

LEH

INTERNATIONAL SCHOOL
FOSHAN



LEH-FOSHAN PARENT HANDBOOK

An exceptional British curriculum day and boarding school.

I am delighted to welcome you to Lady Eleanor Holles International School Foshan, an exceptional British curriculum day and boarding school, welcoming boys and girls from 10 - 18 years old.

LEH-Foshan was founded on the blueprint of one of England's oldest and pioneering schools. Like our sister school in Hampton UK, LEH-Foshan combines impressive intellectual endeavour with engagement in a rich variety of pursuits beyond the classroom.

Our impressive new campus, with its expansive teaching, sports, arts, drama and technology facilities, has been designed with the needs of secondary students at its heart. It offers a positive learning environment where students can develop a quiet self-confidence, together with the courage and optimism to achieve their personal goals.

At LEH-Foshan, students learn to be courageous and ever hopeful, optimistic and determined in all that they do. Our goal is to prepare students to be the leaders of the future: expert learners who are unafraid to tackle new and challenging ideas, prepared to take risks, learn from mistakes and move ahead positively.

My colleagues and I are here to answer any questions you may have, and we look forward to meeting every parent and student who is interested in learning more about how our school can help them achieve their goals.

Mr Steve Allen
Head Master

Developing intellectually curious young people.

Our goal is to prepare students to be the leaders of the future, as lifelong learners who are unafraid to tackle new and challenging ideas, prepared to take risks and develop into intellectually curious young people.

Supporting your child are our highly experienced teachers who specialise in teaching the British curriculum, and nurturing each student to make exceptional personal progress.

The quality, experience and commitment of a teacher is the single most important factor in the academic success of any student.

Our native-English speaking teaching staff are recruited from leading schools around the world, and bring maturity and dynamism to the classroom. Most hold Masters or PhDs in Education and have, on average, 15+ years teaching experience.

With smaller class sizes, our students benefit from a highly individualised teaching approach, where each teacher has a firm knowledge of his or her students' strengths and challenges. Our teachers have the support and resources they need to personalise their teaching to ensure that each student achieves their personal best.

Dr Tracy Ghomashchian
Deputy Head





A Great British Education for your Child

The information contained within the Parent Handbook provides further detail of the principles, policies and procedures that will prepare you for a happy and successful school experience.

Boys and girls from 10 to 18 benefit from a creative and challenging curriculum that develops the knowledge, skills and attitudes they need to thrive at school and beyond. LEH-Foshan brings the best of a British boarding school to Foshan, a dynamic city in the heart of the Greater Bay Area of Southern China.

Our sister school near London is consistently rated among the top 10 independent schools in the UK, and we are proud to bring this level of academic, sporting, arts and pastoral excellence to Foshan. The British education system is regarded as one of the finest in the world, with parents choosing it based on its broad, balanced and proven curriculum and its reputation with universities around the world. Our students are encouraged to combine academic excellence with integrity, confidence, and courage and to exemplify the school motto, *Spes Audacem Adjuvat - "Hope Favours the Bold"*.

Useful contact information

Head Master

Deputy Head

Boarding House Mistress
Boarding House Master

Mr Steve Allen

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Student Well-being and Pastoral Care

Working alongside parents, we aim to create a safe and stimulating atmosphere for students in which learning and achievement are championed, where being bold, becoming independent and resilient are encouraged and confidence, maturity and responsibility developed.

Vertical Pastoral and Tutoring Structure

Students at LEH-Foshan benefit from a vertical pastoral and tutoring structure that is carefully designed and well organised. This enables the School to give increased care and due attention to an individual's pastoral and academic needs; and supports the development of community across the School.

In a vertical pastoral structure tutoring groups are made up of students from all years of the School from within the same House. This familial structure allows new students to develop alongside peers who are further along in their educational journey. Acting as role models, senior students become friends and mentors to younger students.

To ensure a continuity of care, a student's personal tutor remains the same throughout their time at the School. This long-term relationship allows each student and their tutor to build strong bonds and a high degree of trust. Personal tutors closely monitor their tutee's growth and development, academic performance and the participation of the student in co-curricular activities.

As the student moves through different levels of the School the personal tutor, in partnership with parents or guardians, provides direct and individual support and guidance. Students will only thrive if they are happy, well-cared for, know how to access support and feel safe and free from fear of bullying. The School further recognises that all students are equal participants deserving of equal opportunities.

Benefits of Boarding

Boarding at LEH-Foshan is designed to be a home away from home where students benefit from the extended day, enrichment activities and support from academic staff. We aim to provide each student with the personal space they need to grow and flourish in a safe, secure and supportive community. The School seeks to welcome and induct new students, and boarders in particular, as smoothly as possible. The Parent Handbook is given to students in advance. Personal tours and information sessions are provided for students and their parents or guardians, alongside a variety of induction activities in the term preceding entry.

Each student is assigned a 'buddy' to help them settle into the House and School in general, and all students are provided guidance and support from a member of academic staff who acts as their personal tutor. For more serious issues, the House Parent has an open door policy where boarders will be able to discuss any problems or queries when required.

Each House will have a team of senior students who act as a bridge between the student body and the adults caring for them. All student leaders are given appropriate training and guidance. Our boarding practice reflects the highest of UK and international standards and is continuously monitored and reviewed to ensure the best outcomes for our students.

LEH-Foshan will be accredited through both the Boarding Standards Association (BSA) and COBIS (Council of British International Schools) and follow their best practice guidance. When full the School will comprise 800 students of whom 560 will board. Matron and the House Parents share responsibility for the day to day health and welfare of students and liaise closely with the School medical centre, academic tutors and parents or guardians.

Student Leadership

At LEH-Foshan we believe in encouraging each student to make an active, constructive and appropriate contribution towards shaping the educational experience they and their peers receive.

Student leadership and engagement opportunities are at the heart of our approach to developing a holistic education and ensuring students at LEH-Foshan are given opportunities to take responsibility, to grow as leaders, and to thrive. Through our range of student engagement activities, we will nurture the skills students need to develop responsibility, independence, teamwork, and maturity in relationships with others.

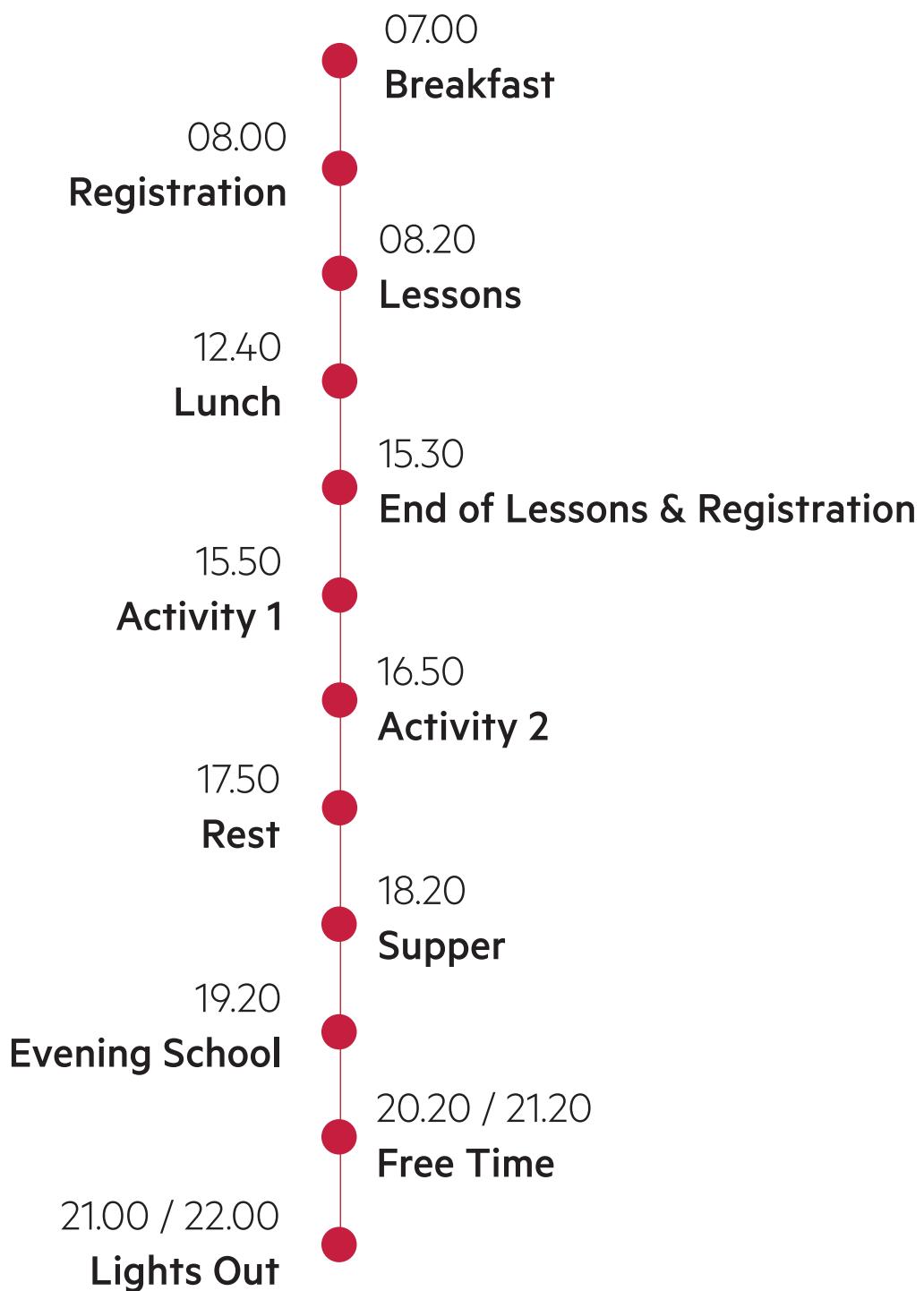
Student Voice

To enable students to contribute effectively to the development of the School opportunities are presented as part of Student Voice. In order to take on a role in Student Voice students will be elected by their peers to represent the views of students within the School. The Student Voice structure will develop as the School grows to ensure that students are fairly represented. There will be regular meetings, with minutes circulated to the whole School, and the activities of the Student Voice committee will be overseen by teachers.



School Day Timings

The school day is structured in a way which ensures students can make the most of the time and opportunities available to them, while ensuring they get the recommended 8 hours of sleep each night.



The Curriculum

Our students follow an enhanced British curriculum, leading to the internationally respected IGCSE qualifications at age 16 and A Level qualifications at age 18.

The curriculum in its broadest sense embraces all opportunities for learning. This includes timetabled lessons and all other activities promoted by the school. Recreation times and lunchtimes provide valuable opportunities to develop appropriate interactions between year groups, teaching groups, and adults and are an inextricable element in the promotion of a climate of quality relationships, attitudes, appropriate behaviour, and the general quality of life.

LEH International School Foshan is committed to offering a broad, well balanced, and relevant curriculum for all students. In all parts of the school the most positive and relevant aspects of these subjects are fully embraced. Equally a strong emphasis is placed on helping the students to become increasingly independent and to acquire and develop the necessary life skills to allow them to function effectively and sensitively within the wider community. The curriculum takes full account of the needs of all students regardless of age, ability, or gender. Additionally, the curriculum is enriched and enhanced by a wide range of additional learning experiences that support the students' learning and promote their spiritual, moral, social, and cultural development.

The LEH-Foshan Learner Characteristics: Our 8C's

These broad aims are fulfilled through the experience of the students in areas relating to linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, and through the explicit learning and teaching of a range of transferable skills which draw upon what we will refer to as the LEH-Foshan learner competencies or 8C's.

These are:

- Creativity
- Craftsmanship
- Collaboration
- Commitment

- Confidence
- Curiosity
- Communication
- Compassion

Life Skills

Life Skills (Personal, Social & Health Education) are weekly timetabled lessons which encourage self-awareness and self-reliance. Allowing students the opportunity to express their personal opinions and feelings, whilst encouraging them to value the opinions and feelings of others, avoiding partisan views and offering balanced perspectives. Becoming better informed citizens and promoting fundamental British values; alongside those of the host country, equipping students to take a more responsible role in society.

Students are also offered a range of activities which develop their understanding and ability to deal with their own developing mind and body, supporting their own well-being and health. specialist speakers are brought in where necessary to deliver specific sessions.

Careers Education and Guidance

As part of the PSHE programme, using some of the form time and with discrete lessons in the later school years, the careers team deliver appropriate sessions on choosing IGCSEs and A Levels, as well as preparing the students for life after LEH-Foshan in relation to Further Education and Career prospects. The team offers specialist events with help from parents and other linked persons to aid this preparation.

Pre-Secondary and Secondary

LEH International School, Foshan has adopted the best aspects of the UK National Curriculum and will continue to adapt and develop our unique curriculum to meet the needs of our talented, multi-lingual, international students.

The learning and teaching that takes place in Pre-Secondary, and Years 7, 8 and 9 lay the foundations for IGCSE courses in Years 10 and 11 and then A Levels in Years 12 and 13. Public examination courses may seem to be a long way off but the skills, work habits and increasing independence and initiative required of Senior School students established during Year 7 onwards help to lay important foundations for the later years. All subjects are taught by specialist teachers in departmental areas.

During Year 10 and 11 students work towards IGCSE and GCSE qualifications. The courses are designed to provide a challenging education, allowing students to begin to specialise in certain areas of interest without sacrificing a balance of subjects and skills. In Science the IGCSE course begins in Year 9.

Curriculum structure

The 10-day rolling timetable comprises of six 60-minute lessons each day. After morning registration there are two lessons followed by a break and two more lessons before lunch. Lunch is then followed by two afternoon lessons before afternoon registration. Two 60-minute activity slots are offered after the end of the school day, prior to supper and evening school.

The House System

Students are assigned to one of four houses. The house system provides the framework for students' extra curricular activities, encourages participation in sporting and cultural competitive activities and promotes leadership development.

The Wider Curriculum

At the heart of our enrichment programme is the aim for students to appreciate that qualities are just as important as qualifications. Through a commitment to activities outside the classroom we encourage students to develop personal attributes, self-confidence and a broad range of interests, nurturing these into areas of expertise and excellence where appropriate.

We celebrate effort and achievement, promote student voice, and aspire for our students to become broad minded individuals who are aware of their responsibilities both as part of the school community and the wider world.

Student Support

Students are treated very much as individuals and, as such, their particular needs are met in a variety of ways. Some students may require extra support in some subject areas, others benefit from more challenging work. Careful monitoring allows the needs of each child to be understood and, in close consultation with parents, to be responded to accordingly.

English is the principal language of instruction and the common tongue for social interaction among members of the community. As such, students are supported in their acquisition of the language in all areas of their learning. For those children who need that extra bit of help in developing their English, ELL specialists work with mainstream teachers in a range of subjects to support language acquisition and teach dedicated English lessons to target support as needed.



Home Learning

Teachers set students a range of tasks to tackle at outside of lesson times to consolidate, develop, and extend the learning at school. Much of the learning in the classroom is collaborative and learning outside of this time rightly highlights the role that independent study skills play in the most successful students. A well-balanced day would comprise six lessons, some family time, dinner and some additional out of class learning.

Independent study skills are crucial for successful life-long learning and throughout the curriculum teachers will increasingly set students tasks to tackle at home to encourage them to take responsibility and initiative in organising their learning. Alongside this, tasks will focus on both consolidation of classroom learning and stretching students beyond the material covered in school. Students should complete home learning in a suitable environment and without distraction.

Extra Tutoring

Extra tutoring should only be considered after discussion with the school.

IGCSE Options in Year 10 and 11

Students choose up to five options subjects as part of their Year 10 and 11 curriculum. These cover all the subjects they have encountered in Year 7, 8 and 9 as well as some subjects which may be new areas of study. The advice and support given to students encourages them to take a balanced range of subjects that help develop all the skills they need to succeed in further study and beyond. All these courses allow students to begin to explore a subject area in depth as well as preparing them for the rigour of the Advanced Level Programme.

Advanced Level Programme in Year 12 and 13

The LEH-Foshan A Level curriculum is constructed in a way which allows students to specialise in areas of interest and to follow more of what they are passionate about. We recommend that students choose subjects which will support them in their planned goals for university and beyond.

Academic excellence is at the heart of what we do. Throughout their time in the Advanced Learning Programme students are supported by our unique team of staff who recognise and understand their individual needs as well as preparing them for their successful transition to university or the working environment.

The A Level curriculum is delivered by specialist hand-picked teachers, highly experienced in helping each student to reach his or her full potential. In addition, each student is guided on their journey by a personal tutor throughout Year 12 and 13.

Learning outside the classroom

We believe that the challenge of activities outside the normal comfort of the classroom environment is essential if students are to become unafraid to tackle new and challenging ideas, prepared to take risks, and able to learn from failure.

At LEH-Foshan a wide range of activities are on offer creating opportunities to develop passions, alongside leadership skills and responsibility, and to undertake service in the local area. Students will have a role in helping to lead activities for younger students and will often wish to suggest new activities for the School community.

Opportunities include:

School Drama Productions
Concerts and Musical Performances
School Sporting Teams
Duke of Edinburgh International Award
Model United Nations
Eco School

Students are encouraged to develop their sporting, musical and theatrical skills, taking increasingly senior positions in their teams or ensembles as they move through their School years, and having the opportunity to audition for leading roles. LEH-Foshan students are generous with their time and talents, and we encourage them to maximise these opportunities to make their mark on both the School and the wider community.

The Wider Curriculum

At the heart of our enrichment programme is the aim for students to appreciate that qualities are just as important as qualifications. Through a commitment to activities outside the classroom we encourage students to develop personal attributes, self-confidence and a broad range of interests, nurturing these into areas of expertise and excellence where appropriate. We celebrate effort and achievement, promote student voice, and aspire for our students to become broad-minded individuals who are aware of their responsibilities both as part of the school community and the wider world.

Educational Visits and Activities

Educational Visits are an essential part of the broad range of experiences that are provided at LEH-Foshan, enhancing the education of all our students. The Educational Visits programme is designed to offer subject specific visits and expeditions which will include (but which will not be limited to):

Observational studies
Fieldwork
Visits to specialist centres such as museums, organisations, commercial and industrial centres
Attending lectures by specialists in their field
Attending University open days
Exchanges with other schools

LEH-Foshan will ensure that these visits are planned as opportunities to extend the traditional classroom boundaries to support academic study. They may result from or relate directly to the academic curriculum or they may provide enrichment opportunities for learning and skills development that cannot be provided in the classroom.

As well as addressing academic strands, these visits help to make students more aware both of their personal responsibilities and their duty to others. LEH-Foshan has a responsibility to prepare students to thrive at university and beyond and both Educational Visits and Residential Trips are very much tied to this aspiration.

Extra Curricular Activities Programme

Academic excellence is only one part of what our school has to offer. Our programme of extra curricular activities is designed to encourage confidence, independence, creativity and leadership and provide regular opportunities for individual and team performance.

Students are encouraged to choose a wide range of activities from Drama, Music and Sport (football, basketball, badminton and swimming will form the heart of the sporting programme) in addition to membership of clubs and societies.

The internationally recognised Duke of Edinburgh International Award features strongly. We recognise the value of service in developing young minds, and our students will be encouraged to be involved in projects supporting our local community.

Each year, our students take part in a week-long trip away from the school designed to broaden their experiences, and build independence, outside the classroom.

Parents and students will be able to check the details and schedule of ECAs via Firefly at the beginning of each term.





Health and Safety

Safeguarding

The well-being and safety of our students and staff is our highest priority. Our safeguarding procedures follow best practice from the UK and comply with local requirements, in order to protect your children and the staff at the school.

If you have any concerns at all regarding the well-being of your (or any other) child, we encourage you to contact the Designated Safeguarding Lead, Dr Tracy Ghomashchian immediately.

Students are also encouraged to report any concerns, to any member of staff that they feel comfortable in doing so. Details of members of staff that students can speak to are posted in all the Boarding Houses.

Control of Substances Hazardous to Health (COSHH)

The school takes great care in reducing the level of risk from various hazards in and around the school buildings. In cooperation with our contracting staff, we follow the best practice from the UK in complying with COSHH regulations. Students and staff are encouraged to report anything that they think constitutes a hazard to their teachers, boarding staff, line manager or maintenance department.

Security and Access to the Boarding Houses

The entrance door to each boarding house is opened using an electronic key card. Before bedtime, a member of boarding staff ensures that windows and doors are secured. A contracted security team patrols the site overnight. Fire drills are carried out once a term. New boarders will be fully briefed on safety and security during their induction.

First Aid, Accidents and Incidents

In the event of illness or accident involving a student, member of staff or visitor, the appropriate steps to be taken will depend on the level of severity of the person's condition, the availability of help and the skills of those on hand. In addition to arrangements to cover medical emergencies and the provision of first aid for students, members of staff and visitors. The School also makes arrangements for routine healthcare and minor illness treatment for boarders at all times.

If the incident occurs in a day or boarding House, students should in the first instance, see Matron or their Boarding House Parent who will treat the condition or, if necessary, will arrange for the student to be accompanied to see the Deputy Head Master.

If the incident occurs on the School campus, the student should be accompanied to see the Matron or their Boarding House Parent, or, if necessary, will arrange for the student to be accompanied to see the Deputy Head Master.

Where minor incidents occur in School buildings other than day or boarding Houses, first aid may be given in accordance with the School's First Aid Policy, but only as far as knowledge, training and skills permit.

The Deputy Head should be informed in the event of injury or illness to a student and either the Deputy Head or the Boarding House Parent will then contact the student's parent/guardian.

The Medical Centre and the Storage of Medication

- Emergency medications shall be stored in an unlocked cupboard in an area out of the reach of children.
- All other medication must be stored in a locked cupboard or refrigerator, in accordance with the manufacturer's instructions.
- All medications, including those brought from home, will be stored in the school clinic, except for asthma inhalers which will be kept by the student, with the student, at all times.
- Medication brought in by students or parents must be clearly labelled with the medication name, student's name, dosage regimen and expiration date.
- All medications held in stock shall be stored in their original packaging, with the medication name and expiration date clearly legible.

The school nurse will regularly undergo professional training in line with ensuring current nursing practice.

Parental Consent

A written general consent to first aid treatment and emergency treatment, including the administration of over-the-counter medication as needed, shall be sought from parents on admission via the health questionnaire and annually thereafter via an update letter at the beginning of the new academic year.

Signing In and Out

All visitors to the school are expected to make themselves known to reception staff upon arrival. Visitors will read and sign a Visitor's Form before being given a Visitor's Card to access the school grounds.

Guests and Visitors

All visitors and contractors entering the school site must ensure that they sign in at the security control and receive the correct access card. Upon leaving, all visitors must sign out.

Visitors to the boarding house must sign in and out at reception and log their arrival at the boarding house.

Boundaries

There are some areas of the school which students are not permitted to access. These areas will be clearly identified. Students must ensure that they adhere to the boundary guidance in place on campus.

Use of Cars

Students with a valid driving licence will be permitted to park on the school site once they have provided a copy of the licence to the School Facilities team, along with the car model and registration number. Students may only park in allocated spacing.

Emergency Procedures

In order to ensure that all students, staff and visitors are able to evacuate the building in a safe and controlled manner, a number of fire and emergency drill exercises will be conducted on a regular basis.

In the event of an emergency such as an Evacuation, Invacuation or Lockdown all visitors will be required to follow school procedures as directed by staff in order for them to be identified and accounted for.

Local Hospitals

A list of the closest local hospitals can be obtained from the Admissions Team.



Parent Engagement Matters

General

LEH International School Foshan is an outstanding school where each student's happiness, well-being, and success is paramount. Parents' engagement matters. Parents care about their children and want to be involved: they want their children to succeed in school and are willing to help in as many ways as possible. Commitment to student well-being is the driving force behind everything we do in education. We provide a platform for parental engagement with the school, and work hard to ensure that parents have a clear and defined way to engage with the school.

Working Partnership with Parents

Successful relationships become partnerships when there is two-way communication, and parents and teachers really listen to each other and value each other's views. This supports in achieving the best outcomes for each student. Working together in partnership can have long-lasting and beneficial effects on student's learning and well-being.

Parents in partnership are most successful when they work in collaboration with the school. LEH-Foshan will get a few interested parents together and arrange to speak to them about setting up a Parents in partnership.

A more formal meeting will be called later to gauge how many parents are interested. Children do better when their parents are engaged in their learning, and LEH-Foshan recognises that a Parents in partnership programme and involved parents are a force for good.

All parents will have the opportunity to join Parents in partnership activities right from the start. Good communication is the key to building and sustaining a successful Parents in partnership programme.





Promoting Good Behaviour Guidelines

At LEH International School, Foshan the qualities of respect, kindness, forgiveness, honesty, tolerance, understanding, and self-control are encouraged in all aspects school life.

At LEH International School Foshan the qualities of respect, kindness, forgiveness, honesty, tolerance, understanding, and self-control are encouraged in all aspects school life. Our community is based upon respect, good manners and fair play.

We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our students can develop their full potential. We expect our students to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All students should care for and support each other. All students at LEH-Foshan have the right not to be bullied.

Bullying does not necessarily involve physical violence and may take many different forms. It involves actions or behaviours which can often be repeated over time, all of which are intended to make the victim very unhappy and can cause physical damage and/or great emotional distress; this can have lasting psychological damage.

Key Principles

- Bullying should be taken seriously, and the reporting of incidents is always the right thing to do.
- If you suspect that someone is being bullied or threatened, either in school or outside school, take action by informing a member of staff immediately.

- The reporting of bullying, even anonymously, is always the right thing to do - it is the duty of every member of the school.
- If you yourself are subjected to bullying, have the confidence to tell an adult.
- There is also another aspect to bullying – bystander bullying; laugh at it and you are part of it. If you pass on a malicious message or image, you are engaging wilfully in bullying and could be committing a criminal offence.

Sanctions in the event of Misbehaviour

Failures to meet the school's expectations of behaviour are dealt with on an individual basis and any necessary sanctions that are applied are designed to fit the particular situation and student, rather than accord to a rigid schedule, and this is part of the ethos of the school.

Misdemeanours are discussed with the student concerned, by a member of staff with appropriate seniority. Minor disciplinary matters are not routinely reported to parents, unless the misbehaviour is persistent. In the majority of cases, this is sufficient for Students to understand the issues and address their behaviour.

School Dress Code and Uniform

The appearance of our students is extremely important. We insist on high standards and this is one of the features that characterises LEH-Foshan. All students are expected to present themselves in a manner that is mature, responsible and maintains the good name of the school both within the school campus and in the local community. School uniform expectations are published on the school website.

Appearance

Hair for both boys and girls should be neat, tidy and of natural colour. Neither shaved nor extremes of fashion are acceptable. Boy's hair should be of reasonable length (above the collar). Girls with long hair must keep it tied back whilst at school.

In general, jewellery should not be worn at school for reasons of safety and to prevent loss. The only exception is that students may wear one pair of simple studs or sleepers in their ears. No other jewellery should be worn. Students will be asked to remove anything in excess of the above, and the item(s) may be confiscated.

Make up and nail varnish should not be worn in school. Fingernails must be kept clean, neat and short. Body piercing and tattoos are not allowed.

Lights Out

Timings for lights out are provided on page 7 of this handbook and differ slightly for older students.

Breaking Boundaries

There are some areas of the school which students are not permitted to access. These areas will be clearly identified. Students must ensure that they adhere to the boundary guidance in place on campus.

Smoking

We are a no smoking campus. Smoking is banned across the campus both inside and outside buildings. Smoking and the possession of smoking materials, including e-cigarettes and vaping are forbidden, regardless of the nicotine content.

Drugs

Drugs are illegal and any student caught taking or in possession of drugs will be have their place at the School revoked. Any such instance of drug use or supply will be dealt with in accordance with the School's Drugs and Alcohol Policy, which reflects local Chinese law pertaining to Drugs.

Alcohol

Students are not permitted to bring or consume alcohol on the School Campus. Any student caught drinking or in posession of alcohol will be dealt with in accordance with the School's Drugs and Alcohol Policy.,

Theft, Loss and Damage

Students are reminded not to bring expensive items or large sums of money with them to school. Should a student need to report either theft, loss or damage to an item in their possession they should contact either their Boarding House Parent or the Deputy Head.



Integrating Technology

At LEH-Foshan we focus on enabling access and effective use of technology within learning and teaching, through seamless integration of modern technology and adaptive learning platforms.

LEH-Foshan commits to active and purposeful use of technology, to enhance the learning experiences of students and enable real world application of industry standard technology. LEH-Foshan staff engage in continued professional development related to using established and innovative technological resources to ensure high quality learning and teaching.

Carefully planned use of technology may be directed by staff or facilitated by staff, by focusing on outcomes, not applications, to promote stakeholder choice and confidence using a variety of tools to achieve the best outcome.

At LEH-Foshan the essential components of an infrastructure capable of supporting transformational learning experiences include the following:

Ubiquitous connectivity. Access to high-speed internet on the LEH-Foshan site.

Powerful learning devices. Access to mobile devices that connect learners and educators to the vast resources of the internet, which facilitates communication and collaboration.

High-quality digital learning content. Digital learning content and tools that can be used to design and deliver engaging and relevant learning experiences.

Responsible Use Agreement (RUA). Guidelines to safeguard students and ensure that the infrastructure is used to support learning.

Prepared for the future

Preparing students to be successful for the future requires a robust and flexible learning infrastructure capable of supporting new types of engagement and providing ubiquitous access to the technology tools that allow students to create, design, and explore. When carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective teaching practice.

A wide range of Parent in Partnership sessions are planned across the academic year. Please see the school website for a calendar of sessions.

Use of Personal Electronic Devices & Mobile Phones

Personal electronic devices (excluding mobile phones) will not be permitted for use in school. Students are not allowed to bring their own laptop onto the School campus.

Mobile phones will not be allowed after lights out and students must put these into their allocated charger lockers, where they will not have access overnight. It is important that students have time away from electronic devices so that you can be sure that they are getting a good night's sleep while they board.

Contact Home

Students wishing to contact home during the day should do so via either the Boarding House Mistress, the Boarding House Master, or a member of the Administrative Team.



ROUTINE

Boarding Routine

Boarding Staff and Supervision

Students are appropriately supervised at all times, with either a House Parent on duty, or a member of the academic team. In addition students have access to the Matron and the School Nurse during regular school hours.

The Role of Boarding House Parents

Boarding staff help to build a sense of community and a comfortable environment within the houses; they provide pastoral support and guidance during boarders' journey through the school.

The Role of the House Matron

Matrons support the Boarding House Mistress and House Master in the pastoral care of the boarders. Ensuring the smooth running of the house, including housekeeping, laundry, overseeing the personal appearances of boarders and liaising with boarding staff about specific issues.

Weekend Extra Curricular Activities Programme

There is ALWAYS a plan for the weekend that students can be involved in! Whether it's a sports activity, a workshop, an outing or a social event, there is always something to do! We believe that the weekends are as important in developing our students and giving them the opportunity to enjoy their time with us, whilst at the same time providing them with some "downtime" where students can refresh themselves from an involved week of work.

Boarding House Meeting

Boarding House Meetings are an effective way of opening channels of communication between staff and boarders. During these regular meetings the day to day running of the Boarding Houses is discussed, matters arising and any accomplishments or concerns. These sessions are critical for providing our students with the opportunity to feedback on not only boarding at LEH-Foshan but the school as a whole.

Boarding Skills Award

All students at LEH Foshan have the opportunity to complete the LEHF Boarding Skills Award at Levels 1 to 3. These awards have been designed to assist you to think about the boarding community, the wider world and ways in which you relate to these. Through these awards, your houseparents, matrons, teachers and peers will help you to think about yourself and others, how you work alongside other boarders and peers, and the skills required to succeed in the future.

Social Events

Social events are scheduled over weekends. These may be specific to a year group, to a boarding house, or involve all students.

Laundry

Students clothing, bed sheets, pillow cases and blankets will be laundered weekly. A schedule is available on Firefly within the Student and Parent sections, and is on display within each Boarding House.

House Keeping

Rooms will be cleaned on a regular schedule. However students are expected to keep their own spaces tidy and ensure the floor around this is clear.

Reporting Damages

All damages are to be reported to the Boarding House Parent as soon as possible after they occur.

Personal Hygiene and Cleanliness

As students will be sharing rooms and common areas, all students are expected to maintain the highest level of personal hygiene to ensure the dignity, well-being and health of themselves and other students. All students have access to personal hygiene items and will be required to maintain personal hygiene whilst at school.

Arrival and the beginning of term

Living within a Boarding Environment

Attending a boarding school means venturing into something unfamiliar, a new adventure. Boarders are not alone on this journey; other boarders will be experiencing similar thoughts and feelings which brings boarders together, forging friendships for a lifetime.

The boarding environment is an education in and of itself, living within a community; students learn that learning within the boarding environment is just as valuable as what they are learning in the classroom. Boarding allows students to take responsibility for their actions, experience personal growth, become more mature, compassionate and co-operative as a team player and develop self-confidence and essential life-skills which leads to independence.

One of the benefits of boarding is the relationships forged not only with peers but with members of staff. The setting allows students to get to know our members of staff well, in many different settings, be it in the boarding house, in the classroom, on trips or excursions or during extra curricular activities. Academic assistance is also widely available.

Life in the boarding house is structured around a well-executed routine; however, boarders also have the time for reflection and re-evaluation, time to relax to help them thrive and maintain a reasonable work/life balance, forging life-long friendships.

Room Displays

Each boarder has a pin-board above their bed; they are invited to bring along photographs and posters to quickly make their room feel like home.

Facilities

Accommodation for boarding staff
Office for boarding staff
Quadruple rooms for Year 6, 7, 8, 9, 10 and 11 boarders
Double rooms for Year 12 and 13 boarders
Within each bedroom there is a shower room, toilet and sink.
Outside of each shower room is an area for wet towels and a mirror.
Kitchen with fridge, microwave and kettle
Storage area for cases
Communal area for boarders
Laundry room

List of Items Provided

Bed with storage, desk and chair
Extension lead with sockets and USB plugs
Desk lamp
Lockable storage area
Notice board
Seating area

Rooms should be left tidy each morning and beds made.

Common Areas

Each of the boarding houses has their own common areas; male and female boarders have the opportunity to socialise together under supervision at certain times.

Schedules

Schedules will be regularly updated and posted to the Parent and Student section of Firefly, and displayed in the Boarding House common areas.

Student Induction Programme

LEH-Foshan offers a full and informative induction programme. Details of the induction programme and activities for parents will be shared with parents before the beginning of term.

The Buddy System

“Buddying” is the term used where new students are assigned another student to create an extra layer of peer support. The role of the “Buddy” is to support a student’s integration into life at LEH-Foshan International School. These students will likely be of a similar age, allowing collaboration on school and boarding house-based tasks. We believe the buddy system is an essential part of the induction process at LEH-Foshan, therefore potential buddies are carefully chosen and given guidance on how to fulfil this role to the best of their abilities.

What makes Boarding at LEH-Foshan so special?

Boarding at LEH-Foshan helps our students to develop into independent young adults, and builds strong friendships and networks that last a lifetime.

A Nurturing and Supportive Environment

We recognise that our students wish to achieve the highest academic standards, but we believe this happens when they are happy and healthy. That is why our teaching philosophy ensures that our teachers and staff support every student through the good and challenging times.

To do this we work together as a team to ensure students have a joyful learning experience and develop a sense of purpose. Whether in the Boarding House or in the classroom, every student is treated as an individual with specific strengths and challenges.

Personal Tutors get to know each student and help them to develop into confident young adults ready to play an active and positive role within the school. They acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

Advantages of Boarding

Boarding students develop a new level of independence, resilience and confidence. As well as benefiting from a full timetable of academic subjects, they also enjoy a strong programme of extra curricular activities and teacher-supervised Evening School, where they can work on out of class learning activities as assigned.

Students who Board acquire a strong sense of community at LEH-Foshan as they live and work with their classmates and teachers, developing friendships and networks that extend beyond the classroom. When our students leave the School as young adults they will become part of a network of relationships that will benefit them personally and professionally for the rest of their lives.

Separate boys and girls boarding houses, with carefully designed sleeping and living areas, create a welcoming environment for students to study, sleep and socialise. While three meals a day are provided in the Dining Hall, and kitchenettes also allow students to prepare drinks and snacks independently.



Leading a Healthy Lifestyle

Across the range of school provision, healthy eating and drinking will be actively promoted, encouraging a lifelong understanding of what is meant by leading a healthy lifestyle.

Encouraging positive choices

The theme of caring for all members of the LEH-Foshan community runs through the School Guiding Statements. We recognise that “healthier children do better in learning and in life”. By encouraging children and young people to make positive behaviour changes regarding health and well-being, we can help them reach their full potential in terms of achievement and success.

LEH-Foshan promotes healthy lifestyles messages in all aspects of School life to support successful learning. We are dedicated to playing an active role in positively influencing attitudes to all aspects of health including but not limited to healthy eating, emotional health, physical activity and sexual health.

The school warmly welcomes communication from all members of the community on matters relating to food and the Healthy Eating and Drinking Guidance.

Meals and Healthy Eating

School meals are provided by our caterers Sodexo and served between 07.00 and 19.20 in the dining hall. The school meals meets all mandatory requirements.

School meals are planned in cycles and always contain a meat, fish and vegetarian option. The school meals menu can be found on our school website.

Our school meals follow a healthy eating policy and are produced freshly every day in a school kitchen from only: fresh meat and poultry sourced from the region; fruit and vegetables sourced regionally where possible using local suppliers; products free from additives associated with health problems in young children; fats free from hydrogenated oils; with menus that are nutritionally balanced.

Allergies

If you have a food allergy or food intolerance, please inform the school on admission and we will ensure that the catering team are informed. Our catering team are more than happy to provide you with a full list of the ingredients used in all dishes so that you can make an informed decision on what your child may eat.





Transport, Exeat Weekends and Holidays

Getting to and from school

Our school is conveniently located for private cars, taxis, the metro and high-speed rail. For students travelling to and from Hong Kong via the high-speed rail link, we provide an accompanied service where students travel with a teacher or staff member. As travel arrangements and restrictions are liable to change, our Admissions Team are able to provide you with the most up to date information on travelling to and from the school.

Exact Weekends

While we accept that every so often students will have opportunities outside the Boarding House, weekend exeat are expected to be kept to a minimum, in general once a month.

Weekend timings

The weekend routine is more relaxed and routine timings depend on the events and activities planned, taking into consideration workload and exams.

Weekend curfews

Weekend curfews are more relaxed and depend on the events and activities planned, taking into consideration workload and exams.

Trips and Visit

A range of trips and visits are planned across the curriculum, with details published in advance of these, via the Parent section of Firefly.

Planned Absence

We do not recommend students miss school, however we understand there are times when students need to attend personal appointments. Therefore every parental request will be considered on its own individual merit

Contact Us

How do I contact specialist teachers for each subject discipline?

Below you will find the contact details for each member of our team. Should a student find a particular aspect of a course difficult then their teachers will be able to help and advise students and their parents or guardians.

The importance of two-way communication

We strongly encourage students to build up a dialogue with teachers and to ask for help as soon as an issue arises. Knowing when to ask for help, not being afraid to admit that advice is required, is a sign of strength and an important life skill.

Head Master

Mr Steve Allen

email: steve.allen@leh-foshan.cn

Deputy Head

Dr Tracy Ghomashchian

email: tracy.ghomashchian@leh-foshan.cn

Creative Arts

Director of Music

Mr David Hobourn

email: david.hobourn@leh-foshan.cn

Head of Art

Ms Helen Hayward

email: helen.hayward@leh-foshan.cn

Head of Drama

Mr Stuart Savill

email: stuart.savill@leh-foshan.cn

Humanities

Head of Faculty

Mr Darren Cowan

email: darren.cowan@leh-foshan.cn

Head of History

Mr Mark Bannister

email: mark.bannister@leh-foshan.cn

Languages

Head of Faculty

Ms Rebecca Ngakane

email: rebecca.ngakane@leh-foshan.cn

Head of Chinese

Mr Hua Yan

email: hua.yan@leh-foshan.cn

English Language Specialist

Mrs Carolyn Jones

email: carolyn.jones@leh-foshan.cn

Teacher of English

Mrs Kathryn Chapman

email: kathryn.chapman@leh-foshan.cn

Mathematics & Computer Science

Head of Faculty

Mrs Debbie Kirk

email: debbie.kirk@leh-foshan.cn

Head of Computer Science

Mr Adam Stenning

email: adam.stenning@leh-foshan.cn

Teacher of Mathematics

Ms Nicola Pritchard

email: nicola.pritchard@leh-foshan.cn

PE, Sport & Activities

Head of Faculty

Mr Lee Jones

email: lee.jones@leh-foshan.cn

Head of Sport and Activities

Ms Danica Vidotto

email: danica.vidotto@leh-foshan.cn

Teacher of Swimming & PE

Mr Sam Ghomashchian

email: sam.ghomashchian@leh-foshan.cn

Science & Technology

Head of Faculty

Dr Martin Kirk

email: martin.kirk@leh-foshan.cn

Head of Biology

Ms Elizabeth Hodges

email: elizabeth.hodges@leh-foshan.cn

Head of Physics

Dr Martin Kirk

email: martin.kirk@leh-foshan.cn

Head of Technology

Mr Peter Farnsworth

email: peter.farnsworth@leh-foshan.cn

LEH

INTERNATIONAL SCHOOL
FOSHAN

LEH-FOSHAN PARENT HANDBOOK

Contact Details

Admissions Office: 1610-12 Lingnan Tiandi Commercial Plaza, 29 Zumiao Road, Chancheng 528000, Foshan

School Campus: Huaxiang Road, Chancheng, Foshan

Website: www.leh-foshan.cn

Email: admissions@leh-foshan.cn

Tel: Foshan: +86 0757 82626121 | Hong Kong: +852 23540801

Wechat ID: LEHFoshan

