

PRIMARY SCHOOL PARENT / STUDENT HANDBOOK 2020 – 2021



International School
of Hellerup

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Introduction

Dear Students and Parents,

At ISH we believe that education is a collective responsibility and that the successful function of a school depends on the cooperation of everyone involved: students, parents, teachers and staff. All of our policies are intended to provide a secure and cooperative environment for your children that will contribute to their learning. We encourage you to get to know your new school, its activities, and schedule.

This handbook is an overview of our school's aims, expectations, services, and procedures. It is an important reference book describing school policies, procedures and general information about the school. Please read through it and discuss it with your children. It has been written to provide you with the information that will make your child's year purposeful and rewarding in every aspect.

Please sign and return the Field Trip Permission Form, and School-Home Partnership Contract on the last two pages of this handbook and return it to reception within the first full week of your child starting school, to confirm that you have read and understood this information.

Sincerely,

Stef Fleet

Primary School Principal

School-Home Partnership

The School-Home Partnership is an agreement between parents, students and teachers to ensure that effective communication between the school and home is established. We expect that all parents and students read this handbook and follow the school's procedures and policies. We hope that all parents will take an active role in their child's education by attending essential school meetings, parent consultations and events.

Communication at ISH

At ISH, all members of the school community should communicate in a manner that exemplifies International Mindedness, reflects the school vision, and enacts the IB Learner Profile. This includes communicating in a respectful (or principled), caring manner, while appreciating and respecting diverse cultural perspectives.

For parents, it also means to speak respectfully about your child's classmates or their parents. It affects the whole class culture. We hope that parents encourage a positive view of the school and its students.

About ISH

International School of Hellerup is a private educational establishment. It is recognized by and subject to Danish law and receives a subsidy from the Danish State. The school is managed by a Board of Governors consisting of six members, at least two of them being parents of students from the school, and it is a non-profit making institution.

The school is located in Hellerup, a community near the center of Copenhagen and is easily accessible by bus and train. The nearest train stations are Ryparken Stn and Hellerup Stn. There is a bus, #14, that stops nearby.

International School of Hellerup is a school where the individual comes first. Our primary aim is to identify and appreciate the unique potential of each pupil, and develop them fully in a caring, comfortable and happy environment.

Pupils receive an excellent, well-rounded education from dedicated and highly qualified teachers, developing qualities which will equip them to face life's challenges with self-belief and optimism. In addition to our broad curriculum, pupils can enjoy a fabulous range of activities which engage, stimulate and inspire them. It is a source of pride to us that our pupils emerge as confident individuals, successful learners, responsible citizens and adaptable human beings.

International School of Hellerup's philosophy is to 'make life better for all.' The school's values and activities are not just about academic achievement, but include students' welfare and their contributions to society. A student-centered learning environment is seen as a key contributor to preparing pupils for adulthood and life beyond school.

Our Mission

Our mission is to provide the highest quality education in a student-centered environment by empowering individuals to fulfill their human potential to become purposeful life-long learners and responsible global citizens.

Our Values

Acceptance

Students are tolerant and understanding;
Students and teachers are mindful of the needs and rights of others;
Our school community is open-minded and inclusive;
We are supportive of each other.

Responsibility

We are responsible in all our actions;
We are reliable;
Staff members are dedicated and professional.

Caring

Students are considerate and kind;
Staff members are respectful and considerate;
All are supportive of each other.

Excellence

All students strive to do their best;
The teaching staff offers a high-quality education;
Our school community supports the staff members and the students.

Our Aims

- Maintain a school culture of excellence in teaching, achievement, innovation and self-improvement
- Maintain a supportive, healthy and secure environment for learning and teaching
- Deliver a balanced and holistic international education program centered on the International Baccalaureate (IB) Learner Profile and the standards and practices of the IB program
- Integrate technology as a meaningful and effective part of the educational process
- Deliver enriching co/extra-curricular opportunities for students
- Provide outstanding facilities and resources
- Attract and retain excellent faculty and staff

- Heighten student awareness and engagement through social, environmental and intercultural activities
- Ensure wise and effective school governance
- Engage parents, alumni and the local and global community in the support of the school
- Ensure a financially sound and operationally efficient organization

Faculty and Staff

Teachers and staff at ISH are fully committed to serving the needs of students and parents in our community. All teachers have professional education and experience. One of the most frequently heard comments about ISH staff is that they are both “personable and professional.” At ISH you will find the faculty and staff enthusiastic about their work and very supportive of the school’s mission. We are proud of our diverse staff which represents many cultural backgrounds and nationalities. In the same way that we expect our students to work together and support each other, the staff at ISH work together in our Professional Learning Community, sharing ideas to improve our teaching practice. ISH staff enjoy the work environment and conditions which contributes greatly to the school’s very positive atmosphere. You can find the staff information here: <http://ish.dk/about-us/faculty-and-staff/>

General Information

Administration & Reception

Opening Hours

The reception is open Monday-Thursday from 8:00 to 16:00 and Fridays from 8:00 to 14:00 (closed during lunch between 11:45-12:15).

Admissions

Re-enrollment

In the spring of every year, parents will be required to re-enroll online for the upcoming academic school year. ISH has waiting pools for several classes and we would like to accommodate as many applications as possible for the upcoming school year. By re-enrolling, you confirm your child’s place at the school. Please note: three months’ notice must be given for withdrawal, and the procedure for the withdrawal is different during the re-enrolment process. Further information will be shared with families at the beginning of the spring term.

If you have re-enrolled your child for the new academic year, the withdrawal notice is only acceptable from the 1st of August. A re-enrollment letter will be sent out to all families before the process begins, in the letter the re-enrollment procedure will be explained as well as clear guidelines and deadlines.

Withdrawal

If a student is leaving the school during the school year, parents must notify the school by submitting a withdrawal form, which can be downloaded from this page:

<https://ish.dk/school-life/school-documents/>, three months prior to the student's last day at the school. Parents who fail to give sufficient notice will be charged school fees based on the date when the withdrawal form is submitted. If submitted by the 15th day of the month or later, school fees will be charged for the month notice was given and three subsequent months. If necessary, the school deposit will be kept and used to cover some of the three months payment.

Please note the withdrawal is different during the re-enrolment process, and information is provided at the start of re-enrolment.

School fees are charged until the end of the month. Please remember to also cancel your Direct Debit (PBS) payment.

Leaver's Reports

When families leave the school they can download their report cards from ManageBac before they withdraw. Requests for Leavers Reports (extra reports created within the school year) should be sent to the Admissions officer, Katrina Dockerty (Kdockerty@ish.dk). There is a charge of 400dkk for Leavers Reports. Allow up to two weeks for processing.

Please refer to the Admissions information on the website, and the school's Admissions Policy, which can be found here: <https://ish.dk/about-us/ish-policies-and-procedures/>.

Wellbeing of PYP Students and the Learning Community

Hygiene

Personal hygiene is a key component of human well-being regardless of religion, culture or place of origin. It is important to recognise that cultural beliefs, values and practices can result in different approaches to hygiene in our school community. To support a healthy school community, awareness of the school's hygiene practices, and education in personal health, according to international and national guidelines, is essential.

All parts of the learning community have a responsibility to support a hygienic school, by supporting the most effective methods of infection control, which are (1) effective hand washing, (2) exclusion of sick children, staff and visitors, and (3) immunisation.

Students should understand the importance of, learn about (both at home and school), and demonstrate hygienic hand washing, eating and toileting.

Parents should support students to independently achieve the above skills.

Illness

It is the responsibility of the PYP team to keep our children and staff healthy. Children who are ill or suspected of being ill are requested to remain at home. If illness develops during the day, then the child is taken to reception for checking. If required, parents will be informed and are expected to pick up their child as soon as possible, and contact the doctor if necessary, in order to reduce the potential infection of others.

If a student has been sick, they should only be returned to school if they are no longer contagious, have a normal temperature, and are healthy enough to take part in the whole school day. Some illnesses require a further stay away from school (for example, children can only return to school 48 hours after a fever has gone). Parents must notify the school if aware that the illness is contagious so we can notify other parents.

Lice Policy

International School of Hellerup has a “no-nit” policy. Parents should routinely (weekly) check their own children, especially if their child is exposed to lice. If lice or nits are found in the student’s hair while at school, the student will be sent home.

If the child has lice, the whole family needs to be checked, but only the people with lice need treatment. Treatment requires a specific type of shampoo that can be bought at a pharmacy. Pillow and bed sheets, couches, and other materials which might contain lice should also be checked.

When the school gives notice about lice, all parents should check their children. The school helps with prevention by cleaning any materials which may be exposed to lice, communicating to parents each time lice occurs, and sending children with lice home.

Medical information

Medical information. It is the responsibility of parents to inform the school of their child's medical needs. If a child has a illness, condition or allergy that requires specific treatment (for example, medication), then a safety plan is created with home and school. The parents are responsible for training the appropriate teachers each year if required.

Medication

The school is not allowed to administer any oral medication without parent's permission, including aspirin and panodil. If a student is on regular medication, the class teacher must be notified of the condition and informed about any specific instructions. A safety plan is made if necessary.

Nut free areas at ISH

In order to reduce the risk of a life-threatening situation for ISH community members, some classes and areas are nut-free. More information will be provided to relevant classes.

Nutrition

At ISH we encourage healthy eating. A nutritious, well balanced diet is essential for the day and learning - cakes, cookies and candy etc. are not allowed for snacks and lunches. We enjoy our meal times together and take this opportunity to talk about what helps our body grow healthy and strong. Your child's homeroom teacher may offer general guidelines around the food that is brought to school.

Physical and Health Education

All students are expected to participate in physical education (PHE) as this is an essential component of a child's holistic development. Students requesting permission to be excused from PHE classes must have parents send an email to both the class teacher and PHE teacher. A detailed explanation of why your child should not participate in P.H.E. or a doctor's note is required.

Students must wear appropriate sports clothing (i.e. exercise shorts or pants, t-shirts or sports jerseys, etc.) and indoor shoes.

Daily Routine

PYP School Schedule

The start and finish times of all PYP classes (Pre-K to PYP5) are the same:

- Mondays to Thursdays: 8:30-14:20
- Fridays: 8:30-13:30

The homeroom teacher will communicate the actual lessons and break times at the start of the school year. There are three different schedules:

- Pre-K schedule
- Lower PYP (Kindergarten and PYP1) schedule
- Upper PYP (PYP2-PYP5) schedule

***The start and end times, and class schedule, should be confirmed with the homeroom teacher in case there are any special arrangements for the class.**

Before School

Children may enter their classroom at 8:20am. Please be advised that if children arrive at school earlier than 8:20am they will not be supervised, and parents are held accountable for their conduct. If parents need to drop their PYP children off earlier than 8:20am on a regular basis, these children must be enrolled in the Morning club where there is adult supervision.

Recess

Students in the PYP (Pre-K to PYP 5) must be in the school playground during every recess. Students must go directly outside when the bell rings for recess. The guidelines from the Kommune recommend one hour of outside play in all kinds of weather.

Rainy Days

In the event of excessive rain or snow, students in the PYP may or stay in their classroom supervised by their class teacher or teachers on recess duty. Weather appropriate clothing is expected at all times.

Lunch

We encourage all students to bring a healthy and balanced lunch to school. There is a help sheet to healthy lunches on the school website here <http://ish.dk/school-life/school-documents/>.

There is a school lunch service available for all students. You can find a document with more information about our lunch service here: <https://ish.dk/school-life/school-documents/>.

We ask families only to offer food to their own children when in the school premises, unless it is an arranged event (for example a party in the class). If it is a class party or birthday, we do not bring in party bags for celebrations; teachers will usually provide what is needed and give advance notice for any events.

Students eat lunch in the canteen or classroom, with teacher supervision. When the bell rings, after students have eaten their lunch, all students must leave the classroom and go outside to the playground, weather permitting. No PYP student may leave the school premises without a teacher's permission. No students may remain inside the school building during recess unless they are involved in a club or activity.

If a child arrives without lunch, then the child may be sent to the reception and the parents are called, so that lunch can be arranged, for example if the parent will deliver lunch to the school, to be eaten later in class. The school lunch service provides a solution for families who find it difficult to arrange school lunches with their children. You can also find a guide for healthy packed lunches on the school website.

After School Care Programme (ASCP)

For more information about our ASCP, please refer to the ASCP Parent Handbook.

Dentist

Students in Denmark are eligible for free dental care through their school dentist at public schools. We do not have a school dentist but you can call your local council (kommune) for information about where your child's dentist is located.

Field Trips

Class trips are designed to be social, educational, and fun. Trips are scheduled at various times throughout the school year and all students are required to participate. Parents will be notified of all field trips at least two weeks in advance. Students must agree to abide by the guidelines set by the school. Failure to follow these guidelines could result in trip cancellation, either for the class or the student. Expenses must be covered by the students and parents. Behaviour expectations and conduct procedures on such trips are congruent with the regular school rules. In addition:

1. Mobile phones are not to be seen or used during PYP class trips
2. Under no circumstances is anyone to leave the group without permission

Home Languages

Multilingualism and host country integration is encouraged at ISH. Students start learning Danish in PYP 1 and continue through to the end of the program, PYP 5. In the MYP, all students must choose a third language to study. ISH is also proud to offer EAL classes and a Mother Tongue

program. For more information regarding the language program and policies at ISH, please visit the website.

Grade level Placement

A child's grade level placement should allow for success academically and socially.

Information on grade placement is available here: <http://ish.dk/admissions/grade-placement/>

New School Year Information

- Grades are re-balanced (mixed) each year. This is to support each child's needs and a focus on wellbeing. We aim to gain as equal a balance as possible regarding class size, gender, academic needs, special needs, EAL and positive social dynamics.
- Parents can request how students are placed next year, in May. Requests will be taken into consideration as much as possible, provided they are given in time. Rebalancing classes is very complex. We offer a consistent experience for a grade (curriculum, IB teaching, assessments, opportunities, materials, experiences, etc.).
- We usually recommend that siblings are separated in different classes, to support their individual development.
- We can only finalise the class lists a few days before school starts. There are many last-minute changes depending on enrolments, and this affects the class lists. You receive an email via ManageBac a few days prior to the start of school informing you of your child's class and homeroom teacher, as soon as the class lists are ready.

Homework

Homework is an essential part of your child's educational progress at ISH. Homework helps students develop valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth that is appropriate for their grade level. The school's homework policy is published on the school website <http://ish.dk/about-us/ish-policies-and-procedures/>

Klassekasse or 'Class Money'

Klassekasse, ('Class Money') is a small fee, provided by parents, either monthly or yearly and organized by the class teacher to supplement class parties, field trips or special activities for the class. It is collected by the homeroom teacher. Also, day trips occur at the end of the year and fees are gathered for this as well.

Further information, and other fees, can be found here: <https://ish.dk/admissions/fees/>

Library

The new school library was established in August 2015. Opening hours are posted outside the library and families are encouraged to utilize the space. Classes visit and borrow books on a weekly basis.

Lost and damaged library materials policy

In order to maintain a high quality collection of library materials, library materials that are lost or damaged beyond repair will be billed for the cost of purchasing a new replacement.

The cost of replacement will be 100 DKK for paperback books, and 200 DKK for hardback books. This fee covers the value of reordering the book or a similar replacement, as well as shipping, any customs and taxes, and in-house processing costs.

If at a later date these costs are shown to be not sufficient to replace the value of the item lost, this cost of replacement may be subject to change.

The library does not accept replacement copies. This policy applies to library materials, not textbooks.

If the library book is found and returned to the library, the student can get a refund if the replacement copy has not been ordered, and if it is the same fiscal year.

Lost and Found

There is a Lost and Found container located outside of the canteen entrance. If a student has lost an item, e.g. clothing, jewelry, hair accessories, they may claim it at any time. If the lost item is valuable, the item will be given to the reception and students and parents may check there to see if it has been returned. Unclaimed items will be donated to a charitable organisation, sold or recycled, at regular intervals through out the school year. Parents will be notified with a week's notice before this occurs. To avoid your child's clothing being thrown out, all items should be with the child's name.

Morning Club

Morning Club is available to all students in Pre-K to PYP 4. Morning Club is held in the ASCP. Registration takes place at the beginning of each school year. After the 1st of September, students may still join the Morning Club but they will only be allowed to start on the following Monday. Please have children eat breakfast before coming to morning club or pack breakfast for them. Fruit will be provided and students may read, play quietly or finish their homework. Hours of operation are Monday to Friday, from 7:00am to 8:15am. More information is available on our website or by contacting the ASCP Coordinator: Chiara Giani cgiani@ish.dk.

Office 365

The Office 365 package is now free for enrolled students at ISH. The download instructions can be found on the school website: <http://ish.dk/school-life/school-documents/>

PTA – The Parent Teacher Association

The PTA is a volunteer organisation that support parents, teachers and students. The PTA aims to nurture a positive relationship between home and school, to welcome and help the school community and to support initiatives that enrich school life and promotes a sense of community at ISH. Each class has its own PTA Representative (all parents are eligible for this role), and there is a PTA committee that helps with welcome activities and special events.

All parents are automatically members of the PTA, and each family is required to pay an annual DKK 250,- PTA fee at the beginning of the school year, which is used to fund PTA initiatives and events throughout the year. The PTA holds monthly meetings, where all parents are welcome to attend and take part in discussions about school-related issues together with participating teachers and student representatives. An invite is sent out to all parents via ManageBac one week before the meeting.

Parents are encouraged to become involved in the school community through the PTA. It is a fun and rewarding way to make friends, settle into the school community and help support the school in its aims to achieve the highest quality of education for your children. You can find more information about the PTA on the school website: <http://ish.dk/pta/>. If you have any questions, please contact the PTA Coordinator, Karolina MacAulay at communications@ish.dk.

Reports and Grades

Students receive grades twice a year. For PYP1-5, Mid-Year Reports are given before the winter holidays and End of Year Reports again before the summer holidays. Early Years classes receive Learning Stories during these times. Parents attend a Parent-Teacher consultation in the Autumn and a Student-Led Conference (SLC) in the Spring. The SLC is held in the school day, and parents are expected to attend.

School Photos

The school photo days take place within the first two months of the school year, typically over two days. These dates will be listed in the school calendar on ManageBac and the school website. Photos will be available for purchase through the company **Rosenfeldt**. More information will be available closer to the school photo day.

Sustainability

Families should support the sustainable practices at school, for example having a reusable water bottle and lunch box, bringing their own cutlery (if bringing their own lunch), and reducing plastic waste when possible. The school is also installing more recycling centres. The school community should separate their waste at school, to the recycling centres available.

Working Conditions in Denmark

Teachers working in Denmark are entitled to up to five personal days which they can place on different days during the school year.

Specialist Support

Specialist support consists of the school health service, the school psychologist and EAL (English as an additional language) and the Learning support Services. At ISH we realise that as well as academic achievement, the physical and psychological development of students is crucial to a positive and enriching school experience. The purpose of the Learning Support Services (LSS) is to nurture physical and psychological development and equip the students with skills they need to fully integrate into the school community, access the curriculum, and lead healthy and happy lives.

English as an Additional Language

The English as an Additional Language (EAL) programme at ISH supports students whose primary or secondary language is not English, enabling them to develop the necessary reading, writing, speaking and listening skills to be successful in school. Students are referred to the EAL Program through either a placement test, home language survey, previous academic records and/or by referrals from class teachers. Individual needs and the number of students requiring assistance determines how the program is delivered. EAL classes take place during school hours as inclusion support or sheltered lessons. The EAL Program strives to be as integrated into the students' regular schedule as possible.

Learning Support Service

The Learning Support Service (LSS) at ISH is based on an evaluation of each child's needs. The students are evaluated in their homeroom classes and the intention is to support students who have specific learning needs.

Learning Support teachers deliver this support either by pulling the students out of the classroom or by giving support in the classrooms. The individualized support can occur both one-on-one or in small group teaching focusing on ability development. It can also be for a specific learning difficulty.

These students are usually included in the Learning Support program from the admission stage already. The students who are following a Learning support program will be given either a Learning Support plan or an Individualized Educational Plan.

The whole process of the services, starting from the referral or admission stage involves parents as we do believe to achieve the best learning results by a strong collaboration between home and school.

If there is a concern of your child's wellbeing or academics, please contact the homeroom teacher first. Questions regarding specific learning difficulties and the support for those can be directed to the Special Education Needs Coordinator (SENCO) Ms Stella Strouvali (sstrouvali@ish.dk).

For more information, please refer to our Inclusion Policy

The School Health Service

The School Health Service is run by a Health Visitor in collaboration with the children, parents and teachers. The Health Visitor for ISH is found on the school website at

<http://ish.dk/school-life/student-welfare/>. The aim of the Health Service is to reinforce the children's health and lifestyle. This is done by:

- Making the children able, through their schooling, to take responsibility for their own health.
- To detect early signs of illness and developmental problems – and children in poor health.
- Give extra assistance to children with health problems or poor well-being.

The Health Visitor is not responsible for the first aid to casualties at school, neither does she give vaccinations. Should the need arise for medical treatment a referral to the child's own doctor, eye or ear specialist will be given.

The School Psychologist

The role of the school psychologist is to help children who are experiencing personal difficulties at school. This may be because of a learning difficulty, an emotional problem, a developmental issue, issues with peers, or just struggling to adapt to change. The school psychologist is available to meet with children, families and teachers and where necessary will draw up a plan (an individualized education plan – IEP) so that the school and family are working together to help the child. The school psychologist works collaboratively with school staff, parents the student and in some cases the kommune (local government services) to develop a support plan. The support plan may involve developing specific strategies the student can use in class and at home, in class support, 1:1 or small group lessons, counselling sessions and, or further assessment. As well as working with students, parents and teachers can also book an appointment with the school psychologist if they have concerns or problems regarding their child / student.

What to do if you feel your child needs help from the school psychologist: The first step is to talk to your child's teacher to see what they think; the teacher can then refer to the child to the LSS. Alternatively you can book an appointment to talk with the school psychologist.

What about confidentiality? The school psychologist works to the standards and code of conduct as set out by the Danish Psychological Association and the British Psychological Society which you can [access online](#). In terms of confidentiality the work of the LSS will aim to be as open and collaborative as possible. The school psychologist will always inform parents, teachers and students if information needs to be shared with others. However in some instances, such as counselling work, the student and/or parents may want to keep some aspects confidential. This is

acceptable except if something said during the session indicates that you or another person is at serious risk. In such cases, confidentiality cannot be kept and it is the schools professional responsibility to inform the necessary person(s). If confidentiality needs to be broken, the school psychologist will always tell you in advance.

How do I contact the school psychologist? Kirsten Thøgersen E-mail: kthogersen@ish.dk

Rules, Regulations and Policies

School Expectations

The school expectations are intended to develop self-discipline by allowing students to take on responsibilities and enabling the institution including staff, parents and students to live in a climate of confidence and cooperation, which is essential to education.

Staff members, substitute teachers, part-time teachers, mentors, and tutors have the same authority and rights as the regular classroom teachers.

Bullying Policy

Bullying is a serious matter and requires awareness from teachers, students, and parents. School employees will take immediate action against bullying. Parents must contact their child's teacher if they suspect their child or another child is being bullied. It is important that students can express their concerns to an adult if they are being bullied or harassed at school.

Definition of bullying:

Bullying is different from teasing and it is therefore important to define the concept.

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

Dan Olweus, Bullying at School: What We Know and What We Can Do.

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Bullying may involve the following:

- Cyber bullying – includes internet gaming, emails, texts, social networks, manipulation of images, and slander
- Social exclusion
- Actions without words using grimaces or gestures.
- Negative actions meant to intentionally annoy or hurt.

Signs of bullying:

The person being bullied may be inclined to:

- Be passive, withdrawing from the community.
- Go off by themselves and be alone during breaks.
- Seek little adult contact.
- Demonstrate low self-esteem.
- Be late or absent from class.
- Poor grades.
- Be afraid to go to school.

Adults should be aware of the warning signs, but also know that they can be caused by other things. Sudden or major changes in behavior are important signs. It is important to create a dialogue with students and an environment where they can discuss their feelings openly.

Prevention

Preventive measures are planned and executed in collaboration with parents, school staff and students:

- General awareness of bullying, by parents, school staff and students.
- Parent Conferences will include a discussion on bullying.
- Commitment of parents, teachers, and students to stop bullying if it occurs.
- All individual classes will discuss bullying and how to prevent it in their own classroom.
- Student council will discuss bullying in at least one meeting and students' general well-being.

Disciplinary Action

1. The school will first try to resolve problems among the involved students. Parents will be informed by class teachers or relevant subject teachers.
2. If this fails, the management will be involved.

Bullying (including cyber-bullying) that occurs outside of school time may also be investigated by the school, and consequences may occur as if it happened in school.

*Bullying can ultimately lead to permanent expulsion of pupils.

Advice for parents about prevention

- Do not speak badly about your child's classmates or their parents.
- Support your child in cultivating relationships with the entire class. It is a benefit for your child.
- Encourage your child to defend their classmates who cannot defend themselves.
- If you are announcing or inviting to a birthday party in school time, it should be for the entire class.
- Prioritise togetherness with the other parents in class. It influences the children.

Classroom Essential Agreements

Each year, class teachers in the PYP develop rules and expectations for the year ahead. These are referred to as “Essential Agreements”. Though they will change from class to class, in general students should:

1. Come to class ready to learn.
2. Respect the safety, wellbeing, and right to learn of others.
3. Remain in class during lessons, unless given permission otherwise from their teacher.
4. Demonstrate the Learner Profile, which enacts International Mindedness.

In situations where these expectations are not being followed, parents will be notified.

Code of conduct essential agreements

Breach of the following rules may be subject to disciplinary action:

1. Students are always to be in assigned supervised areas only.
2. Pushing, hitting, tripping, and shouting are prohibited.
3. No swearing, whether written or verbal.
4. Positive and respectful language and tone
5. Absence and late policies should be respected and followed.
6. The use of tobacco, matches, lighters or drugs on or near school grounds is prohibited.
what about drugs?
7. Respectful behavior is expected by all.
8. Eating in hallways and classrooms during lessons is prohibited, unless it is teacher initiated.
9. No weapons/toy weapons brought to school unless explicit permission given from a teacher for a specific activity.

If these rules are not followed, then the parent may be contacted, the principal directly involved, an incident report recorded, or any combination of these actions.

Discipline: Severe Clauses- Immediate involvement of management

Management will be contacted and immediate disciplinary action will occur if a student does any of the following:

1. Commits or threatens to commit physical harm to another student or adult.
2. Possesses or uses tobacco and/or drugs on or near the school campus.
3. Destroys school property or that belonging to a student, the school, or to a teacher.
4. Swears, makes rude gestures, cruel teasing or put-downs
5. Graffiti

Actions from the school may involve loss of privileges, in-school suspension, or sending the child home, depending on the severity of the behavior, the effect on the child and the safety of the students.

If at any time a student's disciplinary record includes three (3) documented disciplinary actions within the school year or if serious or unacceptable behavior occurs, the student may be suspended or expelled from school.

Serious misbehavior or actions occurring outside of a particular classroom are handled at the discretion of management.

Dress Code

Students should be dressed appropriately for a school setting and also for the weather. Please write your child's name on the inside tag or label of jackets, jumpers and sweaters. Clothing that is made of see-through material or that is excessively torn is inappropriate. Shoes must be worn at all times. We encourage students to wear trainers or sneakers at school to allow for maximum play at recess. If a teacher deems a student as dressed inappropriately, the student may be directed to go home, cover up, or asked to change clothes.

Forbidden Items :

Chewing gum, scooters, skateboards, roller skates/blades, sneaker wheels and dangerous or frightening toys may not be used in the school buildings or on the school grounds.

Hats/berets/caps/hoods/knitted caps/coats may not be worn during lessons. Smoking and the use of alcohol is forbidden for all students.

School Policies

Please see our website to access all the school policies:

<https://ish.dk/about-us/ish-policies-and-procedures/>. We expect all stakeholders at International School of Hellerup to be familiar with and follow the different policies, including: Language policy, Inclusion Policy, Assessment Policy, Academic Honesty policy, Homework policy and Admissions policy.

The school also has a child protection policy. It is used by the school's Welfare Team to ensure ISH provides a safe environment for children to learn in education settings and identifies children who are suffering or likely to suffer significant harm. ISH will take appropriate action with the aim of making sure they are kept safe both at home and in the school setting, in accordance with Danish law.

Inappropriate Language

Inappropriate or bad language, including swear words, racial slurs and other profanities will not be tolerated at International School of Hellerup. We hope to encourage expressive students whose language and tone are courteous and respectful, without the need to use inappropriate language. If the use of inappropriate or bad language continues, parents will be notified.

Mobile Phones

PYP students may use mobile phones outside of school hours. Otherwise, they are not permitted to be used through the school day. PYP3-4 students must hand in their phones to their homeroom teacher at the start of the school day, and returned at the end, unless they are used for specific learning purposes. PYP5 students may use their phones before or after school, either under supervision of teachers, or outside the school building.

Phones seen or heard within the school day (corridors, classrooms, etc) without permission will be confiscated. These rules apply also to ASCP.

Student Responsibilities

Student responsibilities include:

- Demonstrating the required standard of care towards all persons with whom they deal at school at all times.
- Entering and leaving the school through the designated entrance and remaining in the building unless they have been granted permission to leave by a staff member of the school.
- Avoiding disruptive or exhibiting otherwise inappropriate behavior during lessons.
- Ensuring that they are wearing appropriate clothing at all times during the school day.
- Taking all personal belongings with them at the end of the day, with the exception of spare clothing (which may remain in designated lockers for the homeroom or ASCP).
- Refraining from bringing any objects or substances which may be harmful to them or other persons to school.
- Refraining from bringing inappropriate material to school.
- Refraining from bringing large amounts of money or unnecessary valuables to school. The school is not responsible for stolen or lost items such as cellular phones, jewelry, etc. If any items are lost during school time the incident must be reported to a teacher immediately.

Students' Rights

The student has the right to:

- Education
- Rest and free time
- Access to information, especially that which contributes to his/her mental, moral and social development
- Protection from information that may be detrimental to this development
- Express his/her opinion on all matters which concern him/her. This opinion must be expressed in a manner that adheres to the standards of behavior and citizenship and be acknowledged by teachers, educational consultants, and the headmaster
- Be protected against abuse (physical and psychological), and the effects thereof

- Access preventative programs, which provide support in dealing with the aforementioned issues
- Seek assistance in the event that he/she faces an overwhelming problem
- Seek additional instruction in the case that she/he experiences difficulty in grasping the contents of the curriculum
- Special care in legitimate cases (illness, disability, exceptional abilities or talent)
- Learn and develop in a healthy environment devoid of harmful substances (within the school's capacities)
- Be protected from all forms of sexual abuse.

School Property

The school is for all of our benefit. Students must respect all school property. Sports equipment, games, computers and electronic devices must be used according to the appropriate instructions and under the supervision of school staff members.

Students are responsible for all materials and textbooks lent to them for the duration of the school year. Students must cover all books in order to protect them. In the event of loss or damage, students must replace damaged materials or compensate the school for the full cost of the item.

Student lockers must remain clean and tidy. Students may not leave perishable food in the lockers overnight. Students are responsible for their own property.

Home-School Communication

1. ManageBac, SeeSaw and Staff Email

You may contact a teacher directly through school email addresses (or ManageBac for absences). PYP teachers and Management use ManageBac and SeeSaw to send out regular information, monthly newsletters, and other important documents and vital pieces of information. It is important that all families have access to and knowledge of the ManageBac system. If you need support in this area, please feel free to contact the Primary School Principal directly. It is the parents' responsibility to keep up-to-date about their own child's progress, the school's learning program and the school's social activities by attending parent/teacher consultations, class meetings, and by reading the letters, notices and information sent home via ManageBac and SeeSaw.

2. Regular Information

Newsletters or notifications from teachers are part of positive, clear communications to parents. They include vital information that can resolve many questions. They may include homework information, a summary of the week's learning activities, curriculum/assessment information, practical information, reminders, events etc. Essential information is sent via ManageBac, in an email format or an attached document. Information on a child's learning may be communicated via ManageBac or SeeSaw. Parents are expected to read important notices carefully as they arrive.

3. Parent Information Evening, PYP-Wide Academic Sessions and Parent-Teacher Consultations

All teachers hold a **Parent Information Meeting** at the beginning of the school year. The first meeting is an informational meeting where curriculum, timetable, expectations and requirements are discussed. Parents are also introduced to the class team. Parent Information Meetings are a key component in building a strong School-Home Partnership.

Children should not attend these meetings. It is important that at least one parent be present at the initial Parent Information Evening.

Parent Consultations are an opportunity for parents to meet with the teacher individually to discuss their child's progress in class, taking place in Autumn. Parent – Teacher Consultations will be arranged by the classroom teacher and will take place some time prior to Autumn break.



PYP Teacher-Parent Communication



One-on-one formal messages between parent and teacher via email

Important messages from Principal, School Newsletter, ASCP, the Office etc, comes to your email via ManageBac



ManageBac

Log-in to Managebac to:

- * View Reports once a semester
- * Submit attendance excusal



SeeSaw is our new Digital Portfolio and Communication Tool

- * Learning Samples
- * Reminders
- * Class News
- * Photos and Videos
- * Homework
- * Unit focus



* ASCP communication

* Newsfeed (photos and videos)

* Important messages are also sent to your email via ManageBac

powered by



School Contact Details

International School of Hellerup

Rygårds Allé 131, 2900

Phone: +45 70 20 63 68

Email: info@ish.dk, **Website:** www.ish.dk

Please refer to the school website for the Staff Directory:

<https://ish.dk/about-us/faculty-and-staff/>

Field Trip Permission Form

Dear Parent/Guardian,

Throughout the school year, students at International School of Hellerup get the opportunity to go on a number of educational field trips and whole school events that involve leaving the school premises. These trips normally occur during regular school hours, and students leave the school premises either by foot or by bus. Prior to each field trip, you will be notified as to where and when the trip will take place. You will also be notified in advance of any cost connected to the field trip.

During the field trips, students are expected to follow all essential school agreements and procedures as outlined in the student/parent handbook, as well as any instructions from the teacher.

In order for a student to participate in these field trips, parents must give their written permission. This is a general permission form for the whole school year that was created in order to avoid sending permission forms every time students go on a field trip. If your child(ren) has your permission to go on all planned field trips for this school year, please sign the tear-off slip below and return it to your child's classroom teacher within the first full week of starting school. Please fill out one form per child

FIELD TRIP PERMISSION FORM

By signing this form, I give my child permission to go on all the planned field trips at International School of Hellerup during the 2020/2021 school year. I understand that the necessary arrangements and precautions for the care and supervision of the students during the trips will be taken.

Student's Last Name: _____ (First Name) _____

Program level of Student (Pre-K, Kindergarten, PYP 5, etc.): _____

Date: _____

Parent: _____

(Please print full name)

(Signature)

School-Home Partnership Agreement

By signing the School-Home contract I agree to:

- Read all school communications, emails and letters sent to me by the administration and class teachers.
- Keep my contact details (address, phone number etc.) up to date in ManageBac, and inform the school of any changes to my contact details by **sending an e-mail to info@ish.dk**.
- Attend regular parent-information meetings and parent consultations to receive information about my child's progress at school.
- Communicate respectfully, directly and honestly with the school's teachers and staff.
- Follow the absence and lateness policies and procedures outlined in the Parent-Student Handbook.

Please fill out one form per child. Please return to the class teacher within the first full week of starting school.

Student's Last Name: _____

Student's First Name: _____

Program level of Student (Pre-K, Kindergarten, PYP 5, etc.): _____

Date: _____

I have read and understood the information, policies and guidelines in the ISH Parent-Student Handbook. Please sign:

Parent: _____
(Please print full name) (Signature)

Parent: _____
(Please print full name) (Signature)

Student: _____
(grade level) (Please print full name) (Signature)

Addendum: The Early Years at ISH

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Introduction

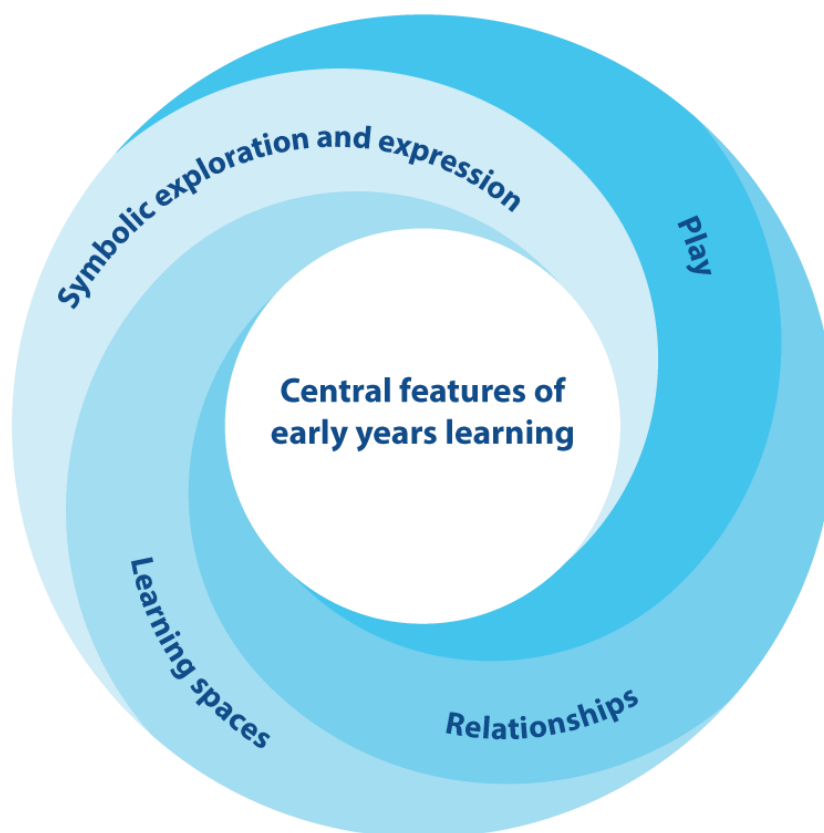
International School of Hellerup's Early Years is part of our Primary Years Programme (PYP). The Early Years welcomes children from ages 3 - 6. The Early Years is a full day programme. Three year levels are offered - Pre-K3 (3-4 years old), Pre-K4 (4-5 years old) and Kindergarten (5-6 years old). Admission and placement for students is based on the school's [Admissions Policy](#) and [Grade placement](#).

According to the new enhanced PYP, the Early Years section reflects the new enhancements and the key expectations are presented under these headings: Teaching & Learning Through Play, Well - Being of the Early Learner & Policies.

This Early Years chapter is an addendum to the PYP Handbook. The other policies in the PYP Handbook also apply to the Early Years, so it is important to read and understand both sections.

Teaching & Learning Through Play

Within the Early Years curriculum children are taught the IB Primary Years Programme (PYP) curriculum. Play is the primary driver for inquiry in the early years. The programme engages young learners and fosters their development as individuals. It involves choice, promotes agency and provides opportunities to inquire into important concepts, skills and personal interests. The programme is a broad, balanced curriculum that promotes confidence, believing in yourself, encourages independence, curiosity and develops problem solving skills through sustained free and guided transdisciplinary play.



(From IB PYP Principles into Practice, 2019)

The following features are essential to learning in the Early Years at ISH:

Planning uninterrupted time for play

Play in the Early Years is supported by:

- ❖ creating and maintaining engaging learning spaces
- ❖ scheduling uninterrupted time for play in both indoor and outdoor spaces

- ❖ noticing students' emerging thinking processes, interests and theories, and responding in ways that extend learning
- ❖ monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups

Creating and maintaining responsive learning spaces for play

A fundamental part of effective education in the PYP Early Years is the creation of safe, stimulating and inviting learning spaces that promote exploration, wonder, creativity, risk-taking and learning through play.

Opportunities for symbolic expression and exploration

Language and mathematics teaching & learning is integrated within the units of inquiry. Student's personal interests and larger concepts are included in the units.

Young learners enter school with no preconceived distinctions between subjects; play brings life to [transdisciplinary learning](#). For example, while playing together with blocks, students acquire vocabulary, learn about volume and shape, and develop fine and gross motor skills.

The development of understandings in language and mathematics are interwoven and intentionally explored through strategies such as:

- games
- rhymes, poems, stories, songs
- play
- dramatic play
- arts & crafts
- science explorations
- conversations
- mark-making, drawing
- problem-solving, reasoning
- counting, patterning and sequencing

These interest-based and intentional experiences directly support and influence later formal learning in language and mathematics (*From Principles into Practice 2019*).

Much of the learning in Early Years takes place in the classroom. Students also use outside areas for learning and take regular field trips and community outings out of campus within every unit of inquiry, for instance museums, the local forest, nearby park etc. Parents may be asked to

volunteer to support these outings. Early Years children also go to specialist subjects - Physical Education (P.E.), Library, and Music, which are all taught by single-subject teachers.

Approaches To Learning In The Early Years

Academic and social learning are interwoven; the programme emphasizes increasing levels of self-awareness, self-regulation, social-emotional development, independence, self-management skills and responsibility. Students develop skills and learn to communicate and negotiate with other children and adults. For ISH students this means:

- ❖ Discovering themselves and becoming confident about who they are
- ❖ Recording observations—drawing, charting, tallying—using emergent writing skills, when possible, to write comments, annotate images, and so on
- ❖ Using discussion(s) and play to generate new ideas and investigations
- ❖ Making connections between units of inquiry
- ❖ Reflecting on learning
- ❖ Noticing relationships and patterns in learning
- ❖ Listening actively and respectfully to others' ideas
- ❖ Expressing oneself using words and sentences (with support from teachers when needed)
- ❖ Practising empathy and caring for others
- ❖ Playing cooperatively in a group: sharing & taking turns
- ❖ Helping others
- ❖ Being aware of their own and others' feelings
- ❖ Managing anger and resolving conflict
- ❖ Being self- and socially aware
- ❖ Being aware of their own and others' impact as a member of a learning group
- ❖ Choosing and completing tasks independently
- ❖ Following the directions of others
- ❖ Following classroom routines
- ❖ Sharing responsibility for decision-making
- ❖ Using strategies to problem-solve
- ❖ Managing feelings and resolving conflict

Early Learner - additional policies

These Early Learner policies are in addition to the policies in the PYP Parent Student Handbook:

Personal Items & Backpacks

Every day, we bring our snack box and water bottle. All containers must be labeled, spill/leak proof and clean. Your child should be able to open all items independently (food included). If they are eating food that requires a fork, spoon, or knife, you must provide one in the box. Snacks must be able to be stored and served at room temperature. We are unable to heat up your child's food.

Personal Items & Cubbies

Your child will have a cubby in which to keep personal items. You will need to provide the following items:

- 2 full sets of extra clothes in case of mess or accident (shirt, pants/tights, underwear, socks)

Seasonal appropriate clothing:

- Rain clothes (jacket with hood, pants, rain boots) to keep at school
- Thermals (jacket and pants)
- Snowsuit (one piece or jacket and pants, and winter boots)
- Hat (seasonally appropriate)
- PE shoes (which also serve as "indoor shoes")
- Small blanket for rest time in (Pre-K3 and Pre-K4 only; *Kindergarten does not hold rest time*)

We go outside for at least 45 minutes every day, so it is important that your child has the proper clothing.

Toys

Toys & games from home are not permitted in the Early Years - this also includes game cards Pokemons cards. In PreK 3 one comfort item is allowed for rest time only (this item must stay at school).

Parent Involvement in Early Years development

Home-school partnerships are at the heart of the Early Years Classroom. It is expected that all families are engaged and active in all school communication systems and stay up-to-date with information coming home from class teachers and school management.

Building strong relationships with students and their families

Children's first experience of a sense of belonging is at home with family, the foundations of which expand significantly when they enter school.

The development of relationships is supported through:

- ❖ Parent-Teacher conferences, regular communication on SeeSaw, end-of-unit learning celebrations, unit of inquiry - focus letter; parent class stay-and-play, and conversations with parents and legal guardians as needed
- ❖ acknowledging and respecting each student's individuality
- ❖ connecting with individual students throughout the day by giving and receiving feedback and having one-on-one dialogue, listening to and documenting their evolving questions, and acknowledging their efforts and achievements
- ❖ recognizing opportunities for students to learn to self-regulate during play and offer support and feedback when needed
- ❖ planning uninterrupted time for play in engaging learning spaces

PTA

Please refer to the PTA section of the PYP Parent-Student Handbook. It is very important that there are two Class Representatives from each Early Years Classroom in the PTA to ensure a strong representation of the young children and early learners is portrayed in the projects and agendas of the PTA. We strongly encourage participation for an active start in your school community.

Learning at home / homework

Please refer to the school's [Homework Policy](#) to understand how families can support Early Learners at home.