



International  
School of London

**ISL**

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**2022-23**

# Parent & Student Handbook



## ISL London Parent & Student Handbook

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

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

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

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

## **ISL & IB**

### **The ISL Mission Statement**

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

### **The ISL Vision Statement**

We celebrate our stories, our worth and our purpose to make a difference in a shared world.

#### **At the International School of London, we believe in:**

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

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

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

### **The International Baccalaureate Learner Profile**

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

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



## IB learners strive to be...

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

*Extract from The IB Learner Profile Booklet, IBO Publications 2009*

## **Introduction**

### **Welcome to ISL**

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

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

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

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

### **Code of Expectations – Students**

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

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

## **Code of Expectations - Parents**

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

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

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

**Bill Gates Sr**

## School Organisation

### Term Dates 2022-2023

#### Autumn Term 2022

Tuesday 30th August 2022	Orientation Day for New Students
<b>Wednesday 31st August 2022</b>	<b>First Day of Term 1</b>
Monday 19th to Friday 23rd September 2022	Residential Trips Week (G3-G12)
Monday 24th to Friday 28th October 2022	Half Term Break
<b>Friday 16<sup>th</sup> December 2022</b>	<b>Last Day of Term 1</b>

#### Spring Term 2023

<b>Monday 9<sup>th</sup> January 2023</b>	<b>First Day of Term 2</b>
Monday 13 <sup>th</sup> to Friday 17 <sup>th</sup> February 2023	Half Term Break
Monday 20 <sup>nd</sup> February 2023	Professional Development for Staff (no classes)
<b>Friday 31st March 2023</b>	<b>Last Day of Term 2</b>

#### Summer Term 2023

<b>Monday 17th April 2023</b>	<b>First Day of Term 3</b>
Monday 1st May 2023	Bank Holiday (no classes)
Monday 29th May & Tuesday 30th June 2023	Bank Holiday Break (no classes)
<b>Friday 30th June 2023</b>	<b>Last Day of Term 3</b>
Monday 3rd and Tuesday 4 <sup>th</sup> July 2023	Professional Development for Staff (no classes)

#### Academic Year 2023-2024\*

Tuesday 29th August 2023	Orientation Day for New Students
<b>Wednesday 30th August 2023</b>	<b>First Day of Term 1 2023-2024</b>

\*Academic Year 2023-2024 dates are subject to confirmation

## The School Day

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

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

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

Until registration at 08:30, Primary students should wait in the main hall. Middle School students should wait in the Dining Room or Library until 8:25am, at which time they should move to their lockers and registration classes.

## School Hours

	PYP	MYP	DP
<b>Registration</b>	08:30-8:40	08:30-8:40	08:30-8:40
<b>Lessons</b>	08:40-10:20	08:40-11:00	First lesson 08:40
<b>Break</b>	10:20-11:00	11:00-11:20	Dependent on subject choices
<b>Lessons</b>	11:00-12:00	11:20-13:20	
<b>Lunch</b>	12:00-13:00	13:20-14:10	13:20-14:10
<b>Lessons</b>	13:00-15:30	14:10-15:30	First lesson after lunch 14:10
<b>Dismissal</b>	15:30 daily *14:00 on Wednesdays	15:30 daily *14:10 on Wednesdays	15:30 daily *14:00 on Wednesdays; On occasion some lessons and after-school enrichment activities run until 17:30

### Orientation Day

ISL is committed to ensuring that students and their families have a smooth transition to our community. A day before school begins, we host an Orientation Day.

Orientation Day is an information filled day for all new students and their parents to welcome you to your new school. It helps prepare for the upcoming school year with an opportunity to meet teachers and classmates, and to become more familiar with the school premises. The day is concluded with a social gathering hosted by the Parent Teacher Association.

There are ongoing opportunities throughout the year for the community to get together such as Transition Workshops, Parenting Workshops, Parent English Language and English Cultural classes, and Cooking clubs.

Students have Transition Workshops to welcome them to the school and to support them with their transition. The Transitions Team, Student Ambassadors, School Counsellor, Parent and Teacher Association, Parent Buddies, Parent Class Representatives, Language Representatives and Class Teachers/Tutors, Heads of Year and Mother Tongue Teachers are actively involved in this process.

### The First Day of School

The first day of school can be both daunting and exciting. Our community are eager to welcome newcomers and to help you feel at home. Students start off the day with their Class Teachers or Tutor groups for the first couple of lessons to get to know one another and to be inducted on the expectations for the new academic year. In Secondary, emphasis is placed on establishing strong pastoral connections, introducing the curriculum and outlining the use of technology.

The Transitions and Pastoral Teams run workshops on transition with activities to welcome the students back to school. The Mother Tongue teachers also play a key role in supporting the students with their acculturation.

#### What to Bring on the First Day

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

#### Primary students (Early Childhood – Grade 5):

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

Students may wish to bring their own pencil case with pencils, a pen, eraser and pencil sharpener. Students in Early Childhood (EC), Kindergarten, Grade 1 and Grade 2 require a change of clothes. Please bring a healthy snack for the morning and afternoon break as well as a refillable drink bottle for water. No money should be brought to school, unless required by the school for a specific purpose.

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

Students bring their own pencil case with pencils, pens, eraser and pencil sharpener. Secondary students will need a calculator, but parents are advised not to buy a calculator until instructions are given by the Mathematics Department.

### Attendance at School

#### Attendance

Students are required to attend the full school year. The school is legally obliged to record attendance figures twice daily. Parents are also legally obliged to ensure that students of school age are attending full time education. Parents should plan family vacations to coincide with the official ISL school vacations; we will only authorise absences during term time in exceptional circumstances. Frequent or prolonged unauthorised absences will be reviewed and parents will be requested to attend a meeting. An unauthorised absence is one where no valid reason has been given for absence. Absences for early departures and late returns from holidays will not be authorised. Parents should note that all absences – authorised or unauthorised – are subtracted from the students' attendance.

### Unplanned Absences

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

### Late Arrival

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

### Planned Absences and Leaving School During the School Day

If a student has a planned absence, for example a dental or medical appointment or a University visit, please **send notice to the school in advance and in writing**. The student will obtain permission from the homeroom teacher first and this will need to be confirmed prior to departure by:

- Kathryn Firebrace - Primary Principal (EC1-Grade 5)
- Sarah Kervella – Head of Year (Grade 6)
- Danyial Syed– Head of Year (Grades 7&8)
- Veuda Di Casola– Head of Year (Grades 9&10)
- Benoit Gouttenoire - Head of Student Well-being (Grades 11&12)

This will be recorded with the School Office. Where possible, please avoid making dental or medical appointments within school hours.

For other planned absences, parents will need to complete a "Request for Student Leave of Absence" form (available at the Front Office) at least a week in advance and submit it to the relevant staff member, as indicated above, to be granted permission.

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

William Shakespeare

## What to Wear – the School Dress Code



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

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

### Physical and Health Education (PHE) Clothing

ISL sports clothing will be provided in the student's first year at ISL, as follows:

- A sports t-shirt
- A hooded sweater
- Shorts
- A swimming bag (G3-G7)
- A swimming cap in their house colour (G3-G7)
- A house t-shirt

Parents will need to provide:

- School tracksuit pants
- School training top for cooler months
- Trainers
- Swimming suit/trunk
- Swimming towel

**Physical and Health Education (PHE) or swimming kit must be worn to lessons on the appropriate days.** All items of clothing should be marked with the student's name. No jewellery is to be worn in PE lessons. The school is not responsible for the safekeeping of property left unattended.



## **Lockers and Personal Belongings**

Primary students use hooks and a personal storage space in the classroom for storage of their personal belongings. During the first week of school, all Secondary students are issued with individual lockers for the storage of their personal belongings – this is where items should be kept. Grade 6-10 students will also be issued with a School key. Students who lose their key will need to pay for a replacement. MYP students may wish to use the storage hooks available around the school for temporary placement of items as they move between classes – this should be done sparingly, as students are encouraged to plan their school day, carry only what is needed for morning, midday or afternoon classes, and use their lockers as a main and safe storage space for items.



## **Lunchtime Procedures**

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

Lunchtime is an important part of the day. Students are expected to be respectful and mannerly during lunch and make the time pleasant for all. Before leaving the lunch-room, students must clear their trays and leave tables and chairs tidy.

**Primary:** Students will be taken to the dining room by their teacher. Primary students may also bring fruit, vegetables or other healthy snacks for break time, but sweets and crisps are discouraged. The Primary lunch schedule is organised on a rotational basis and students will be instructed on the schedule. EC students eat in their classrooms.

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

**Diploma College:** Students make their own arrangements for lunch. They can bring a packed lunch or buy food at the local shops. Students may eat in the common room or outside of the College. Facilities are available for cold storage and heating of foods.

## **School Libraries & Research Centres**

The resources held are for the use of students and staff for academic purposes and for reading in school and at home. The DP Library is open for students to use throughout the day. The main library at 139 is open throughout the school day and until 4.30 (Mon, Tues, Thurs, Fri) for students use.

Our purpose is to build a culture of research and to develop strong academic skills as well as reading for pleasure and borrowing books. If books or other resources are lost or damaged, we reserve the right to charge a replacement cost, or to recoup the cost against the admissions deposit.

### The End of the School Day

#### Safety in the Primary and Middle School Playground

The safety of your child whilst attending school each day is our most important priority. At the end of the day, the playground which serves as the bus departure area, is carefully monitored by school staff. No parent should enter this area at this time.

#### School Bus

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

#### Parents Collecting their Children by Car

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

Please remember the following:

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

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

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

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

- Call the parent/carer or designated person after fifteen minutes of waiting (parent may be liable for late collection fee).
- Try other emergency contact numbers if the parent/carer cannot be contacted.
- Two members of staff will wait with the child providing as much support and reassurance as is necessary.
- The child must never be released into the care and supervision of another adult until we have verbal permission from the parent/carer.
- The child will not be escorted or taken home by any member of school staff.
- The local Children Services department will be contacted if, after repeated attempts, no contact has been made with the parent/carer or designated person.
- Leave a message and contact number for the parent/carer or designated person informing them that their child is being looked after by the local authority.
- Record all incidents of late collection.
- Meet with parents who are persistently late in collecting their children.
- Assess security procedures after each incident.

### Emergencies

#### Medical Emergency

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

#### Emergency Closure

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

Please ensure that the school office has an up to date **UK mobile number** so that we can contact all parents quickly in case of emergencies.

#### Fire, Lockdown and Evacuation Procedures

Throughout the school year, fire and lockdown drills are held to familiarise students with correct emergency procedures.

The fire alarm is a continuous sounding of the alarm. On hearing the alarm, everyone should leave the building immediately and silently follow the fire evacuation direction signs posted throughout the building. This includes any visitors and parents on site. They should then proceed quickly to the Meeting Point between the playground gates where all students will line up alphabetically in class lines.

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

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

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

### Other Day-to-Day Issues

#### Visitors

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

#### Personal Property, Valuable Items and Insurance

Parents should be aware that the school has insurance policies to protect itself against legal liabilities arising in the course of school activities, but the school does not arrange medical or personal accident insurance for the pupils, nor insurance for loss or damage to their property. Under the school's general policy, insurance is only valid if it can be proved that the school has been forcibly entered. There is a small amount of cover for students' property in such cases, but essentially the private property of pupils should be insured privately if required.

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

Other items of value – such as mobile phones or smaller sums of cash – should be kept in the student's locked locker and not left unattended.

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



“The mind  
that opens  
to a new idea  
**never**  
**returns to**  
**its original**  
**size.**”

Albert Einstein

## **Trips and Co-Curricular Activities**

### **Clubs**

ISL offers in excess of 40 clubs per week in a variety of different activities including sport, art, technology, sciences, Service Learning, global issues and music. The clubs are an exciting extension to the school day that allows students to embrace the activities they enjoy most. The after-school Club Programme is delivered by both internal teaching staff and external coaches and providers. Most clubs operate from 15:30-16:30 daily and on Wednesdays from 14:00-15:00 (please ensure you check timings when you register) and the cost of clubs varies. Most Term 1 clubs begin in the Monday after Residential Trips Week and detailed information about those will be provided as they become available. Pre-season preparation for ISSA Football and Volleyball tournaments will begin in week 2 and interested (G7-12) players should contact [clubs@islondon.org](mailto:clubs@islondon.org).

### **Admissions**

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

### **Pick Up**

- At the time of the booking, parents must indicate whether the student is allowed to travel home unsupervised or if they will be collected by a parent.
- All children will be brought to the School Hall at the end of the club where a member of staff will ensure children are collected by a parent.
- If a parent is more than 15 minutes late picking up their child after clubs, the parent may be liable for late collection fee charges. Repeat late pick-ups may lead to exclusion from the activity for the remainder of the term.
- Children must be collected directly from the following external club venues: Gunnersbury Park Sports Hub, Gunnersbury Park tennis courts, Gunnersbury Park football pitches, Gunnersbury Sports & Social Club or Team Keane Rowing School. Please check the activities online platform regularly for club finishing times.

### **ISSA Tournaments**

The school participates in tournaments with other International Schools through the International Schools Sports Association (ISSA) and players from Grade 8 to Grade 12 (G7 for girls Football) will be selected to represent the school in golf, volleyball, football, basketball, tennis and badminton.

### **Instrumental Music Lessons**

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



### Educational Visits

Please note that trips and visits may be cancelled in the 2020/21 academic year, depending on the situation with regard to Covid-19. During the school year, to support and enhance the curriculum, students visit theatres, museums, exhibitions, wildlife parks and places of special interest. Each visit is planned to maximise learning opportunities as well as to provide an enjoyable social environment for students and teachers together.

### Residential Trips and Activities

The ISL trips are packed full of inspiring adventures to bring out the best in our students. We will build confidence in our students to try challenges in new environments, increase engagement back in the classroom, encourage and strengthen team building and develop essential life skills for the next stage of their learning journey. The trips will give our students the chance to take away more than just fantastic memories; the students will bond with their peers and become more motivated, engaged and enthusiastic. The trips aim to instil self-confidence and a sense of achievement through a positive experience which is educational and enjoyable, challenging and rewarding. Most ISL trips have a strong Service Learning component in line with the values of our School. Please refer to the ISL Trips booklet for more information on trips.

### Behaviour on School Trips

Students are expected to behave well, to bring credit to the school and to allow others to enjoy themselves. In the case of extreme misbehaviour, students may be excluded from the remainder of the trip, with consideration also as to whether the student will be granted permission to attend future trips. Specifically, students should:

- Be courteous and considerate to all.
- Sit quietly in the bus, train, etc.
- Stay with the group and not wander alone.
- Follow the instructions given by the teacher in charge.
- Listen politely to presentations and ask questions sensibly.
- Return from free time (G9 and above only and with staff permission) punctually and to the specified meeting place.
- Not bring food, drink, money or belongings except as allowed by the teacher in charge.

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

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



## Communication between the School and Family

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

1. **Parent/Teacher Meetings and Student Led Conferences** are held throughout the year; the dates are listed on the School Calendar. These meetings are a chance for parents to discuss the progress and welfare of their children with their teachers.

2. **Reports** are produced at the end of each semester (February and June). Other 'interim' reports are produced during the year for the MYP and DP.

3. **Social Events and Celebrations** occur throughout the school year and provide an opportunity for student performances and displays of student work. In addition, these events provide a relaxed social time during which parents can meet each other and members of the staff.

4. A **Bulletin - ISL Life** will be issued weekly and will list forthcoming activities and any special events, staff changes and other school activities. The bulletin is sent out by email and is also posted on the school website.

5. **ISL Website**: Information about the school day, events and school policies can be found on the school website.

7. **Electronic Communication** - The school uses ManageBac and Seesaw as its learning platforms. Using ManageBac, MYP and DP teachers share resources with students, communicate with them about tasks to be completed; students record service involvement and upload homework tasks for correction and regular feedback. PYP, MYP and DP School reports are written using this system as well. PYP students use the app Seesaw to create digital portfolios. Students share their learning via Seesaw and families can see their child's work and leave comments and encouragement. All work can be downloaded and saved when students leave the school so they can keep a record of their learning. Teachers can also post information about what is happening in class. Parents will be given further details regarding log on at the start of the year. Further communication is sent via the iSAMS online platform or SchoolsBuddy for clubs and other extracurricular activities.

8. **Individual Contact** - A member of staff may contact parents if they have a specific issue to discuss with them. Parents may also contact the school. A list of contacts is given in the tables below.

### Who to contact if you have a concern

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

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

2	Academic Concerns		Social / Pastoral Concerns	
	EC-G5		Kathryn Firebrace, Primary Principal <a href="mailto:kfirebrace@isllondon.org">kfirebrace@isllondon.org</a>	
3	G6-10		1st : Tutor 2nd : Head of Year G6: Sarah Kervella – <a href="mailto:skervella@isllondon.org">skervella@isllondon.org</a> , G7-8: Danyial Syed – <a href="mailto:dsyed@isllondon.org">dsyed@isllondon.org</a> , G9-10: Veuda Di Casola – <a href="mailto:vdicasola@isllondon.org">vdicasola@isllondon.org</a> 3rd : Secondary Principal – Elise Furr – <a href="mailto:efurr@isllondon.org">efurr@isllondon.org</a>	
	G11-12		1st: Classroom teacher 2nd: Head of Department 3rd: DP Coordinator Paul Morris <a href="mailto:pmorris@isllondon.org">pmorris@isllondon.org</a> 4th: Secondary Principal- Elise Furr – <a href="mailto:efurr@isllondon.org">efurr@isllondon.org</a>	
3	EC-G12		Primary: Primary Principal – Kathryn Firebrace <a href="mailto:kfirebrace@isllondon.org">kfirebrace@isllondon.org</a> Middle School: Secondary Principal – Elise Furr – <a href="mailto:efurr@isllondon.org">efurr@isllondon.org</a> Diploma College: 1st Deputy Principal College – Paul Morris <a href="mailto:pmorris@isllondon.org">pmorris@isllondon.org</a> 2nd Secondary Principal – Elise Furr – <a href="mailto:efurr@isllondon.org">efurr@isllondon.org</a>	
			If the concern or complaint relates to <b>a serious threat to child safety or allegedly inappropriate conduct</b> by another student or adult, this should be directed - without delay - to Designated Safeguarding Lead, Raul Rodriguez – <a href="mailto:rrodriguez@isllondon.org">rrodriguez@isllondon.org</a>	

## Responding to Queries, Concerns or Complaints

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

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

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

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

### Student Support

The normal school contact to discuss a student's progress or welfare (outside the scheduled Parent Teacher Meetings) is the MYP/DP Tutor or PYP/Primary Class Teacher. It is the role of the 'Tutor' to monitor a student's academic progress and social and emotional welfare at School. In addition to this, we have a PYP School Counsellor and an MYP School Counsellor, three MYP (G6-10) Heads of Year, and a Diploma College (G11-12) Head of Student Well-being who students may talk to about any social or emotional difficulties they may be experiencing. We may refer a student to these members of our Student Support Team if we feel that this may benefit the student. Where we have serious concerns about a student's welfare, we always involve parents at the earliest opportunity.

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

### Wellbeing

Wellbeing is the heart of our school culture. We focus on all areas of wellbeing including emotional, physical, social, and societal wellbeing. We encourage our students daily to have a growth mindset and positive.

More specifically, in the PYP, in each classroom, we begin each day with a Morning Meeting. Students are greeted and welcomed daily. We plan a fun activity as well as prepare our children for what is ahead in the school day. Naturally, this builds a stronger community where students immediately feel safe and secure as we prioritise wellbeing at the beginning of each school day. Our Primary staff looks to incorporate outdoor learning into the curriculum frequently and we visit Gunnersbury Park daily for children to have access to green space with room to run, have fun and be a child! Forest School is also in the weekly schedule for each of our PYP classes. Our Forest School leader develops lessons that foster resilient, confident, independent and creative learners.

### Notice of Withdrawal of Child

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

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

For students leaving at the end of the school year, written notice must be given to the Admissions Office by **Friday 31st March 2023**. If notice of withdrawal is not given, the School Deposit will be forfeited and the parent/guardian will remain obligated to pay the school fees for the first term of the following academic year.

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

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

### Change of Contact Details

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

### Who to Contact about Administrative Matters

	Regarding	Contact
<b>EC-G12</b>	School fees, your invoice or any other financial matters	Finance Department <a href="mailto:accounts@isllondon.org">accounts@isllondon.org</a>
<b>EC-G12</b>	Admissions or notice of departure	Yoel Gordon - Head of Admissions <a href="mailto:ygordon@isllondon.org">ygordon@isllondon.org</a>
<b>EC-G10</b>	Transport	Johanna Ambaye - Head of Admin <a href="mailto:jambaye@isllondon.org">jambaye@isllondon.org</a>
<b>EC-G10</b>	Change of address, telephone number, notification of absence, dentist/doctor visit, letters for visas, etc.	<a href="mailto:mail@isllondon.org">mail@isllondon.org</a>
<b>G11-12</b>	Change of address, telephone number, notification of absence, dentist/doctor visit, letters for visas, etc.	Vera Legrand - Diploma College Administrator <a href="mailto:vlegrand@isllondon.org">vlegrand@isllondon.org</a>
<b>KG-G12</b>	Clubs	<a href="mailto:clubs@isllondon.org">clubs@isllondon.org</a>

*\*The ISL administrative leaders mentioned above may also be contacted via 020 8992 5823.*

### Parent Teacher Association (PTA)

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

The PTA also organises clubs for parents and the group meets once a month. The meetings provide a forum for discussions of ideas and concerns by providing a line of communication with the School's Leadership Team (SLT).

There is also a closed Facebook group for parents to which you can request access via [facebook.com/groups/islpta](https://www.facebook.com/groups/islpta). Further information about the PTA can be requested from the school office.

### School Government

ISL prides itself on community consultation on all major decisions and central to this is student voice. We see Student Government as far more than a student council but a key stakeholding body in taking the school forward.

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

International Baccalaureate Organisation

## The Curriculum

### The International Baccalaureate (IB)

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



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

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

There are six Units of Inquiry at each grade level, with the exception of Early Childhood, and Kindergarten, who explore 4 units each year. The Units of Inquiry are organised under the transdisciplinary themes: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organise ourselves and Sharing the planet. The units provide opportunities to develop an understanding of our host country and emphasis is also given to the students' home countries, the cultures of individual students and the culture of others.

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



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

Students study English (as Language and Literature or as Language Acquisition), their first language (as Language and Literature), an additional language (as Language Acquisition), Individuals and Societies, Integrated Sciences, Mathematics, Visual and/or Performing Arts, Physical Health Education and Design.

MYP students are also expected to be actively involved in a sustained, self-directed inquiry, MYP Projects – Grade 8 through the Community Project and Grade 10 through the Personal Project. Each year, all students are also expected to engage in our enriching and highly personalised Service in Action Programme, a highly rewarding and open-minded pursuit, with community and individual well-being as a focus.



Students in Grades 11 and 12 follow the International Baccalaureate Diploma Programme (DP). The curriculum comprises six subject groups and the DP core components of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay.

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

Students choose subjects from the following groups:

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

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

More information on the curriculum will be available throughout the year during Parent Information Evenings, in our ISL Programme Handbooks (MYP/DP) and by written communication.

### Languages at ISL

ISL recognises students' multilingualism both as a tool for learning as well as a key element of personal identity. Linguistic diversity is valued in the ISL community and is regarded as enriching the learning environment. Language profiles/portraits are recognised as being complex, fluid and dynamic and these are tracked in order to ensure academic and personal options are maximised. ISL's unique language programme enables students to maintain literacy in an existing language whilst acquiring language and literacy in a new language. ISL currently teaches 22 languages as part of the curriculum from ages 4-18.

Students are given opportunities to acquire a new language, the options being Spanish, Mandarin or French.

Students who are new to studying in English work alongside specialist English Language Learner (ELL) teachers to develop basic communication skills, as well as building on existing literacy skills in other languages to expand their command of academic English. ELL teachers collaborate with all classroom teachers to ensure that students are acquiring English at the same time as acquiring conceptual knowledge and skills in subject areas.

Regular parent workshops ensure that the School and home collaborate to support students' language development.

### Virtual Learning at ISL

Although back to in-person school, we are well equipped to support our students should we be faced with a virtual school environment in the future.



### Assessment

#### Primary School

The fundamental purpose of assessment is to understand where a child is at any given time and over time in their learning, and to use this information to promote and support further learning. Teachers will assess a child's level of development by using a range of formative and summative assessment methods, tools and procedures. Our diverse and purposeful assessment, which includes (but is not limited to) diagnostic benchmarks, 1:1 feedback check-ins with students, and student goal-setting and reflection, allows us to better personalise learning for each student. The use of rubrics, checklists, and student-created success criteria help students become self-aware leaders of their own learning process. Small classes ensure different methods of teaching can be employed where appropriate for the class, group or individual. Regular student support meetings are held in which teachers can discuss how to best support students' needs.

Parents also play an integral role in their child's wellbeing and progress. We have three conferences per year where parents, students, and teachers discuss and reflect on the child's learning. These include our Three-Way Conference, Goal-Setting Conference, and Student-Led Conference. Our semester reports provide a personalised picture of students' social, emotional and academic development over the course of the year. Our robust and holistic approach to assessment helps to capture the development of conceptual understanding and self-regulated learning, identifying what students know, understand, and can do.

#### Middle School

MYP assessment at ISL comprises a broad range of performance tasks which measure what students can 'do'. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessments, therefore, are varied, creative and challenging, which promotes critical thinking and metacognitive development. The MYP assessment cycle involves setting individual goals, developing and implementing assessment strategies, analysing outcomes, and creating action plans. This continuous process should support and nourish a personalised approach to teaching and learning.

Formative and summative assessment tasks are set regularly in each subject throughout the year. Teachers use task-specific rubrics to guide students and to help them understand the expectations of each task. The task-specific rubrics are based on the IB MYP assessment criteria.

Regular guidance meetings are held in which teachers discuss the progress of each student with the MYP Heads of Year and the MYP Coordinator. Those students who are not making expected progress are supported in a variety of ways.

#### Diploma College

Student work is regularly assessed and any grades awarded are also used to provide formative feedback on learning. Regular guidance meetings are held in which teachers discuss the progress of each student with the IB Diploma Coordinator and Head of Student Well-being. Those students who are not making expected progress are supported in a variety of ways.

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

## Homework/ Home-Learning

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

<b>KG-G5</b>	Students are given homework/home-learning tasks weekly. Recommended time allocations and load of tasks are given at the beginning of the year from the student's classroom teacher. Parents should help monitor their child's homework. The emphasis for home-learning in Primary is on reading practice, consolidation and practice of literacy, math and science skills and spelling. If a student is spending significantly more time on tasks than outlined by the classroom teacher please contact your child's teacher to discuss.
<b>G6-10</b>	Home-learning tasks are set regularly in each subject. Parents have access to ManageBac and can check on all significant tasks including home-learning tasks on ManageBac. Any task-specific queries regarding home-learning tasks should be directed to the class teacher. Any concerns regarding the amount of homework in general should be directed to the MYP Coordinator, Hyun Jung Owen - <a href="mailto:howen@isllondon.org">howen@isllondon.org</a> .
<b>Diploma College</b>	The IB Diploma is an intensive, pre-university programme where students should expect a significant amount of homework both during and outside term time. Parents have access to ManageBac and can check on homework that is set using this system. Any queries about homework should be addressed to the Diploma College Deputy Principal, Paul Morris at <a href="mailto:pmorris@isllondon.org">pmorris@isllondon.org</a> .

## The Tutor Programme

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

# School Rules, Behavioural Policies and Disciplinary Procedures

## **School Rules and Behavioural Policies**

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

Please refer to the School's Behaviour Policy, Anti-bullying Policy and Acceptable Use Policy for additional guidance, all of which can be found on the School website

### **Child Protection**

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

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

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

### **Illegal Substances**

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

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

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

Any student who is established as dealing in drugs (i.e. supplying drugs whether for personal gain or not) will be dealt with severely and should expect to be excluded from the School with immediate effect. Liaison with appropriate external authorities such as the Police will be undertaken.

### **The ISL Community**

At the heart of our mission is our belief in building a supportive and nurturing learning community where all of us can thrive and grow.

The background is a solid red color. On the left side, there are several overlapping white floral or cloud-like patterns of varying sizes. The text is positioned on the right side of the image.

We celebrate  
our stories,  
our worth  
and our  
purpose  
to make a  
difference  
in a shared  
world.



International  
School of London



International  
School of London



**ISL**

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