school year. ICT facilities are also available in the Senior School Library.

ABSENCE / TRAVEL

Absences: The IB Diploma programme is a challenging programme and full attendance is vital. Lesson by lesson absence is kept and will be reflected on school reports, academic transcripts and teacher references. Please notify the school in advance if your son or daughter will be arriving late, or will be collected early, for any reason. When an absence of a few days is necessary, please advise us in writing as early as possible. When IB Diploma students know in advance of an absence then they must complete the following form for each subject:

NOTIFICATION (Recuperation of missed work)		OF	ABSENCE
TEACHER/SUBJECT:		STUDENT:	
Date(s) of absence:		School period(s):	
Reason for absence:			
Signature of subject teacher:.....		Signature of student:.....	
Work to be caught by by:.....			

Please do not send your child to school if he or she is severely unwell, both for the sake of their own comfort, and to prevent infecting others. You should let the school know the reason for any unscheduled absence by telephoning, preferably on the first day of absence.

For further information, please refer to the **Information From The Nurse** at the back of this booklet.

Sickness and accidents in school: It is essential that we have up to date telephone numbers where you, or a substitute, may be contacted in the event of an emergency. Please inform the school office if you change your address or telephone contact numbers.

Insurance: In the event of an accident on the school premises, students are covered by the school's insurance policy. Parents may contact the school office for further details.

EXTRA CURRICULAR SERVICES (Reception – Year 13)

We are pleased to inform you that the Morning Breakfast Club (07:30-08:50) and Homework Club (15:45-16:45) will be held this year. Please come to the School Office for further information or to enrol. In addition, all other after school courses will commence, as always, in mid-September. Please ask in the office for further information.

CAR PARK

Parents who collect students at 15.25 are asked to leave their cars in the school car park, and to enter by the car park gate. This gate is opened at 15.25 only, for the safety of all students. **Students who wish to park at school must seek written permission from school and obtain a parking permit.**

PLEASE DO NOT COLLECT YOUR CHILD BEFORE 15.25 UNLESS IT IS ABSOLUTELY NECESSARY AND ARRANGEMENTS HAVE BEEN MADE WITH THE SCHOOL OFFICE BEFOREHAND.

May we take this opportunity to inform you that the access beyond the barrier on Via Teleclide is restricted to deliveries and visitors only. All of our families should use the car park in Via Epaminonda in the morning and afternoon. Please ensure you drive slowly in the school grounds. Avoid dropping off your children in the No Parking area since this blocks the entrance. As a safety measure, we encourage all parents, and Academy students, to display the car pass on their dashboard; new coloured passes are issued each year.

In the event of technical problems with the normal school telephone lines and you are unable to contact the school, please be aware of the mobile telephone number: 347 519 5795. Thank you in advance for your co-operation in making our school a safe place.

INFORMATION FROM THE NURSE - Nursery to Year 13

Dear Parents,

We hope you have had a good start to the school year, and we would like to take this opportunity to introduce ourselves to all newcomers. As the School Nurses, we would like to outline several procedures we follow for the health and well-being of your children for the next school year:

- When your child feels ill in class or hurts himself/herself during the day, he/she is accompanied to our office for a check-up. We will take care of the problem and parents are informed if any further action is required, so that they may decide what form this should take. Please ensure that we have up-to-date telephone numbers for you, or any substitute that may be contacted in case of an emergency. We will call you from the school's main phone **(06 5053932 / 06 50917192)** or from the Nurses' mobile **(338 4190445)**.
- Please ensure that we have your child's up-to-date medical record and inform us of any changes in his/her health status including vaccinations, diets and allergies.
- All mandatory vaccination records must be given to the nurse before the first day of school.
- Please note that also this year with our collaboration the school doctor will perform an annual check-up for Nursery, Reception, Year 1, Year 4 and Year 7. The Year 7s will be screened for scoliosis and have a vision check-up. If there is anything to follow up a letter with the results will be sent to you. If there is anything to follow up a letter with the results will be sent to you.
- It is important that you notify us as soon as your child is diagnosed as having a contagious disease. Please do not wait until your child is due to return to school. We subsequently inform all class parents in writing, so that they can recognise any eventual symptoms of the disease.
- After an absence due to illness for more than 7 days, (weekend included) and following any contagious disease, Italian law requires that children are not to be re-admitted to school without a doctor's certificate, stating that the child is in good health again. Please send this on your child's first day back at school and give it to the Nurse or Office. If, for any reason, you do not have a certificate, please contact us.
- Should it be strictly necessary for your child to receive medication during the course of the day, this should be delivered to us, clearly labelled and with the medication request form fully completed (enclosed). Please attach your doctor's prescription to the enclosed form. **Without the doctor's prescription, the medication request form is not valid and we are not allowed to administer any medicine. Thank you for your co-operation.**
- Please remember that children play outside every day, except when it is raining. Please do not request that your child stays inside because he/she isn't feeling well. If your child is well enough to come to school, he/she should be well enough to go outside.
- **If you have taken your child to the "Pronto Soccorso" or Hospital for any reason during school term time, please let us know so that we can continue to monitor your child's health at school.**

Please follow these guidelines to help you decide whether your child is well enough to attend school or not:

SYMPTOM **KEEP CHILD HOME UNTIL ...**

Fever:	there is no fever for 24 hours
Runny nose:	thick yellow or green discharge clears up
Sore throat:	a doctor determines the cause and that no strep infection exists and the throat is healed
Cough:	no presence of cold, fever or flu symptoms. If coughing exhausts the child or disrupts the class, keep the child at home
Earache:	a doctor examines the ears and recommends the child returns to school, or if there has been no pain for 24 hours
Rash:	a doctor determines the cause and recommends the child returns to school
Red or watery eyes:	eyes return to normal or child is already using a medication prescribed by a doctor for at least 24 hours
Upset stomach or diarrhoea:	no further problem exists and the child is eating normally without experiencing an upset stomach or diarrhoea
Head-lice:	child has been treated and school nurse has been informed

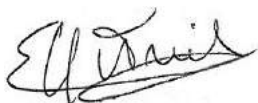
As you may know, we have been running a campaign against head lice over the last few years. The method advised is wet-combing conditioned hair with a special lice-comb. Please check your child's hair regularly and inform us if you find any lice or eggs so that the entire class will be checked. Only with the collaboration of parents will we be able to combat them. We are available to give you any further information.

SOUTHLANDS FOOD POLICY

- The school provides a very well balanced diet for your children. Therefore, parents are requested not to bring in any food from home for their children to eat, with the exception of Birthday Parties and special events.
- If your child has any **special dietary requirements (allergy, food intolerance or a special diet)** **please complete the section on your child's health record and inform the Nurse.** We also request that you bring in a letter from your child's doctor or dietician stating the special requirements.
- Mod 8.5P/12 English & Italian Ed. 0 Rev 0 del 04/05/2017
The Nurse compiles a list of children with special diets which is given to the kitchen and your child's class teacher. It is important that you inform us immediately of any changes to your child's diet so that we can ensure they are given the correct diet.
- We are aware that allergies and special diets may change, and appreciate being kept up to date. Please contact the Nurse directly.
- Birthdays and special events at school: If you bring any food from home to share with your child's class, please can you write out a list of the ingredients so that the class teacher knows, as there may be children in the class who have a very restricted diet. If your child has a very restricted diet it may be wise for you to bring in some food that you know is within his/her dietary requirements.

Thank you for your kind co-operation. If you have any problems or questions, please contact us at school or call in at the nurse's office. We hope that your children will enjoy their time at Southlands.

Yours sincerely



Lanny van Triet
School Nurse



Diana Spadaccini
School Nurse

INFORMAZIONI DALL' INFERMIERA - Nursery a Year 13

Cari genitori,

Ci auguriamo che abbiate avuto un buon inizio di anno scolastico, e vorremmo approfittare di questa occasione per presentarci a tutti i nuovi arrivati. Come Infermiere, vorremmo delineare diverse procedure che seguiamo per la salute e il benessere dei vostri figli per il prossimo anno scolastico:

- Quando il bambino si sente male in classe o si fa male durante la giornata, viene accompagnato al nostro ufficio per un controllo. Ci occuperemo del problema e i genitori vengono informati se sono necessarie ulteriori azioni, in modo tale che essi possono decidere quale forma essa dovrebbe assumere. Assicuratevi di averci fornito i numeri di telefono aggiornati (anche quelli delle persone da contattare in caso di emergenza) cosichè possiamo contattarli in ogni caso. Vi chiameremo dal telefono principale della scuola **(06 5053932 / 06 50917192)** o dal cellulare **(338 4190445)**.
- Assicuratevi che la scheda di salute del vostro bambino sia costantemente aggiornata e informateci nel caso in cui ci sia qualsiasi cambiamento nel suo stato di salute, vaccinazioni, diete ed allergie.
- Tutte le vaccinazioni obbligatori per legge devono essere consegnate all'infermiera prima dell' inizio dell'anno scolastico.
- Si noti che anche quest'anno con la nostra collaborazione il medico scolastico eseguirà un check-up annuale per la Nursery, Reception, Year 1, Year 4 e Year 7. La Year 7 verrà controllata per la scoliosi e avrà un controllo della vista. I risultati saranno inviati solo nel caso in cui ci siano dei valori da monitorare.
- E' importante che ci informiate non appena al bambino viene diagnosticata una malattia contagiosa. Si prega di non aspettare che il vostro bambino sia tornato a scuola. Di conseguenza, noi informiamo tutti i genitori della classe per iscritto, in modo da poter riconoscere eventuali sintomi della malattia.
- Dopo un periodo di assenza per malattia per più di 7 giorni (inclusi fine settimana) e dopo ogni malattia contagiosa, la legge italiana richiede che i bambini non possono essere riammessi a scuola senza un certificato medico, attestante che il bambino è in buona salute. Si prega di inviare questo il primo giorno che il bambino torna a scuola e consegnarlo all'Infermiera o all'Office. Se, per qualsiasi motivo, non si dispone di un certificato, non esitate a contattarci.
- Qualora fosse strettamente necessario per il vostro bambino di ricevere farmaci nel corso della giornata, questi devono essere consegnati a noi, e chiaramente etichettati con il modulo di richiesta debitamente compilato (allegato). Si prega di allegare la prescrizione del vostro medico per il modulo allegato. **Senza la prescrizione del medico, il modulo di richiesta farmaco non è valido e non ci è permesso di somministrare alcun farmaco. Grazie per la collaborazione.**
- Si ricorda che i bambini giocano all'aperto tutti i giorni, tranne quando piove. Si prega di non richiedere che il vostro bambino rimanga dentro, perché non si sente bene. Se il bambino sta abbastanza bene per venire a scuola, dovrebbe essere in grado di giocare all'esterno.
- **Se avete portato il vostro bambino al Ospedale o "Pronto Soccorso", per qualsiasi motivo durante i trimestri scolastici, vi preghiamo d'informarci in modo tale che possiamo continuare a monitorare la salute del bambino a scuola.**

Si prega di seguire queste linee guida per aiutarvi a decidere se il vostro bambino sta abbastanza bene per venire a scuola o no:

<u>Sintomo</u>	<u>Tenere bambino/a a casa fino a</u>
Febbre:	non vi è febbre per 24 ore
Naso che cola:	scarica spesso di colore giallo o verde schiarisce
Mal di gola:	un medico determina la causa e che nessuna infezione da streptococco esiste e la gola è guarita
Tosse:	nessuna presenza di sintomi del raffreddore, febbre o influenza. In caso di tosse il bambino si stanca o disturba la classe: tenere il bambino a casa
Mal d'orecchio:	un medico esamina le orecchie e raccomanda che il bambino torni a scuola, se non vi è stato alcun dolore per 24 ore
Eruzione cutanea:	un medico determina la causa e raccomanda che il bambino torni a scuola

Occhi rossi	occhi tornano normali o il bambino utilizza un farmaco prescritto da un medico per almeno 24 ore
lacrimazione:	
Mal di stomaco,	problema non esiste più e il bambino sta mangiando normalmente, senza sintomi di mal
diarrea:	di stomaco o diarrea
Pidocchi:	bambino è stato trattato e l'infermiera della scuola è stata informata

Come forse saprete, abbiamo una campagna contro i pidocchi nel corso degli ultimi anni. Il metodo consigliato è pettinare i capelli già bagnati con balsamo con uno speciale pettine. Si prega di controllare i capelli del vostro bambino regolarmente e di comunicarci se trovate qualche pidocchio o uova in modo che l'intera classe possa essere controllata. Solo con la collaborazione dei genitori saremo in grado di combatterli. Siamo a disposizione per fornirvi ulteriori informazioni.

DIETE E ALIMENTAZIONE A SOUTHLANDS

- La scuola offre agli studenti una dieta molto ben bilanciata. Ai genitori viene pertanto richiesto di non portare da casa del cibo, ad eccezione delle occasioni speciali e delle feste di compleanno.
- Se Vostro figlio ha delle particolari esigenze alimentari, per esempio per motivi di allergia o di intolleranza o se segue una speciale dieta, Vi preghiamo di riempire la relativa sezione della scheda della salute e di informare l'infermiera.
- I genitori devono portare anche un certificato del medico o del dietologo che attesti la necessità di speciali richieste alimentari.
- L'infermiera prepara per la cucina e per l'insegnante di classe una lista dei ragazzi che seguono diete particolari. Per questo è molto importante che i genitori diano tempestiva comunicazione alla scuola riguardante qualsiasi cambiamento nella dieta dei loro figli.
- Sappiamo bene che le allergie e le diete possono cambiare, per questo Vi preghiamo di tenerci sempre al corrente e di chiamare direttamente l'infermiera.
- Compleanni ed eventi speciali: se portate del cibo da casa da condividere con la classe, ricordate di scrivere sempre una lista degli ingredienti affinché l'insegnante sappia come comportarsi in caso ci siano dei ragazzi con restrizioni alimentari o allergie. Se Vostro figlio ha particolari esigenze alimentari, sarebbe opportuno portare direttamente da casa cibi e alimenti consentiti.

Grazie per la gentile collaborazione. Se avete problemi o domande, non esitate a contattarci a scuola o in infermeria. Ci auguriamo che i vostri figli potranno godere il loro tempo a Southlands.

(Years 7-13) CONSISTENT BEHAVIOUR MANAGEMENT POLICY

All students are expected to comply with the requirements of the school's discipline and behaviour policy within both the English and Italian Curricula. Thank you for taking the time to complete and return this page.

***Please read the following carefully, then sign and return this page to the appropriate form tutor by 13th September 2019.**

1. Punctuality is a priority.
2. Every effort must be made to speak English in school whenever possible, particularly in lessons. Italian in the Italian lessons.
3. Students should bring the correct books and equipment to each lesson.
4. Homework should be neat, legible and handed in by the deadline
5. Correct school uniform/dress code is obligatory.
6. Long hair must be tied back during lessons and in the dining room
7. Make-up is not allowed; students may wear a watch and stud earrings, but other jewellery will be confiscated.
8. Mobile (cellular) telephones will be **TURNED OFF AND OUT OF SIGHT** throughout the school day, until 17.00.
9. Good manners are expected at all times: in the classroom, in the dining room, on the bus, during break, between lessons, on excursions, etc.
10. Anti-social behaviour, such as racism, sexism, insolence, rudeness or bad manners, will not be tolerated.
11. Everyone at Southlands has a right to be safe.
12. Everyone at Southlands has a right to be treated with fairness and respect.
13. Everyone at Southlands has a right to learn.

Notice of Removal

The Principal reserves the right to require the removal of any student at any time if, in his opinion, it is necessary in the interests of either the school or the student. No remission of fees will be granted for the remainder of the term during which the student has been suspended or removed.

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands School Consistent Behaviour Management Policy.

Student name.....Tutor Group.....
Student signature.....
Parent signature..... Date.....9/2019

(To be collected by form tutors at the beginning of the school year September 2019)

ACADEMY (10-13) PERSONAL TECHNOLOGICAL DEVICES POLICY

All students are expected to conform to the school's Academy Personal Technological Devices Policy.

***Please read the following carefully, and then sign and return this page by 13/09/2019**

1. **During the entire school day from 08.50 until 17.00, personal technological devices may be used only for a specific purpose linked to the lesson, and only with express permission of the supervising teacher.**
2. **During lessons, phones and smartwatches must always be on at least silent mode, no vibration and kept face down on the student's desk.**
3. **Academy students may be permitted to use phones with headphones to access music during their private study periods, but only with the express permission of the supervising teacher.**
4. **At break time/lunchtime, students may use their phones / smartwatches ONLY in their form rooms, not outside, in corridors, or hanging out of the window.**
5. **If a pupil breaches these rules the phone or smartwatch will be confiscated and given to the Deputy Head of Senior School (first offence) or Head of Senior School (second offence).**
6. **The student may collect his/her phone/smartwatch at the end of the school day.**
7. **Personal technological devices must NEVER be taken into examinations.**
8. **Students must NEVER film or take photos at school, unless it is as part of a lesson, and then only with specific permission from, and under the supervision of, the teacher in charge.**
9. **Any film or photos taken as part of a lesson must NEVER be made public and they must not be used privately without the consent of all participants and the consent of their parents (in the case where participants are under 18 years).**

10. **Southlands follows the age restrictions for social network platforms:**

13+ Twitter, Facebook, Instagram, Pinterest, Google+, Tumblr, Reddit, Snapchat

13+ (with parents' permission) YouTube, Keep, Foursquare, WeChat, Kik, Flickr

14+ LinkedIn

16+ Whatsapp

17+ Vine

18+ Path

This policy should be read in conjunction with the school's other policies in particular the Consistent Behaviour Policy.

Emergencies

If a student needs to contact his/her parents/guardians they will be allowed to use a school phone. If parents need to contact children urgently they should phone the school office and a message will be relayed promptly.

Responsibility for devices:

SCHOOL ACCEPTS NO RESPONSIBILITY WHATSOEVER FOR THEFT, LOSS, DAMAGE OR HEALTH EFFECTS (POTENTIAL OR ACTUAL) RELATING TO PERSONAL TECHNOLOGICAL DEVICES.

It is the responsibility of parents and students to ensure devices are properly insured.

***Please sign and return this page to school by 13/09/2019– Thank you.**

I have read and agree to comply with Southlands Academy Personal Technological Device Policy.

Student name.....Tutor Group.....

Student signature.....

Parent signature..... Date.....9/2019

(To be collected by form tutors at the beginning of the school year September 2019)

(Years 7-13) TRANSPORTATION POLICY **(INCLUDING ESCHILO 2 during school time)**

Southlands is happy to provide a transport service to Eschilo 2 (a local sports centre) and a door-to-door home or pick-up point bus service for our students. All children in Years 7 & 9 attend Physical Education lessons at Eschilo 2.

Students that sign up for Eschilo 2 for extra-curricular activities will have the possibility of being transported for free from Southlands to Eschilo (prior to availability) at 15.30 with the school's buses on the day the course will be held. Kindly remember that Eschilo 2 is the main organiser of the courses and all queries or requests should be communicated to them first. Please note that we have **50 seats available** each day on the school buses and as availability is limited, places will be allocated on a first come first serve basis. Latecomers will be placed on a waiting list.

Parents are asked to note that:

1. All variations in the daily or ad hoc use of the bus service must be communicated only to the school office. Please do not leave messages with your bus monitor.
2. Variations for the morning service should be communicated before 2pm on the day preceding the change. Our office opens at 7.30am should you find there is an urgent message to convey. Variations for the afternoon service on any given day should be communicated before 2pm of that same day.
3. If someone other than the usual person is at home waiting for your child, please inform the office. The bus monitor is not authorised to leave a child with a person we have not been informed of.
4. If, on the home-bound journey, there is a delay due to heavy traffic etc, the bus driver will inform the office and we will do our utmost to inform you of the late arrival of your child.

Whilst on the bus, students are expected to:

1. remain seated throughout the journey
2. wear their seat-belt at all times
3. be punctual for the morning pick-up: punctuality is essential
4. show respect to the Bus Monitor and Driver
5. show respect to other students on the bus

TRANSPORT / ESCHILO POLICY

**THIS IS NOT A BOOKING
FORM FOR AFTER
SCHOOL ESCHILO 2
ACTIVITIES**

Furthermore, students should not:

1. eat on the bus
2. litter the bus
3. participate in any wilful damage

The above requirements are for the safety and well-being of all our students. Any breach of these requirements will lead to the following sanctions:

1. verbal warning for student
2. written warning sent to parent
3. 1 day suspension from the bus
4. 3 day suspension from the bus
5. 5 day suspension from the bus
6. permanent suspension of bus use.

Mod. 8.5P/17 Rev 1 del 28/05/18
PARTE B

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands Transportation Policy.

Student name.....Tutor Group.....

Student signature.....

Parent signature..... Date.....9/2019

(To be collected by form tutors at the beginning of the school year September 2019)

ACADEMY (Years 10-12) DRESS CODE POLICY

Southlands Academy students are responsible for wearing the correct dress code.

Jewellery: Jewellery is not encouraged in school, although students may wear a watch and simple stud earrings; rings, necklaces, bangles, etc., are not allowed and **WILL BE CONFISCATED**.

Make –up: Make-up is not appropriate for school, and should not be worn.

Hair: Long hair must be tied back during lessons and in the lunch room.

Outdoor cloths: Coats, jackets, hooded tops etc – should be removed in the classroom.

Non-Uniform: On dedicated non-uniform days, students may choose what to wear. However, it should always be appropriate for the school/work context eg no mini-skirts, very short shorts, ripped clothing or T-shirts with offensive slogans

SUMMER (May-June & September-October) depending on weather

Girls	Boys
Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black Bermuda shorts, black/grey/navy knee length skirt or lightweight trousers (no denim, sport shorts or leggings) Sensible black/brown/white shoes, trainers or sandals (no slip-on/backless styles)	Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black Bermuda shorts or black/grey/navy lightweight trousers (no denim or sport shorts) Sensible black/brown/white shoes, trainers or sandals (no slip-on/backless styles)

WINTER (November-April) depending on weather

Girls	Boys
Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black/grey/navy knee length skirt or trousers (no denim, sport shorts or leggings) Smart plain black/white/grey pullover, cardigan, gilet or fleece Sensible black/brown shoes, trainers or boots	Black/white/charcoal grey T- shirt with collar (no slogans or large logos) White shirt with collar (tucked in) Black/grey/red tie knotted between the 1 st and 2 nd shirt button Black/grey/navy trousers (no denim or sport shorts) Smart plain black/white/grey pullover, cardigan, gilet or fleece Sensible black/brown shoes, trainers or boots

Mod. 8.5P/17 Rev 1 del 28/05/18
PARTE B

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands Academy Dress Code Policy.

I have read and agree to comply with Southlands Transportation Policy.

Student name.....Tutor Group.....

Student signature.....

Parent signature..... Date.....9/2019

(To be collected by form tutors at the beginning of the school year September 2019)

YEAR 13 DRESS CODE POLICY

Dress Code

- **Shirt** - Any colour. No offensive slogans, designs or big logos. No denim.
- **Polo shirt** - Any colour. No offensive slogans, designs or big logos.
- **Pullover** – Any type or colour. Must be over a polo or shirt.
- **Jackets/waistcoats/cardigans** – Any colour. No offensive slogans, designs or big logos.
- **Trousers** – Any colour. No jeans/denim, no sportswear.
- **Bermuda shorts** – Any colour. No jeans/denim, no sportswear.
- **Skirts & dress** - Any colour. No offensive slogans, designs or big logos. No higher than around knee length.
- **Socks/tights** – Any colour (which complement the outfit worn). No offensive slogans or designs.
- **Shoes** - Any type of shoe as long as they do not disturb the "smartness" of the entire outfit.

***Please sign and return this page to school by 13/09/2019– Thank you.**

I have read and agree to comply with Southlands Year 13 Dress Code Policy.

Student name.....Tutor Group.....
Student signature.....
Parent signature..... Date.....9/2019

(To be collected by form tutors at the beginning of the school year September 2019)

SENIOR SCHOOL EXTENDED CURRICULUM EXPERIENCES POLICY **(DAY TRIP, OFF-SITE ACTIVITIES & RESIDENTIALS)**

PLEASE READ THESE RULES AND REGULATIONS WITH YOUR SON/DAUGHTER, THEN SIGN AND RETURN THIS FORM TO SCHOOL.

Extended curriculum experiences compliment our Senior School curriculum, and as such, we expect students to adhere to the same social and academic rules, behaviour and standards which are required in school: appropriate and respectful behaviour towards everyone at all times.

In particular we would like to highlight to students, and their parents/guardians, the following essential rules and regulations which are by no means exhaustive:

- It is completely forbidden to smoke, drink any form of alcohol, possess and/or use illegal drugs, as well as undertake any action prohibited under the local law of the visiting place.
- It is completely forbidden to cause damage to people, animals, things, environments and structures at all point on the visits.
- Students must have a correct and respectful behaviour towards, each other, teachers and any other person with whom they come into contact.
- Students must strictly observe any meeting times set and be punctual to the meeting point as determined by the teachers. We insist that students never go off alone or leave the main group on their own for any reason whatsoever.
- On overnight visits, bed times will be decided by the teachers and must be adhered to. Lights out is the signal that all students are expected to settle down quietly in their rooms, without disturbing those around them, and remain in their own rooms until morning call.
- Mobile (cellular) phones and other electronic devices (e.g. iPods, electronic games, etc.) are only allowed at certain times during the day, but must be switched off and may be collected in at bed time. They will be returned to students at morning call. Naturally, the misuse of these items may result in them being confiscated. Students are personally responsible for any items that they choose to bring.
- Students will be able to call home at appropriate and convenient times during the day. To avoid calling at an inopportune moment, we recommend the following times for parents who wish to telephone: between 7.30-8.am (local time). and 7-8pm (local time).
- Students are to travel in school uniform/dress code, or appropriate clothes (for overnight visits). Comfortable clothes and sensible shoes are required, and we insist on no inappropriate logos on clothing, high heels, short skirts or bare midriffs during the visit.

Teachers, who are acting in loco parentis, will use their professionalism, knowledge and discretion to organise activities, groups and allocate rooms (on overnight visits).

When appropriate, a list of essential items will be provided which will be attached to individual trip letters.

Any misbehaviour will be dealt with immediately, with school sanctions applied. This may result in parents being asked to collect their child from the visit. Any additional expenses incurred here are at the responsibility of the parent/guardian.

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands Extended Curriculum Experiences Policy.

Student name.....Tutor Group.....

Student signature.....

Parent signature..... Date.....9/2019

(To be collected by form tutors at the beginning of the school year September 2019)

WHOLE SCHOOL ACADEMIC HONESTY POLICY (Years 7-13)

What would constitute a breach of academic honesty?

Students, parents and teachers are frequently confused about what would constitute a breach of academic honesty. Academic honesty is acting with integrity in all your school work by making sure all your work is your own and not copied from either friends, books or the internet. Academic dishonesty is therefore defined as submitting as your own work that which is not your own.

There are occasions (e.g. in language B group orals, science labs / practicals) when group work is entirely desirable and acceptable. This is legitimate collaboration. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another.

All kinds of cheating are academically dishonest and they come under three broad terms.

- Malpractice - gaining an unfair advantage in any class, homework assignment or examination. Examples of this could be unauthorised help from friends, parents, siblings, tutors. Using within examinations electronic aids (mobile phones, tablets, electronic dictionaries and the like) or any other items prohibited under the rules of the examining authority.
- Collusion - when a candidate knowingly allows her or his work to be copied and/or handed in by another student.
- Plagiarism is the act of presenting another's words and ideas as one's own without crediting the source - this includes information taken from books, journals, magazines, television and the internet. This includes paraphrasing material or an original idea without properly acknowledging the source.

In addition to the above, the falsification of documents and/or signatures will be treated as academic dishonesty.

Roles and Responsibilities

Teachers are responsible for encouraging students from entry to the school in year 7, to accept responsibility for their own work and acknowledge that practices such as "cut/copy and paste" constitute copying and as such must be discouraged.

Teachers have a collective responsibility to ensure that as our students progress through school they become conversant with the concept of academic honesty and of the various forms that cheating can take.

Teachers are required to monitor and ensure the application of specific standards and requirements set out by the examining bodies in relation to coursework, controlled assessment, extended essays and projects that students undertake as part of their GCSE, or post-16 studies.

The Examinations Officer at Southlands is responsible for the implementation of regulations and procedures pertaining to public examinations held at Southlands on behalf of the QCA/JCQ and UK-based examination boards. A summary of the policy will be sent out to all parents and carers of students at the commencement of Year 9, 10 and 12. With regard to the International Baccalaureate Diploma examinations, the Southlands Examinations Officer will have responsibility for the implementation of regulations and practices in conjunction with the International Baccalaureate Diploma Coordinator.

The students of Southlands will, through the process of teaching and learning, develop initially a sense of awareness and then through practice become responsible for ensuring the originality of their own work. The submission of work by our students to their teacher is an admission on the part of the student that their work is their own and has been produced independently.

How do we educate students about academic honesty?

PSHCE programme

- session on plagiarism associated with controlled assessment and/or essay briefing
- session on citation and referencing
- information on school and examination bodies rules given out at mock examinations briefing and final examinations briefing

Information on the student intranet:

- A Student's Guide to Academic Expectations (main points on our Academic Honesty Policy)
- A Student's Guide to Coursework, Controlled Assessment and Examinations
- A Student's Guide to Citation, Referencing and Plagiarism
- This Academic Honest policy
- JCQ Information for Candidates on Controlled Assessment, Coursework, Onscreen test, Privacy Notice, Social Media, Written Exams
- QCA Coursework - a Parent's Guide
- General regulations: IB Diploma Programme (For students and their legal guardians)

Monitoring

The school subscribes to the practice of close monitoring by teachers of students' work particularly where that work is a part of assessed work for an educational or some such qualification. Southlands uses systems developed by "Turnitin.com". Student coursework, controlled assessment, projects or extended essays produced specifically as part of GCSE or post-16 courses may be checked using these monitoring systems in order that the school may be reassured as to the integrity of the work produced.

The emphasis of Southlands' policy is on prevention, and on students learning the appropriate skills of correctly referencing work. As an international school, we are aware that students come from a variety of cultural backgrounds, and it may take them time to understand this policy. This is not to say that plagiarism is tolerated. However, it may be that in the first instance the student is handed back work and asked to reference it properly. Any student attempting malpractice, collusion and plagiarism, may after investigation into the circumstances, face the penalties outlined.

- 1st Offence: It may be that in the first instance the student is handed back work and asked to reference it properly.
- 2nd Offence: A "fail" for the work (which must be repeated), a report to the Principal, Head of Senior School, and in the case of IB Diploma students to the IB Coordinator, a meeting with and letter sent home to parents. The student's name will be shared with the teaching staff of the school and a record made upon the student's file.
- 3rd Offence: Each of the consequences of the first offence, plus a two-day exclusion and the consequences attached to that.
- Continued offences: The student may face the cancellation of examination entry/entries and/or exclusion from Southlands.

***Please sign and return this page to school by 13/09/2019 – Thank you.**

I have read and agree to comply with Southlands Academic Honesty Policy.

Student name.....Tutor Group.....

Student signature.....

Parent signature..... Date.....9/2019

(To be collected by form tutors at the beginning of the school year September 2019)

IBDP Candidate consent for Year 13 (DP Yr. 2) students

All programme coordinators are expected to collect a signature from each individual candidate who is submitting work to the International Baccalaureate. Coordinators should retain these signatures on file.

By signing this document, you (the candidate) must:

1. Consent to allowing an authorised school staff member (usually the IBDP coordinator) upload coursework materials on your behalf, where you do not have access or permission to do this themselves.
2. Declare that all work uploaded or passed to an authorised school staff member is accurate, is the final version, is your own work, and that you have correctly acknowledged the work of others.

This declaration will cover all pieces of work produced and provided by you, including all internally and externally assessed work.

Declaration

You (the candidate) understand and consent to:

- 1) The programme coordinator or another authorised school staff member uploading your work to the IB's eCoursework system;
- 2) The IB's processing, use, disclosure, and transfer of your personal data, including without limitation any sensitive personal data and/or education records, as described in the IB's privacy policy and the Privacy Supplement, including worldwide cross-border transfers (including storage and access of such data outside of your country of residence).

You also confirm that

1. you are at least 15 years old;
2. that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others;
3. that failure to do this will be investigated as a potential breach of IB regulations.

Candidate's Signature.....

Print full legal name.....

Date.....

*Please sign and return this page to school by **13/09/2019** – Thank you.

(To be collected by the Yr. 13 form tutor at the beginning of the school year September 2019)

PARENTAL REQUEST (ACADEMIC): LEGALISATION OF IB DIPLOMA PROGRAMME DIPLOMA & RESULTS

1st September 2019

Dear Parents and Guardians of our Year 13 IBDP students,

We are writing to you to explain the procedure for the legalisation of the IB Diploma Programme, a requirement in some countries for universities. This is undertaken by the IB Foundation Office in Geneva, Switzerland in conjunction with the relevant chancellery, embassy and/or consulate. Please note that all requests, and any additional payments, must be made to school before **1st April** as to guarantee your request. As well as the attached form, a copy of your son/daughter's passport photo page must be provided. Failure to adhere to the above deadline with the correct paperwork may mean we are unable to apply for legalisation of the IB Diploma.

There are two different IB documents:

- *The Diploma of the International Baccalaureate (IB Diploma)*: which only shows the candidate's name and school, and it is only legalised in exceptional circumstances when specifically required.
- *The IB Diploma Programme Results (IB Diploma Results)*: which show the results that the candidate obtained and is always legalised.

Countries concerned

The following is a list of countries for which legalisation has been required in past years. Requirements may be imposed by other countries in the future.

Argentina *	Estonia *	Mexico *	Slovakia *
Armenia *	Georgia *	Montenegro *	Slovenia *
Bolivia	Greece *	Nigeria	Spain *
Bosnia & Herzegovina *	Guatemala	Pakistan	South Korea *
Brazil *	Indonesia	Palestine	Sudan
Bulgaria *	Iran	Panama *	Syria
Burkina Faso	Israel *	Paraguay *	Taiwan
Chile *	Italy *	Peru *	Thailand
Colombia *	Jamaica	Philippines	The Netherlands *
Costa Rica *	Jordan	Poland *	Turkey
Croatia *	Kazakhstan *	Portugal *	UAE *
Cyprus *	Latvia *	Romania *	Ukraine *
Czech Republic *	Lebanon	Russia *	Uruguay *
Ecuador *	Lithuania *	Saudi Arabia	Venezuela *
Egypt	Macedonia *	Serbia *	
El Salvador *	Malta *	Singapore	

**The Apostille Stamp (as per The Apostille Convention, The Hague, 5 October 1961), replaces legalisation by the consulate and one Apostille Stamp covers each of the countries indicated with an asterisk in the list above.*

Special cases

- **Argentina:** The IB Diploma is not accepted in all universities in Argentina. It is only accepted in some private universities. Before requesting legalisation for this country, it is recommended for students who wish to enrol in Argentinian universities to contact the Argentinian Secretariat of Education of the Ministry of Education. The relevant email address is consultascyl@me.gov.eg and the contact person is Professor Maria Carmen Belber. If registration with the IB Diploma at the Argentinian university is accepted, the legalisation of both the Diploma and the Diploma Programme Results documents is required.
- **Burkina Faso:** A photocopy of the candidate's passport is required.
- **Egypt:** Some universities in Egypt may require legalisation of both the Diploma and the Diploma Programme Results documents. It is the responsibility of the candidate to check with the university.
- **Iran:** A certified photocopy of the candidate's passport is required. National candidates living in Iran must first have the copies of their passports certified at the Ministry of Foreign Affairs of the Islamic

Republic of Iran, in Tehran. National candidates living abroad must first have the copies of their passport certified at the Consulate of Iran in the country where they live. The Ministry of Foreign Affairs and/or consulates will validate the copies of the passports and send them to the Consulate of Iran in Bern, Switzerland. An email confirmation must be sent to the legalisation service of the IB Foundation Office in Geneva, Switzerland, at legalization@ibo.org, to be able to process the legalisation at the consulate of Iran in Bern.

- **Italy:** A photocopy of the candidate's passport is required. The consulate of Italy in Geneva only issues Italian attestations and/or declarations of value for candidates that have obtained the IB Diploma. This consulate will not issue the above mentioned documents for Diploma Programme Course Results. Universities in Italy may require translation of the Diploma Programme Results document into Italian by a registered translator. It is the responsibility of the candidate to comply with this requirement.
- **Mexico:** Some universities in Mexico may require legalisation of both the Diploma and the Diploma Programme Results documents. It is the responsibility of the candidate to check with the university.
- **Palestine:** A photocopy of the candidate's passport is required.
- **Saudi Arabia:** A photocopy of the candidate's passport is required.
- **Singapore:** Not all the universities in Singapore require legalisation of the Diploma Programme Results. Students must check with the university.
- **South Korea:** Not all the universities in South Korea require legalisation of the Diploma Programme Results. Students must check with the university.
- **The Netherlands:** Not all the universities in the Netherlands require legalisation of the Diploma Programme Results. Students must check with the university.

In the interest of the candidates requesting legalisation, and given the strict deadlines to enrol in universities, the IB legalisation service makes every effort to expedite the legalisation process, in a short timescale. However, this is largely dependent on the external stakeholders involved. The legalised document will be couriered to the school address for the attention of the Diploma Programme coordinator. We would expect this to be by the end of September.

The school will pay for the one legalisation of IB Diploma Results. Subsequent legalisations at the parents' expense. Each legalisation costs **€130** if received before the deadline of **1st April**. This cost must be paid at the time of handing in this request.

Yours sincerely,

Mr. P Johnson
IBDP Coordinator

Mrs. C Webster
Chief Examinations Officer

REQUEST FOR THE LEGALISATION OF THE IB DIPLOMA PROGRAMME **DIPLOMA & RESULTS**

Please read the information below before filling in the legalization request form:

- *Universities in certain countries require that Diploma Results document be legalised by the appropriate authority in Geneva.*
- *Where applicable, it is the responsibility of the student to inform themselves of the requirements.*
- *Course results legalised for candidates who fail the Diploma will not be legalised unless this service is specifically requested.*
- *The Diploma document itself does not display the results of the candidate. Its legalisation is compulsory only for Argentina. Some universities in Egypt and Mexico may request the legalisation of the Diploma document too.*

Student's Full Legal Name: _____

Town of Birth: _____

Country of Birth: _____

Nationality: _____

Country/Countries) for which legalisation is requested: _____

Legalise Course results if Diploma is not awarded?: _____

Legalise the student's actual diploma (rarely required): _____

.....
Student's Signature & Date `

.....
Parent's Signature & Date

NB: Please ensure you attach a copy of the passport page, which we will need to send as well.

Date of request via IBIS..... IBDP Coordinator's Signature.....

PARENTAL REQUEST (ACADEMIC): IB DIPLOMA RESULTS TRANSFER TO UNIVERSITIES

Dear Parents and Guardians of our Year 13 IBDP students,

Please find the form below to complete and sign by return by **1st April**. This information is required by the IBO for the distribution of results data to universities on 6th July. Many of the university offers made to students are conditional and the client universities require details of marks received before confirming the offers previously made. The fastest and most efficient way for these details to get to client universities is through direct transfer from the IBO to the universities. By signing below, you agree to this data being passed directly to the universities with whom you hold offers. Be aware that we can ask for up to 6 choices (1 for USA).

If you have any questions, please do get in touch.

Yours sincerely,

Mr. P Johnson
IBDP Coordinator

REQUEST FOR TRANSFER OF IBDP RESULTS TO UNIVERSITIES

Student Name:

FULL Name	University	Country and city	Full Course Name &Code	Student ID Application Number	Name person(s) it should be sent to

By signing, I agree to my son/daughter's IBDP results being sent directly to the above named universities by the IBO.

.....
Student's Signature & Date

.....
Parent's Signature & Date

Date of request via IBIS..... IBDP Coordinator's Signature.....



www.southlands.it
info@southlands.it