

Lady Eleanor Holles International School Foshan

Parent Handbook 2023 / 2024



Hope Favours the Bold



LEH

INTERNATIONAL SCHOOL
FOSHAN

佛山市霍利斯外籍人员子女学校

Hope Favours the Bold

Headteacher Welcome Message



I am delighted to welcome you to Lady Eleanor Holles International School Foshan, an exceptional British curriculum day and boarding school located in the dynamic city in the centre of the Greater Bay Area, catering for boys and girls from 6 to 18 years old.

LEH Foshan was founded on the blueprint of one of England's oldest and pioneering schools with a history of 300 years. We are devoted to emulating the legacy of LEH London by offering a holistic education to all our students, giving them both physical and emotional space to express themselves.

The quality, experience and commitment of a teacher is the single most important factor in the academic success of any student. Our teaching staff are recruited from leading schools around the world and bring maturity and dynamism to the classroom.

Through a well-balanced academic curriculum and a plethora of extra school activities, the school encourages students to grow into dynamic young adults, fearless in their outlook, and helps them to be world-ready and future-ready.

You can read more about the ethos, values and procedures of the school in this handbook and understand how you can better support your child(ren)'s development as a parent.

My colleagues and I are here to answer any questions you may have.

A handwritten signature in black ink, reading 'Jane Arden'.

Mrs Jane Arden
Headteacher

Introduction

The purpose of this handbook is to introduce the routines and procedures in place at LEH International School Foshan. Please read it carefully before the beginning of school year and use it as a reference throughout the year.

Please understand that occasionally our routines and procedures can change during the school year. You are more than welcome to contact school if you have any questions.

School Mission and Ethos

Our Mission

LEH Foshan nurtures remarkable young men and women.

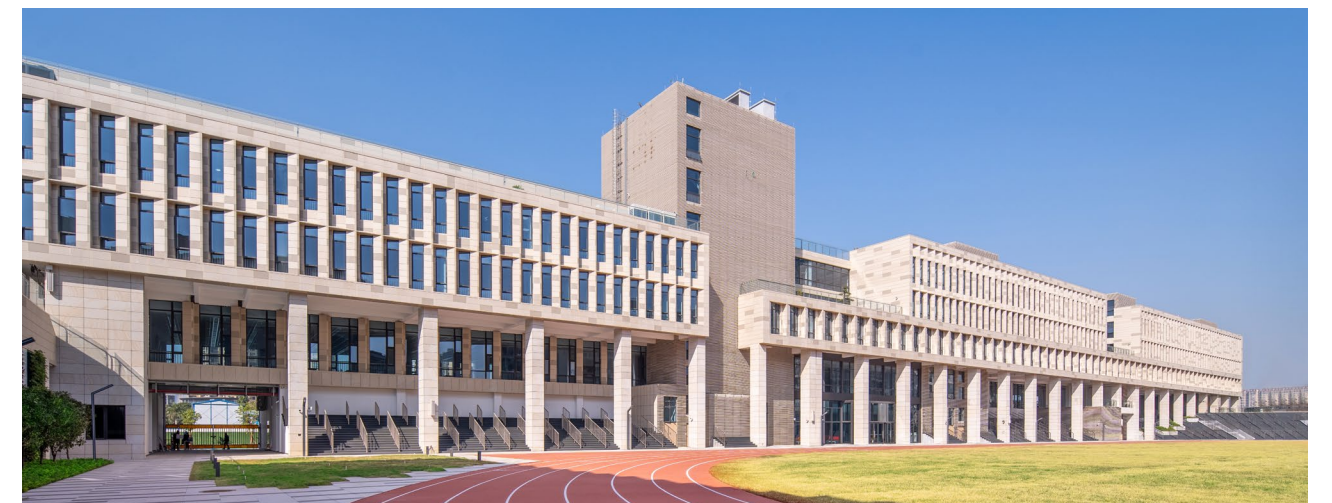
LEH Foshan is an outstanding school where each student's happiness, well-being and success is paramount. By focusing on the individual, we aim to instil into each and every student the belief that they are capable of achieving anything.

Our Ethos

LEH Foshan is a school full of opportunity, challenge and friendship; a place to take risks and become bold; a place to discover passions, talents and yourself; a place that nurtures remarkable young adults. Our goal is that LEH students become expert learners, unafraid to tackle new and challenging ideas, prepared to take risks, and able to move on positively.

We encourage our students:

- to be exactly who they are, whatever their current interests or future aspirations.
- to benefit from the warmth, respect, and support of the entire School community as they stretch themselves to become their best, most confident selves, as students, and as citizens of the world.
- to have the freedom to experiment, express opinions, explore and take on new challenges.
- to be supported by strong role models and inspired by their peers.
- to find confidence and strength, and acquire and build the skills they need to succeed throughout their lives.



School Values

At LEH Foshan, we believe that it is not only the academics that help children thrive but the investment in the “whole child”. That is why we have designed eight competencies, skills and attitudes to assist our students to survive and thrive in the modern world. They are Creativity, Craftsmanship, Collaboration, Commitment, Confidence, Curiosity, Communication and Compassion, which we normally referred as the “8Cs”.

These ideas will permeate every aspect of our education, starting from the student's first step into school and continuing until they graduate and become young, responsible adults.

Compassion

To motivate students to be caring and empathetic to others and the world in which we live.



Craftsmanship

Strive for personal excellence through engagement, exploration and self-expression and be open and receptive to new influences and experiences.

Creativity

To use imagination to develop original ideas and explore the world through a range of lenses and to make it a more colorful and accessible place for all.

Communication

Communication is the key to understanding and being understood.



Collaboration

The willingness and enthusiasm to work with others, understanding that working together we can achieve so much more than we can on our own.



Confidence

Self-belief that enables students to confront anything they encounter with boldness. Learning from mistakes is part of the journey to building confidence.

Commitment

Working hard at everything we do, finishing tasks we start, particularly when our outcomes effect those of others.



Curiosity

A fascination with the world around us, the desire to develop a deeper understanding through asking questions and how we find our own unique place.

School Calendar

2023 / 2024

August 2023	September 2023	October 2023
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
		1 2 3 4 5 6 7
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
27 28 29 30 31	24 25 26 27 28 29 30	29 30 31
November 2023	December 2023	January 2024
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
		1 2 3 4 5 6
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30 31
	31	
February 2024	March 2024	April 2024
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
		1 2 3 4 5 6
4 5 6 7 8 9 10	3 4 5 6 7 8 9	7 8 9 10 11 12 13
11 12 13 14 15 16 17	10 11 12 13 14 15 16	14 15 16 17 18 19 20
18 19 20 21 22 23 24	17 18 19 20 21 22 23	21 22 23 24 25 26 27
25 26 27 28 29	24 25 26 27 28 29 30	28 29 30
	31	
May 2024	June 2024	July 2024
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
		1 2 3 4 5 6
5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
	30	

Week A	Week B	School Holidays	New Students Induction
First Day of Term 1 / 2 / 3	Chinese Public Holidays	Staff Training Days	

*Please note that school is closed both on School Holidays and Chinese Public Holidays.

Daily Schedule

Prep School

Year 2-3

Start	End	Activity	Location	Notes
07:00	-	Wake-up Call		
07:30	08:00	Breakfast	Dining Hall	Uniform
08:00	08:20	Registration	Classrooms	
08:20	09:20	Lesson 1	Classrooms	
09:20	10:20	Lesson 2	Classrooms	
10:20	10:50	Snack Break	Classrooms/ Outdoor Playground	
10:50	11:50	Lesson 3	Classrooms	
11:50	12:40	Lunch	Dining Hall/ Outdoor Playground	Y2 will go to the Dining Hall at 11:45.
12:40	13:40	Lesson 4	Classrooms	
13:40	14:40	Lesson 5	Classrooms	
14:40	15:40	Lesson 6	Classrooms	
15:40	16:00	Snack Break	Classrooms/ Outdoor Playground	
16:00	16:50	Activity 1	Various	
17:00	17:50	Activity 2 Homework Club	Classrooms	
17:50	18:30	Supper	Dining Hall	Day students' dismissal; boarders collected by Matron (Reception).
18:30	20:00	Evening School	Boarding House Common Room	
20:00	20:30	Free Time	Boarding House	
20:30		Lights Out	Boarding House Rooms	

Daily Schedule

Prep School

Year 4-6

Start	End	Activity	Location	Notes
07:00	-	Wake-up Call		
07:30	08:00	Breakfast	Dining Hall	Uniform
08:00	08:20	Registration	Classrooms	
08:20	09:20	Lesson 1	Classrooms	
09:20	10:20	Lesson 2	Classrooms	
10:20	10:50	Snack Break	Classrooms/ Prep Garden	
10:50	11:50	Lesson 3	Classrooms	
11:50	12:40	Lunch	Dining Hall/ MUGA	
12:40	13:40	Lesson 4	Classrooms	
13:40	14:40	Lesson 5	Classrooms	
14:40	15:40	Lesson 6	Classrooms	
15:40	16:00	Snack Break	Classrooms/ Prep Garden	
16:00	16:50	Activity 1	Various	
17:00	17:50	Activity 2 Homework club	Classrooms	
17:50	18:30	Supper	Dining Hall	Day students' dismissal; boarders collected by Matron (Reception).
18:30	20:00	Evening School	Boarding House Common Room	
20:00	21:00	Free Time	Boarding House	
21:00		Lights Out	Boarding House Rooms	

Daily Schedule

Secondary School

Start	End	Activity	Location	Notes
07:00	-	Wake-up Call		
07:15	08:00	Breakfast	Dining Hall	Uniform
08:00	08:20	Registration	House Rooms / Form Tutor's Classroom	
08:20	09:20	Lesson 1	Classrooms	
09:20	10:20	Lesson 2	Classrooms	
10:20	10:50	Snack Break	House Rooms	
10:50	11:50	Lesson 3	Classrooms	
11:50	12:50	Lesson 4	Classrooms	
12:50	13:40	Lunch	Dining Hall	
13:40	14:40	Lesson 5	Classrooms	
14:40	15:40	Lesson 6	Classrooms	
15:40	16:00	Snack Break	House Rooms	
16:00	16:50	Activity 1	Various	
17:00	17:50	Activity 2	Various	
17:50	19:00	Supper	Dining Hall	Day students' dismissal (Reception)
19:00	20:30-21:00	Evening School	Boarding House Study Room / Bedrooms	Years 7-8 Finish 20:30 Year 9 Finish 20:45 Year 10-13 Finish 21:00
20:30	22:00	Free Time	Boarding House	Free time varies with study time and lights out time.
21:30-22:00		Lights Out	Bedrooms	Years 7-8 21:30 Year 9 21:45 Year 10-13 22:00

Access to School

School Hours

School’s main entrance is open from 7:30 to 18:30 on school days. Students and parents should only use the main entrance during these times. Out of these times, students and parents should use the North-west Gate instead.

Prep students entering the school will receive a warm welcome from our dedicated Prep staff and will be guided to the designated Prep School area and classrooms. They will be always accompanied and supervised by staff during the school day.

For the safety and security of all our Prep students, it is essential that they are signed out by a parent or guardian from the Reception area on every school day. Under no circumstances are Prep School students permitted to leave the school premises without the presence of a parent or guardian.

Secondary students entering school via the North-west Gate should always sign in by scanning the Sign-in Code, so that school staff can be made aware of their arrival at school. If students do not have a mobile phone, parents should support with the procedure.

In any circumstance when parents are not able to pick up a child in person, please inform Reception at least 30 minutes before the pick-up time, with the details of who will be picking up the child and their full name, contact number as well as car plate number. This authorised person will also need to bring his / her ID card and register at Reception before picking up the student.

All Day students should leave school promptly after ECAs.

Weekend is a time for students to enjoy quality family time. All weekly boarders should leave school no later than 18:30 on Fridays.



Student Absence, Punctuality and Early Leave

• Prep School

Please notify school before 7:30 if your child is going to be absent. Please email your child's Class Teacher, Prep School (prep.school@leh-foshan.cn) and scan the QR code before 7:30 on a school day. Please note that teachers are unable to check their emails during teaching hours.

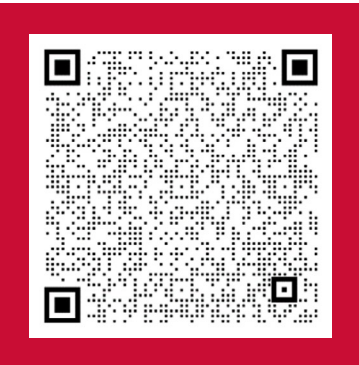
You will be required to provide medical records to prove the authorised leave e.g. sick leave. Any unauthorised leave will affect the student's attendance which will reflect directly on the student's school report.

Lateness will be recorded. The official registration time is 8:00. Any student

arriving after 8:00am will receive late attendance which will be reflected on students' school report.

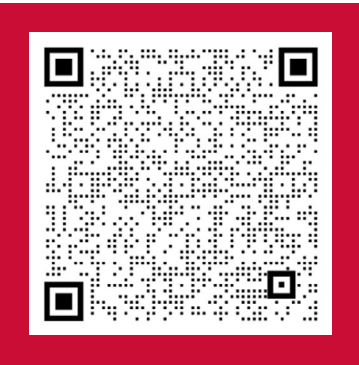
If your child needs to leave school earlier than usual, please email your child's Class Teacher, Prep School (prep.school@leh-foshan.cn) and scan the QR code 24 hours in advance and a Prep staff member will accompany your child to Reception before the departure time.

Early pick-up means students will not attend the ECA2 Homework Club. Please scan the QR code and apply 24 hours in advance.



• Secondary School

Please notify school before 7:30 if your child is going to be absent. You can do this by scanning the provided QR code and filling out the application on Wecom. You will need to give a reason for the absence. If you do not contact the school, your child's absence will be counted as an unauthorised absence, and it will affect your child's attendance report. If your child has poor attendance, you might be invited to meet with the Form Tutor / House Master to make a plan of improvement.



Please try to make doctor's or dentist's appointments outside school hours but if you cannot then you will need to provide evidence (e.g., appointment note / diagnosis certificate or any other notes from a doctor) for appointments during school time.

Any absence for reasons other than illness or medical appointments must be pre-authorised by school. Please ensure that requests are made via Wecom and give as much notice as possible. School does not authorise holidays during term time.

Under any circumstances, if a student needs to leave school earlier than the normal end of school time, parents need to apply via the below Wecom code 24 hours in advance. For students in Year 10 and above who are

authorised to go home by themselves, parents must clearly indicate their consent in the form. Throughout the school day, students can obtain a Leave Slip from the School Admin Office (3C10), which must be authorised and signed by a House Master or the Headteacher. For safeguarding reasons, security guards will only release students who have a signed Leave Slip, even if their parents are there to pick them up.

Participation on Friday ECA 2 is optional for Secondary students. If parents wish for their child to leave early on Fridays, they are requested to submit the application through Wecom. Once the decision is made, it will remain in effect for the entire term.

For any urgency, please contact Reception via phone instead of communicating via Wecom.



Student & Parent ID Card

Students receive their personalised Student ID Cards within the first week of school (usually the first school day). The ID Card grants students access to where they need to go and is their printing card. They should always wear their card on their lanyard on campus.

One replacement card will be provided free of charge per school year. The second time a student loses his / her card, a replacement fee of 50 RMB will be charged.

Each family will be provided 3 Parent ID Cards free of charge and parents should always wear the cards when on campus. A replacement fee of 50 RMB will be charged for any loss. Parents should not give their cards to other people to use.



Casual Boarding / Meals / Evening School

Casual Boarding, Meals and Evening School are available to our Day students at an extra cost. Please scan the provided QR code to find out the options available and registration details. Please ensure that you provide a minimum of 48 hours' notice in advance so that we can make arrangements for Casual Boarding and 24 hours' notice in advance for Casual Meals and Evening School.



Mealtime for Day Students

School breakfast starts at 7:15 and dinner starts at 18:00.

Prep teachers will meet Prep students in Reception at 7:30 and bring them to Prep School by 7:55. For Prep Day students who have dinner at school, they can be collected from the lobby at 18:30.



Parking

Parents are encouraged to park their cars in the school's underground carpark when visiting the school. The carpark is accessible through the North-west Gate, which is about 50 metres on the left-hand side (when facing school) of the main school entrance.

Authorised lift access from the underground carpark to the School Reception is permitted. However, when parents utilise the lift from the school lobby to the underground car park, a staff member will be available to assist with the lift access.

Bicycles or Scooters

Secondary students may cycle or scoot to school. Bicycles should be placed at the Bicycles Parking Area near the North-west Gate and securely padlocked. Bicycles must not be ridden in the school grounds. The school cannot accept responsibility for damage, loss or theft of bikes whilst on the school premises.

E-bikes are only allowed for students aged over 16 years old. Parking is also near the North-west gate.

Breaking Boundaries

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

Campus Safety

Our school prioritises the safety and security of all students and staff members. As a secured site, we have implemented specific protocols to ensure a safe learning environment. Therefore, we kindly request that all visitors and parents refrain from entering the school premises without being accompanied by a staff member.

Promoting Good Behaviour Guidelines

Good behaviour is fundamental to success in the classroom for both students and teachers. A well-planned and delivered curriculum enables students to learn, ask questions, debate, and challenge themselves. Consistently managed behaviour encourages learning to take place.

Our values-based ethos gives staff and students a shared vocabulary to develop a strong moral compass. As a result, our school has a happy and relaxed environment where students feel valued and safe.

Home School Agreement

Every year, all families are required to sign a Home School Agreement. This agreement serves to renew and reinforce the expectations for the School, Parents, and Students. By signing the Home School Agreement, all parties demonstrate their commitment to upholding the shared responsibilities and fostering a positive and conducive learning environment.

Personal Appearance

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

- Students up to and including Year 11 must wear the correct school uniform during school hours and when travelling to and from school. An email from a parent to House Master is required if there is a legitimate reason for not wearing uniform e.g. trainers, detailing how long a student will not be in correct uniform.
- Correct PE / House kit is required for all students in the school.
- Students must dress in a blazer for assemblies or other formal situations following the school's requirement.
- All clothes worn at school must be clean, neat and in good repair and suitable for school. Shoes should be cleaned regularly.
- Hair of both boys and girls should be neat, tidy and of natural colour. Neither shaved nor extremes of fashion are acceptable. For students with long hair, it is important to keep it tied back, especially during practical activities. This precaution ensures safety and helps to prevent any potential hazards or disruptions that may arise from loose hair.
- Jewellery may not be worn with school uniform, except for students who have had their ears pierced who may wear one small round gold or silver stud in each ear. Other than this, body piercing and tattoos are not allowed. Existing tattoos should not be visible.
- Extreme cosmetics and nail extension are not allowed; neutral shades of nail varnish are permitted.
- Mobile watches must not be worn at school.
- Students should bring their glasses to school if they cannot see clearly in lessons.
- In all matters of dress and appearance, the arbiter of what is acceptable is the Headteacher.

Sixth Form Dress Code

Sixth Form students should wear business attire. Business attire will include a jacket teamed with a skirt, tailored trousers or a dress. These should be dark in colour. Skirts and dresses should be knee length. Shirts should be worn with a tie; blouses should be plain. Formal leather shoes should be worn; heels should be sensible. School PE / House kit should be worn for sports and activities.

Use of Personal Electronic Devices & Mobile Phones

Students are only permitted to bring a maximum of one mobile phone to school. However, we recommend that Day students do not bring in any devices. If a mobile is necessary, students must submit it to Reception upon arrival at school and it should only be collected at the end of the school day, unless permission is granted from teachers in specific cases for use for educational purposes. Boarders should strictly follow the mobile phone management rules in the Boarding House.

Students are not allowed to bring their own laptop / iPad / smartwatch on to the school campus. However, it should be noted that Sixth Formers have been granted permission to bring their personal devices to school, provided they use them responsibly and in accordance with school policies and guidelines.

Mobile phones and electronic devices are brought in entirely at students' own risk.

Use of School Electronic Devices

Every Prep student will be provided with an iPad for educational purposes. These iPads will be kept by the Class Teachers and used under supervision during school hours. They are not to be taken home by the students.

Each Secondary student will be provided with a laptop to optimise their learning experience. To promote responsible usage, students will be required to sign a Responsible Use Agreement upon receiving their laptops. This agreement outlines the guidelines and expectations for the appropriate and ethical use of the laptops. It is expected that students use the school laptop solely for academic-related activities and refrain from engaging in games or other irrelevant activities during school hours. Violations of the Responsible Use Agreement may result in the implementation of controls or restrictions on device usage by the school.

Please be aware that the iPads and laptops provided to students are the property of the school. In the event of any damage or loss, parents will be responsible for covering the associated costs. It is important to emphasise the need for students to take proper care of these devices to minimise the risk of damage or loss.

Property

- All the personal property of each student, including but not limited to uniform, PE kit, water bottles, watches and mobile phones must be clearly and securely marked with the owner's name.
- Large sums of money and valuable items should not be brought to school. The school cannot accept responsibility for valuables.
- Mobile phones should be left at Reception (or in the Boarding House) during the school day and may NOT be used anywhere in the Academic Building. Should a student need to phone a parent they should approach their House Master or Reception under consent.
- For Sixth Formers, iPads may not be used in corridors or the Dining Hall.
- Breakable bottles of any kind may not be brought to school.
- Correcting fluid is not allowed.
- Textbooks, exercise books and stationery are all the property of the school unless otherwise agreed by an individual department. All books must be labelled with the student's name and returned in good condition when required. It will be the responsibility of the student to pay for any books lost or damaged. School stationery must be used only for authorised schoolwork.

Language Use in School

The use of English in school is encouraged at all times.

For most parents, improving spoken English is a significant factor for placing a child in our school. In addition, the advantage of total immersion in an English environment can be hugely beneficial.

Swearing is completely forbidden in school. Consequences will follow if students are found using improper language in school.



Smoking

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

Parcels

Only weekend boarders are permitted to send parcels to school. Students should come to the Reception's storage room to collect their parcels on Tuesdays and Thursdays. Please kindly note that any parcels that are sent to the school's pack station might require the detention fee which needs to be paid by students / parents. For safeguarding reasons, all parcels are checked by an adult prior to being collected by the students.

Weekly boarders and Day students are not allowed to send any parcels to school. Any parcels received by the school will be handed to parents on the first available Friday.

Items Transfer

If parents need to transfer an item or school kit to their children, they can bring it to Reception. For Prep students, the item will be taken to the Prep Office and then handed over to the students. For Secondary students, the Receptionist will deliver the kit to the student's respective House Room twice a day, before the morning or afternoon break. An email notification will be sent to the student, informing them of the delivery, and they will be responsible for collecting the kit from their House Room.

This system promotes the development of self-organisational skills among students as they learn to retrieve and manage their belongings independently.

Take-Away

Students are not allowed to order take-away food or drink during school days. However, weekend boarders can order take-away food and drink if they are staying over the weekend, until 16:00 on Sunday.

If students are found ordering takeaway during unauthorised hours, the order will be confiscated, and students will meet the corresponding consequence.

Lost & Found

Since the school cannot accept responsibility for lost property, parents are asked to ensure that all clothing is clearly and indelibly marked with the student's name. Should a child mislay property, they should firstly check the Lost & Found box in Reception. If they do not find it there, they should report the loss to their Form Tutor. Please note that Reception will no longer keep any items that are unclaimed for more than 60 days.

Lockers

Lockers are available in designated areas for students to use during the day. Students should not leave any food in their lockers. All lockers must be cleared before holidays.

Behaviour Policy

Behaviour expectations and rules are taught, modelled, and rewarded. Poor or unacceptable behaviour is sanctioned. Please scan the QR code to obtain a comprehensive copy of the policies.



Health & Safety

Safeguarding

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

If you have any concerns at all regarding the well-being of your (or any other) child, we encourage you to contact school immediately. Students are also encouraged to report any concerns, to any member of staff that they feel comfortable in doing so.

All concerns will be logged in a central safeguarding system called My Concerns and the Safeguarding Team will ensure every case is followed and investigated.

More information about our designated Safeguarding Team and Safeguarding Policy can be found on our school website below.

<https://www.leh-foshan.cn/aboutus-en/safeguarding>



Pulse Well-being APP

The school has launched a well-being management APP called EI Pulse.

All students are encouraged to participate in this intervention and will be monitored by their Class Teachers, House Masters and Form Tutors using fun and easy 60-second weekly check-ins which encourage them to reflect on their mental, social and physical well-being by answering evidence-based questions. During each check-in, students are asked 5 randomised evidence-based questions from the ARACY framework, starting with a simple yet crucial question, “How are you feeling today?”.

This tool can help us quickly build and maintain an up-to-date picture of well-being and engagement at school.



Medical

- Students should complete the enrolment health check prior to attending school.
- If students have any special medical care or dietary requirements, parents should give as much detail as possible in the Student Medical Record Form which should be completed prior to students attending school.
- A Medical Room is available in the Academic Building for students who feel ill; however, it is our policy to contact parents in such cases, so that arrangements can be made for students to go home when needed. Children are not sent home unless parents have been informed. Students must not call home prior to going to the Medical Room as this can lead to confusion. Students are required to have a note from the teacher to attend the Medical Room during lesson time.
- The Medical Team maintains communication with parents by sending email notifications if their child has visited the Medical Room. This practice ensures that parents are promptly informed about any medical attention their child may have received while at school.
- If your child is required to take medicine during school hours, a separate request form to administer the medication must be completed; this form can be obtained from the Medical Room. It is not school policy for children to carry medicine on their person. All medication must be handed in by the parent or carer, who are responsible for keeping all medication up to date and disposing of out-of-date medicine.
- All medications, including those brought from home, will be stored in the school Medical Centre, except for asthma inhalers which will be kept by the student, at all times.

Isolation Reference

According to the guidance issued by the Education Bureau and the Health Bureau:

- For patients with fever (body temperature > 38°C): they should not return to school until 48 hours after the fever had disappeared.
- For patients with influenza: they should not return to school until 48 hours after the fever had disappeared. Symptoms of influenza include high fever (39-40°C), cough, sore throat, runny nose, nasal congestion, body pain, headache, chills, fatigue, diarrhoea, vomiting and other symptoms.
- For patients with viral diarrhoea (norovirus, rotavirus): they should not return to school until 72 hours after all symptoms have completely disappeared. Symptoms of viral diarrhoea include watery diarrhoea (diarrhoea several to dozens of times per day), accompanied by fever, vomiting or abdominal pain, muscle soreness, dehydration and other symptoms.

Emergency Procedures

To ensure that all students, staff and visitors can evacuate the building in a safe and controlled manner, fire and emergency drill exercises will be conducted on a regular basis.

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



Prep School (Year 2 - 6)

In the Prep School, the curriculum offers our students a wide range of learning experiences taught by a Class Teacher, as well as subject specialists in Spanish, Mandarin, PE, Art and Music as per year group timetable. Class Teachers play a key role in supporting each student and closely monitoring academic, personal and social development. They will also be responsible for teaching the core curriculum plus Humanities and Science, these will be delivered in a thematic way to enhance the learning opportunities. Alongside the Class Teacher, Teaching Assistants support the curriculum and provide pastoral guidance within classes. Teachers deliver a well-rounded holistic education based closely on the English National Curriculum.

The Curriculum Booklet for Prep School is available on the school website. Please scan the QR code below to read more about it.



Key Stage 3 (Year 7 - 9)

In Key Stage 3, students will continue to learn a vast range of subjects to build up their skills, work habits, increasing independence and initiative to help them lay important foundations for the later years. All subjects are taught by specialist teachers in departmental areas. The subjects include English, Mathematics, Science*, Mandarin, Geography, History, Music, Spanish, Art, Design Technology, Computer Science, PSHE and Physical Education.

*With regards to Science, students will begin the IGCSE course in Year 9 with separate Biology, Chemistry and Physics lessons.

The Course Guide for KS3 is available on the school website. Please scan the QR code below to read more about it.



Key Stage 4 (Year 10 - 11): IGCSE

Our Key Stage 4 courses are stimulating, enabling students to stretch their academic interests, and pursue the option subjects they have chosen, encouraging them to be intellectually and physically adventurous. During Key

Stage 4, students work towards (I)GCSE qualifications. The courses in Years 10 and 11 are designed to provide a challenging education, allowing students to begin to specialise in certain areas of interest without sacrificing a balance of subjects and skills. In English, Mathematics and Mandarin our more able students will begin their studies in Year 9, thus allowing them to take some examinations at the end of Year 10.



Compulsory: 6-7 subjects

- English (First Language and Literature, Second Language)
- Chinese (First, Second or Foreign Language)
- Mathematics
- Separate Sciences, Double or Single Award
- Physical Education (non-IGCSE)
- PSHE (Personal Social Health Economics Education)



Optional: 3 subjects

- | | |
|-------------------------|-----------------------|
| • Art | • Global Perspectives |
| • Business Studies | • History |
| • Computer Science | • Music |
| • Design and Technology | • Physical Education |
| • Economics | • Spanish |
| • Geography | |

The IGCSE curriculum is constructed specifically to ensure that our students have a broad and balanced spread of subjects. We recommend that a student's choices cover a wide range of subjects, which will give them the flexibility necessary, whatever direction they choose in the future.

School will also organise an IGCSE Information Session for parents of Year 9 students to provide support and guidance about option choices.

The Course Guide for KS4 is available on the school website. Please scan the QR code below to read more about it.





Sixth Form (Year 12 – 13): A Level

The A Level curriculum is constructed in a way which allows students to specialise in areas of interest and to follow more of what they are passionate about. Students typically study three subjects at A Level and work towards a Cambridge IPQ (a stand-alone qualification).

Subjects available include:

- Art
 - Biology
 - Business
 - Chemistry
 - Chinese
 - Computer Science
- Design Technology
 - Economics
 - English Literature
 - Further Mathematics
 - Geography
 - Global Perspectives
- History
 - Mathematics
 - Music
 - Physics
 - Physical Education
 - Spanish

We recommend that students choose subjects which will support them in their planned goals for university and beyond. Other compulsory components in the Sixth Form include Physical Education (non-examined); IELTS (for non-native speakers); Careers and University Guidance; Personal Social Health Economics Education (PSHE) and the Cambridge International Project Qualification (IPQ).

The Course Guide for KS5 is available on the school website. Please scan the QR code below to read more about it.



Homework Policy

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

The Prep students can choose to stay for ECA 2 Homework Club.

In the Secondary School, every student will be provided with a School Diary upon starting school. It is important for students to utilise the School Diary to keep track of their daily homework assignments. They should make notes and record important information related to their homework tasks in the diary. This practice helps students stay organised and ensures that they have a clear understanding of their assignments and deadlines.

The amount of time a student should spend on homework is based on the guidelines below.

Year Group	Number of Subjects	Time Length	Extra Studies
Year 2-6	2	Each Subject * 20 Minutes	Reading + Vocabulary
Year 7-8	3-4	Each Subject * 30 Minutes	Reading + Vocabulary
Year 9-11	3	Each Subject * 40 Minutes	Reading + Vocabulary
Year 12-13	3-4	Each Subject * 1 Hour *	Reading + Vocabulary

* Sixth Form students should aim to do one extra hour’s study for each hour of lesson time – they have study periods during the day to enable this to happen .

Homework Timetable

To ensure consistency and adherence to the Homework Policy, teachers will adhere to an agreed-upon Homework Timetable when assigning homework to students. This timetable serves as a guideline for teachers to distribute homework assignments across different subjects and ensure a balanced workload for students. By following this schedule, students can expect a structured and manageable approach to their homework assignments throughout the week.

Y2-3 Homework Timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
English	Science	Maths	English Writing	Maths
Chinese	Chinese	Spellings	Spanish Y3	Chinese

Y4-6 Homework Timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
English	Science	Maths	English Writing	Maths
Chinese	Spanish	Chinese	Chinese	Spellings

Secondary Homework Timetable will be shared with students at the beginning of the term.

Note: Music practice and rehearsals are extra.

Extra Tutoring

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

Assessment & Reporting

Assessment has the primary purpose of increasing student attainment. The best assessment provides feedback and opportunities for reflection on the skills and understanding that each student possesses, and guides and personalises future learning.

Most assessment in the classroom is of a formative ongoing nature, but there are times in the year when more formal, summative activities are undertaken. Formative assessment, across all key stages, may involve in-class tests, practical activities, correction of home-learning tasks and question and answer sessions. Summative assessments are more likely to be formal tests and examinations, some of which are set by outside bodies.

In addition to this, students will participate in base-line assessments which are designed to provide data to inform planning, indicate goals for individual students and identify students who may be underperforming in certain areas or those who should be stretched further.

Prep School

The majority of assessment involves teachers providing regular feedback to students, highlighting achievements and areas for development and improvement. Students may have assessments at the end of a topic or block of time. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. Whole-school assessments take place to ensure consistency of assessment across the school.

CATs (Cognitive Ability Tests) are carried out in Term 1. These assess reasoning through verbal, non-verbal, quantitative, and spatial ability tasks and can be used to identify strengths, areas for development, and learning preferences. They help teachers to create a learning environment and way of teaching and learning that allows students to maximise their potential.

Standardised assessments in English, Mathematics, and Science, are undertaken in Term 3. These ensure consistency of assessment within the Prep School and provide us with quantifiable information placing students within their peer group nationally. The use of standardised tests over time allows student progress to be tracked in an efficient way enabling teachers to monitor individual student progress.

Key stage 1 and 2 (Year 2-6) parents will receive a Full Report in Terms 1 and 3.

Secondary School

Key Stage 3 (Year 7 – 9) have an Assessment Week in early November and the End-of-Year Examinations are taken in June. Parents will receive a Full Report in Terms 1 and 3, and a Progress Report in Term 2.

Key Stage 4 (Year 10 – 11) will sit Mock Examinations (Year 11) and formal assessments (Year 10) in January. Year 10 will sit End-of-Year Examinations in June while the IGCSE examination series begins in May for Year 11. There will be a Progress Report early in Term 1, a Pre-assessment Report later in Term 1 and then Full Reports in Terms 2, and 3 (for Year 10), linked to summative assessments.

Key Stage 5 (Year 12 – 13) will sit modular AS and A Level Examinations in January or May to June in some subjects. For other subjects, there will be Mock Examinations in the same period. The summer AS and A Level examination session begins in May. Parents will receive a Progress Report early in Term 1 and a Pre-assessment Report later in the Term. Full Reports will be published in Terms 2 and 3 to link with modular examination results and summative assessments.

Mock examinations and internal assessments in Key Stage 4 and 5 will be used to inform predicted grades for external examinations.

Students who are graduating from Years 11 and 13 will also receive a Valedictory Report, reflecting on their contribution to school life .

Feedback to Parents

Students are encouraged to regularly share their learning experiences with their parents throughout the academic year. To facilitate effective communication, the school organises Parent-teacher Conferences. During these sessions, parents can engage in face-to-face feedback sessions with each of their child's Class Teachers and Subject Teachers, gaining insights into their progress and academic performance.

Additionally, parents are strongly encouraged to reach out to their child's Form Tutor or Class Teacher if they have any concerns or questions regarding their child's progress or learning.

Prep School

Teacher-led Student Review meetings take place regularly throughout the year in Term 1 and Term 3 to ensure children are progressing and are supported in their learning in a manner that reflects their individual needs. A Student-led Conference will normally be organised in Term 2.



Secondary School

Secondary School organises Parent-teacher Conferences twice a year. The Conferences for Key Stage 3 (Year 7-9) parents are usually held in Term 1 and Term 3. And Key Stage 4 & 5 (Year 10-13) parents normally join the Conferences in Term 2 and Term 3.



Learning Support

Students are treated very much as individuals and, as such, their particular needs are met in a variety of ways. Some students may require extra support in some subject areas, others benefit from more challenging work. At LEH, we provide all kinds of learning support to different students, including AGT (short for abled, gifted and talented) , ELL, IELTS and specific subjects’ support. Careful monitoring allows the needs of each child to be understood and, in close consultation with parents, to be responded to accordingly.

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

Extra Curricular Activities (ECA) Programme

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

Students are encouraged to choose a wide range of activities from Music and Sports in addition to membership of clubs and societies.

All students take part in ECAs. In order to foster continuous improvement and meet the needs of students, changes will be implemented each term based on students' suggestions and feedback. This proactive approach ensures that the school remains responsive to the evolving interests and preferences of students.

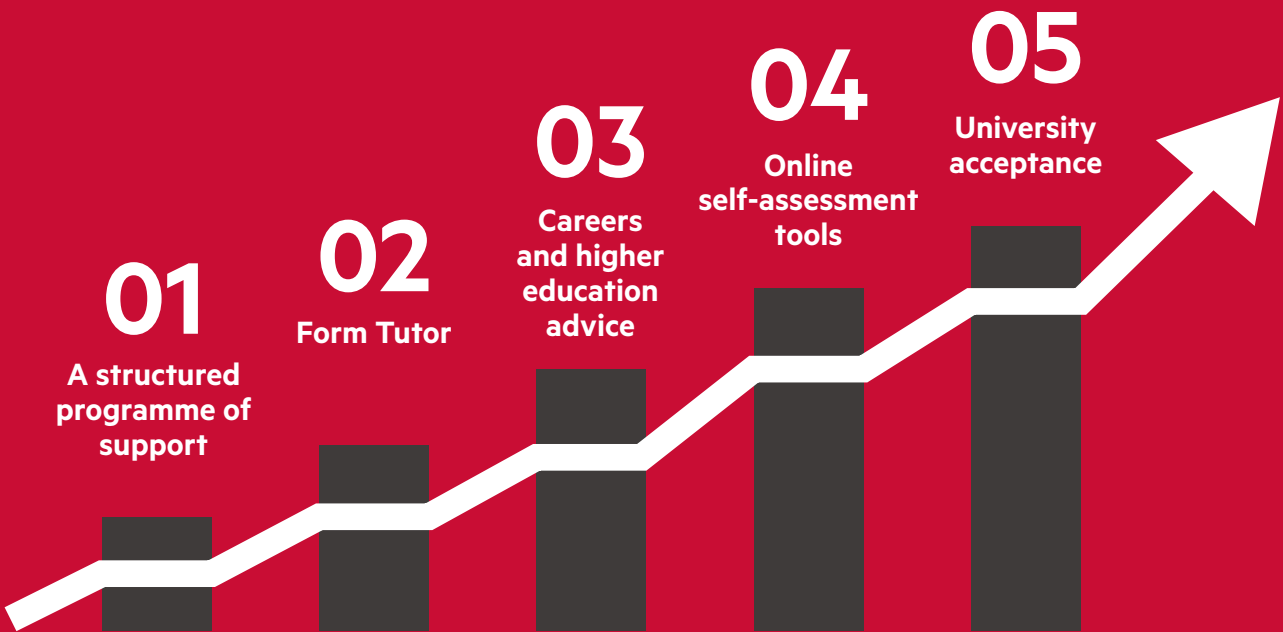
To cultivate leadership skills, certain ECAs will be student-led. This gives students an opportunity to take on leadership roles, develop essential skills, and contribute to the school community.

Internal ECAs are included in the tuition fee, allowing students to participate in a wide range of activities without additional charges. However, it should be noted that external ECAs may incur additional fees based on availability and specific program requirements.

Careers Education and Guidance

As part of the PSHE programme, school delivers appropriate sessions on choosing IGCSEs and A Levels, as well as preparing the students for life after LEH Foshan in relation to further education and career prospects through a structured programme of support.

In the Sixth Form, students are encouraged to self-reflect and look at all the options and the different routes available to them. They must make choices about what works for them individually, what is realistic and what is aspirational. LEH will expose students to the many choices available and discuss with each student what makes a desirable choice for them and what the outcome of that choice represents.



Educational Visits and Activities

Educational Visits are an essential part of the broad range of experiences that are provided at LEH Foshan, enhancing the education of all our students. A range of trips and visits are planned across the curriculum to support students’ development.

Details about visits and tips will be published separately and parents will be informed in advance.

Pastoral Care

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

The school's approach to pastoral support is to not only care for the emotional, physical and mental needs of students but to nurture human qualities and to create a community and the conditions in which they can bloom and blossom: qualities like kindness, forgiveness, honesty, tolerance and understanding.

House System

It is almost impossible to talk about a British school without mentioning the House system. As one of the most distinguished elements of British schools, the Houses are the subunits of the school, and each student is allocated to one House upon enrolment. Siblings are always assigned to the same house.

At LEH Foshan, our four Houses were inspired by four mythological creatures, two from Chinese and two from Western mythology. The House Logos were designed by our students to highlight the importance of both East and West at LEH Foshan, and another meaningful way to combine the two cultures.



Benefits of Houses

The House System exists to develop a sense of belonging, identity and school spirit and to provide opportunities for all students to participate fully in the life of the school. A wealth of House competitions and activities encourages community, co-operation, and collaboration among the student body alongside creativity, determination, interdependence, and resilience.

House Masters

The role of House Master is an important one here at LEH Foshan as it allows us to develop and nurture our school values pastorally. One of the main strengths of the House system is giving students of all ages the opportunity to work together, creating a truly cohesive environment and ensuring that age is not a barrier to friendship and collaboration. This reflects the life that we are preparing our students for outside of LEH Foshan.

Dragon House



**Prep School
Dragon House Master**

Mr Connor Lewis



**Secondary School
Dragon House Master**

Mr David Richards

Ms Mary Stevens	Ms April Lin	Ms Sheryl Wang
Mrs Jane Crumpton	Ms Carrie Zhuo	Mr Zitian Jiang
Mr Stephen Crumpton	Ms Selina Chen	Ms Abigail Forrest
Mrs Debbie Kirk	Ms Kristy Ou	Ms Candice Weng
Mr David Noronha	Mr James Smale	

Phoenix House



**Prep School
Phoenix House Master**

Mr Alexander Tennant



**Secondary School
Phoenix House Master**

Mr Andrew Munim

Ms Sophie Smith	Mr Gellson Zhang	Mr Antonio Lechado
Mr David Hobourn	Mr Andy Tan	Ms Sally Zhu
Mr Paul Wilton	Ms Eileen Zhu	Ms Anna Esposito
Ms Diana Mustaeva	Mr James Wu	
Ms Veronica Zeng	Ms Wen Jing Qiu	

Unicorn House



**Prep School
Unicorn House Master**

Mr Robert Jones



**Secondary School
Unicorn House Master**

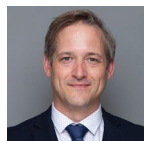
Mr Steven Banks

Ms Nicole Homer	Ms Serena Lin	Ms Poppy Wilkinson
Ms Nicola Pritchard	Ms Morrie Chen	Ms Shelly Li
Ms Ivy Li	Mr Nestor Benavides	Ms Merlin Xu
Ms Riley Zhou	Mr Gary Lodge	Ms Annabelle Ibeodo
Mr Simon Lingard	Mr Rowan Corr	Ms Margaret Zhu

Gryphon House



**Prep School
Gryphon House Mistress**
Ms Jennifer Clarke



**Secondary School
Gryphon House Master**
Mr Lee Jones

Mr Craig Johnson	Mr Christopher Lane	Mrs Jenny Nelson
Dr Martin Kirk	Ms Tina Zhou	Mr Gareth Nelson
Ms Helen Hayward	Ms Sara Feng	Ms Kitty Liang
Mrs Sameen Johnson	Ms Betty Liang	Ms Joyce Mo
Mr Andrew Chalmers	Ms Denise Davy	

Form Tutors in Secondary School

In the Secondary School, each student will have a Form Tutor who acts as his or her mentor. This will be someone who helps them excel academically, nurtures their individual talents, supports their emotional needs and enables them to develop into confident adults ready to play an active and positive role within the school.

In most of the situations, Form Tutors are the first point of contact for parents and their responsibilities include:

- Understanding a student's personality, background, academic performance, hobbies, strengths and areas for development.
- Promoting a purposeful and engaging environment.
- Being the first point of contacts for students' performances or concerns.
- Ensuring that students can meet school expectations consistently.
- Providing strong academic and pastoral support to students.
- Being a listening ear.



Boarding

Living within a Boarding Environment

Boarding at LEH Foshan is a 'home from home', where each student's happiness, well-being and success is paramount. Attending a boarding school means venturing into something unfamiliar, a new adventure. Life in boarding provides fantastic opportunities for children to advance academically and socially. Boarders are not alone on this journey; other boarders will be experiencing similar thoughts and feelings which brings boarders together, forging friendships for a lifetime.

The boarding environment is an education in and of itself, living within a community; students learn that learning within the boarding environment is just as valuable as what they are learning in the classroom. The boarding house provides fantastic opportunities where students can develop self-confidence, courage and optimism to achieve their personal goals.

Boarders are engaged in a wide range of after-school activities as well as a well-structured study routine which allows them to complete homework in a supportive and focused environment. The boarding house is structured around a well-executed routine; however, boarders also have the time for reflection and re-evaluation, time to relax to help them thrive and maintain a reasonable work life balance, forging life-long friendships.

We have a policy of integration and although our boarders are resident in one building, we encourage the full use of the range of communal areas we have throughout the entire campus.



Facilities Accommodation

- Quadruple rooms for Year 2-11;
- Double rooms for Year 12-13;
- Within each bedroom there is a shower room, toilet and sink (two bathrooms for Quadruple rooms). Outside of each shower room is an area for wet towels and a mirror;
- Provided bed with storage, desk, lamp and chair;
- Extension lead with sockets and USB plugs;
- Kitchenette with fridge, microwave and kettle;
- Communal area for boarders with seating and games facilities;
- Laundry room and storage facilities;
- The Houses also accommodate our Head of Boarding and House Parents.

Boarding Staff and Supervision

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

The Role of Head of Boarding

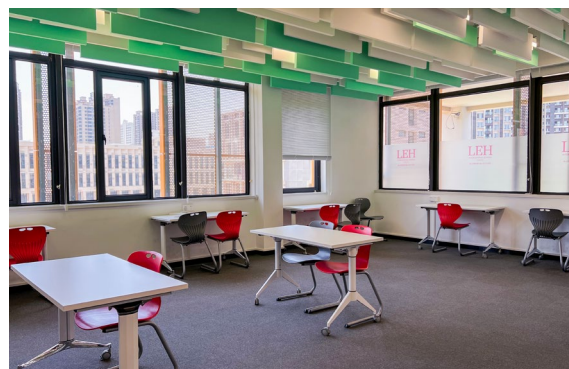
The Head of Boarding leads a team of committed staff to ensure the boarding house is a thriving, purposeful and caring environment. The Head of Boarding puts students' learning and wellbeing at the centre of everything and will work closely with all staff to develop and disseminate best practice in the day-to-day operation of the Boarding House.

The Role of Boarding House Parents

House Parents help to build a sense of community and a comfortable environment within the Houses; they provide pastoral support and guidance during a boarder's journey through the school.

The Role of the House Matron(s)

Matrons support the House Parents in the pastoral care of the boarders, ensure the smooth running of the House, including boarding facilities, laundry, housekeeping, overseeing the personal appearances of boarders, and liaising with boarding staff about specific issues.



Evening School

We run supervised Evening School to provide extra academic support to students. Students can seek support from teachers if they have any questions regarding learning or homework.

Weekend Boarding

Prep students are not permitted to stay at the school during weekends. It is required that they go home on Fridays before 18:30. This policy ensures the safety and well-being of the students, as well as promotes a healthy work-life balance.

Secondary students should make a decision on the listed points before Friday at 8:30 by registering on the Weekend Boarding Registration Form available in their House Rooms.

- Whether they will be boarding over the weekend;
- Whether they will return on Sunday afternoon, or Monday morning;
- Whether they will need dinner at school on Sunday.



Return to School Times

Boarders can choose to return to school either on Sunday afternoon, or Monday morning. However, boarders returning to school on Sunday afternoon should be dropped off after 16:00, but no later than 19:30. This will allow boarders to catch up with friends and get ready for school in a relaxed manner.

Weekend Activities

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



Kitchenette

School provides daily snacks and drinks such as milk, juices, fruit and biscuits in the boarding house. Every day, boarding students are welcome to enjoy snacks and drinks.

Snacks

- With an adequate number of meals and snacks provided by school throughout the day, it is highly recommended that students should not bring in, or at best, keep to a minimum, any snacks.
- Only DRY and packed snacks will be allowed, and all snacks should be kept in the allocated Kitchenette.
- All snacks should be labelled with the student's name.
- Students are not allowed to eat snacks in their rooms.
- Students should not leave snacks unpacked when finished.
- Any unpacked or un-labelled snacks will be disposed.



House Keeping

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



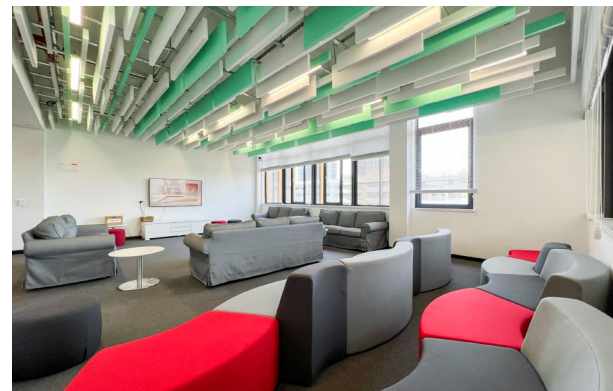
Laundry

Beds are stripped on a Friday morning and sent to be laundered. Students should make their beds upon the receipt of new bedding.

Students' laundry days are Tuesday and Thursday. Weekend boarders may also send items for laundering on Friday. Each boarding student should bring around 4 laundry bags with their name tags on them to school. Most importantly, students should name tag each of their personal clothes for easy recognition.

Personal Hygiene and Cleanliness

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



Parent Engagement Matters

Parent Voices & Parent Committee

As valued members of the school community, parents are always welcomed to share feedback or suggestions. You may do so by directly reaching out to our Chairman of the Parent Committee, or send an email to [parent.committee@leh-foshan.cn](mailto:committee@leh-foshan.cn).



Parent Communication

Parents care about their children and want to be involved: they want their children to succeed in school and are willing to help in as many ways as possible. Commitment to student well-being is the driving force behind everything we do in education. We provide many platforms for parental engagement with the school, and work hard to ensure that parents have a clear and defined way to engage with the school.

In most situations, Class Teachers (for Prep) and Form Tutors (for Secondary) will be your first point of contact. Please find their email address in the next pages. The Communication Flowchart below outlines the appropriate channels for addressing concerns or questions.

For urgent enquiries, you can always contact School Reception 0757-66881881 from 7:30-18:30 during school days.

For urgent matters out of working hours, please contact the Boarding Duty Line 13927239641 (English speaking) or 19925196965 (Chinese speaking).

Communication Flowchart



Contact Us

Title	Contact Number
School Reception (School Days, 07:30-18:30)	0757-66881881
Boarding Duty Team (Emergency Only)	13927239641 (English speaking)
	19925196965 (Chinese speaking)

Senior Leadership and PA Team

Name	Title	Contact Email
Mrs Jane Arden	Headteacher	jane.arden@leh-foshan.cn
Ms Selina Chen	PA to Headteacher	selina.chen@leh-foshan.cn
Ms Mandy Bateman	Head of Prep School Designated Safeguarding Lead (Prep)	mandy.bateman@leh-foshan.cn
Ms Kristy Ou	PA to Head of Prep	kristy.ou@leh-foshan.cn
Dr Martin Kirk	Head of Academics Head of Science Faculty	martin.kirk@leh-foshan.cn
Ms Serena Lin	PA to Head of Academics Y7-9 Coordinator	serena.lin@leh-foshan.cn
Mr Steven Banks	Head of Boarding & Pastoral Care Head of Geography Designated Safeguarding Lead (Secondary)	steven.banks@leh-foshan.cn
Ms Joyce Mo	PA to Head of Boarding Y10-11 Coordinator	Joyce.mo@leh-foshan.cn
Mrs Debbie Kirk	Head of Sixth Form Head of Mathematics Faculty	debbie.almeida@leh-foshan.cn
Ms Sara Feng	PA to Head of Sixth Form Y12-13 Coordinator	sara.feng@leh-foshan.cn
Ms Anna Esposito	Director of Admissions, Marketing & Communication	anna.esposito@leh-foshan.cn

Academic Staff

Name	Title	Tutor Roles	Contact Email
Mr Gary Lodge	Year 2 Teacher		gary.lodge@leh-foshan.cn
Ms Poppy Wilkinson	Year 2 Teacher		poppy.wilkinson@leh-foshan.cn
Ms Jenny Clarke	Year 3 Teacher	House Master - Gryphon	jenny.clarke@leh-foshan.cn
Mr Robert Jones	Year 4 Teacher	House Master - Unicorn	robert.jones@leh-foshan.cn
Mr Connor Lewis	Year 5 Teacher	House Master - Dragon	connor.lewis@leh-foshan.cn
Mr Alexander Tennant	Year 6 Teacher	House Master - Phoenix	alexander.tennant@leh-foshan.cn
Mr Rowan Corr	Year 6 Teacher		rowan.corr@leh-foshan.cn
Ms Candice Weng	Teaching Assistant		candice.weng@leh-foshan.cn

Ms Sally Zhu	Teaching Assistant		sally.zhu@leh-foshan.cn
Ms Morrie Chen	Teaching Assistant		morrie.chen@leh-foshan.cn
Ms Betty Liang	Prep Learning & Play Coordinator		betty.liang@leh-foshan.cn
Mrs Jenny Nelson	Head of English / Learning Support		jenny.nelson@leh-foshan.cn
Mr David Richards	Second in English Department House Parent	House Master – Dragon	david.richards@leh-foshan.cn
Ms Mary Stevens	Deputy Head of Sixth Form English Teacher	Y13 Form Tutor	mary.stevens@leh-foshan.cn
Ms Nicole Homer	English Teacher		nicole.homer@leh-foshan.cn
Ms Abigail Forrest	ELA Teacher House Parent	Y11PAL Form Tutor	abi.forrest@leh-foshan.cn
Ms Carrie Zhuo	ELL Coordinator		carrie.zhuo@leh-foshan.cn
Ms April Lin	ELA Teacher		april.lin@leh-foshan.cn
Ms Veronica Zeng	ELA Teacher		veronica.zeng@leh-foshan.cn
Ms Ivy Li	ELA Teacher		ivy.liyt@leh-foshan.cn
Ms Shelly Li	ELA Teacher		shelly.li@leh-foshan.cn
Ms Wenjing Qiu	Head of Modern Foreign Language		wenjing.qiu@leh-foshan.cn
Ms Tina Zhou	Head of Chinese (Prep) Designated Assistant Safeguarding Lead (Prep)		tina.zhou@leh-foshan.cn
Ms Sheryl Wang	Chinese Teacher	Y7 Form Tutor	sheryl.wang@leh-foshan.cn
Ms Merlin Xu	Chinese Teacher		merlin.xu@leh-foshan.cn
Mr Antonio Lechado	Spanish Teacher	Y9 Form Tutor	antonio.lechado@leh-foshan.cn
Mrs Debbie Kirk	Head of Mathematics Faculty Head of Sixth Form		debbie.almeida@leh-foshan.cn
Ms Nicola Pritchard	Second in Mathematics Department Exam Officer	Y7 Form Tutor	nicola.pritchard@leh-foshan.cn
Mr Andrew Chalmers	Mathematics Teacher	Y10 Form Tutor	andrew.chalmers@leh-foshan.cn
Mr Andrew Munim	Mathematics Teacher	House Master – Phoenix	andrew.munim@leh-foshan.cn
Mr Stephen Crumpton	Mathematics Teacher	Y8 Form Tutor	stephen.crumpton@leh-foshan. cn
Dr Martin Kirk	Head of Science Faculty Head of Academics		martin.kirk@leh-foshan.cn
Mr Paul Wilton	Head of Biology	Y12 Form Tutor	paul.wilton@leh-foshan.cn
Ms Diana Mustaeva	Head of Physics	Y8 Form Tutor	diana.mustaeva@leh-foshan.cn
Mrs Jane Crumpton	Chemistry Teacher		jane.crumpton@leh-foshan.cn

Mr Gellson Zhang	Science Technician		gellson.zhang@leh-foshan.cn
Ms Helen Hayward	Head of Art & Design Faculty Head of Art	Y10 Form Tutor	helen.hayward@leh-foshan.cn
Ms Riley Zhou	Art Technician Instructor		riley.zhou@leh-foshan.cn
Mrs Sameen Johnson	Prep Art Consultant		sameen.johnson@leh-foshan.cn
Mr Nestor Benavides	Head of Design Technology		nestor.benavides@leh-foshan.cn
Mr Simon Lingard	Design Technology Technician		simon.lingard@leh-foshan.cn
Mr David Hobourn	Director of Music		david.hobourn@leh-foshan.cn
Ms Kitty Liang	PA to Director of Music		kitty.liang@leh-foshan.cn
Mr James Smale	Head of Prep Music		jamie.smale@leh-foshan.cn
Mr Craig Johnson	Head of Humanities	Y11 Form Tutor	craig.johnson@leh-foshan.cn
Ms Denise Davy	Head of Computer Science	Y12 Form Tutor	denise.davy@leh-foshan.cn
Mr David Noronha	Head of History	Y9 Form Tutor	david.noronha@leh-foshan.cn
Ms Annabelle Ibeodo	Head of Economics & Business	Y13 Form Tutor	annabelle.ibeodo@leh-foshan.cn
Mr Gareth Nelson	Economics & Business Teacher	Y11PAL Form Tutor	gareth.nelson@leh-foshan.cn
Mr Steven Banks	Head of Geography Head of Boarding & Pastoral Care Designated Safeguarding Lead (Secondary)	House Master - Unicorn	steven.banks@leh-foshan.cn
Ms Margaret Zhu	Boarding House Matron		margaret.zhu@leh-foshan.cn
Mr Lee Jones	Head of PE, Sport & Activities Faculty Designated Assistant Safeguarding Lead (Secondary)	House Master – Gryphon	lee.jones@leh-foshan.cn
Ms Sophie Smith	Head of Girls Physical Education		sophie.smith@leh-foshan.cn

Hope Favours the Bold

Address: 26 Jingping Road, Chancheng, Foshan
佛山市禅城区景平路 26 号

Website: www.leh-foshan.cn
Email: admissions@leh-foshan.cn
Tel: +86 (0)757 6688 1881



Official Wechat
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