



The International School
of The Hague

Primary

The International School of The Hague
School Guide 2025 | 2026

Secondary



Welcome Letter From the Senior Leadership Team

Welcome to The International School of The Hague (ISH)

On behalf of the entire ISH community, we are pleased to welcome you to our School Guide for the 2025–2026 academic year.

The International School of The Hague is a **Dutch International School**, operating under the jurisdiction of the **Dutch Ministry of Education**. We are part of the Rijnlands Lyceum Foundation, a non-profit educational group serving both local and international families in the region. As a Dutch International School, we benefit from government subsidies, which allow us to offer high-quality international education at competitive fees.

ISH proudly serves a diverse and dynamic community of nearly **2,000 students** from over 100 nationalities, ranging in age from 4 to 18. In Primary we offer an inquiry based curriculum. We are thrilled to announce that we have applied to be a PYP candidate school and look forward to the coming years where we will begin to introduce the PYP curriculum. This will align further with the Secondary School that offers **the International Baccalaureate (IB), Middle Years Programme (MYP), Diploma Programme (DP), and the Career-related Programme (CP)**. Our students consistently demonstrate strong academic performance and are deeply engaged in learning both in and beyond the classroom.

Our vision is “**a better future for all,**” and we pursue this through our mission: **to inspire personal excellence within a strong and diverse community**. This guide will highlight many of the ways in which we bring this mission to life, every day.

We are proud to share that ISH was **re-accredited by the Council of International Schools (CIS)** following our successful **CIS evaluation visit in November 2024**, which was conducted in conjunction with the International Baccalaureate. This accreditation affirms our commitment to continuous improvement, high standards in education, and the wellbeing of our students and community.

ISH is an active member of both the **Dutch International Primary Schools (DIPS)** and **Dutch International Secondary Schools (DISS)** associations. These networks play a key role in promoting collaboration, benchmarking, professional development, and maintaining quality standards across Dutch international schools.

We hope this School Guide provides valuable insight into the ISH experience and serves as a helpful companion to the information available on our website. Should you have any questions, we warmly invite you to connect with us.

Warm regards,
The Senior Leadership Team

Contact Information



Primary School Office and Reception

Telephone: +31 (0)70 328 45 67

Email: primary@ishthehague.nl

Secondary School Office

Telephone: +31 (0)70 328 14 50

Email: ish.secondary@ishthehague.nl

Secondary School Reception Desk

Telephone: +31 (0) 70 328 14 50

Fax: + 31 (0) 70 328 20 49

Email: ish.reception@ishthehague.nl (for all issues related to absences in Secondary school)

On entering the school, please report to the appropriate Reception Desk and follow the instructions of the staff.

Admissions Office (for issues related to admission of new students)

Telephone: +31 (0) 70 328 14 50

Email: ish.admissions@ishthehague.nl

Format for Emailing Individual Staff Within ISH:

email: first-initial.surname@ishthehague.nl

Visiting Address:

The International School of The Hague
Wijndaelerweg 11
2554 BZ The Hague
The Netherlands

Postal Address:

The International School of The Hague
P.O. Box 52047
2505 CA The Hague
The Netherlands
www.ishthehague.nl

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1.1 Learning at the International School of The Hague

A Philosophical Stance

The International School of The Hague shares an understanding that at the centre of international education are students who come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place within it. ISH encourages these students to pursue personal excellence by being curious, connected and compassionate lifelong learners.

The International School of The Hague takes a holistic view of education, so that along with cognitive development, the school programmes address social, emotional and physical wellbeing. ISH offers opportunities for students to become active and caring members of local, national and global communities and develop international mindedness and intercultural understanding through the attributes of the ISH Community Profile.

Teachers at the school are committed to an inclusive learning environment and help empower and inspire personal excellence in all students by encouraging them to take responsibility for their learning. Teaching and learning grows from an understanding that people work together to construct meaning and make sense of the world. ISH supports and challenges students to improve their learning by engaging with a strong, diverse community and a coherent curriculum that is broad, balanced, challenging, conceptual and connected.

1.2 Mission and Vision

Mission: Curious, connected and compassionate:
Inspiring personal excellence in our strong and diverse community.

Vision: To shape a better future for all:
Inspiring students to become compassionate and proactive global citizens.

1.3 Value Statements: *Curious, Connected and Compassionate*

Curious

- We are open-minded critical thinkers who learn through inquiry, reflection and engaging with different perspectives.
- We learn about ourselves and the world around us through service and experiential learning.
- We are independent and interdependent life-long learners with a thirst for knowledge.

Connected

- We take pride in the strength of our community and the diversity within it.
- We value our individual identities and celebrate cultural diversity.
- We connect with local and global communities through our learning.

Compassionate

- We develop self-respect and show compassion to others.
- We take responsibility for our actions and strive to have a positive impact.
- We show courage and act with integrity, fairness and respect.



1.4 Strategic Objectives

- A. To provide our students and staff with a physically and psychologically safe learning environment that is conducive to learning and wellbeing.
- B. To promote high quality teaching and learning through evidence-based inquiry and the appropriate use of data.
- C. To ensure that the ISH mission, vision and values are integral to our thinking, actions and decision making across the whole school.

1.5 Intercultural Understanding for Global Citizens

The International School of The Hague, with its strong diverse community within the International City of Peace and Justice, is well placed to provide a dynamic learning environment that is conducive to intercultural learning and global citizenship.

Intercultural Learning challenges students to learn from different cultures and to deepen their understanding, acceptance and respect for diverse groups of people. It allows students to develop their own cultural identity and to facilitate open-minded discussion. This enhanced level of communication helps engage students in tackling global issues.

Global Citizenship is about understanding the ongoing and inevitable global opportunities and challenges we face. Global learners develop awareness and respect that motivates them to take action in relation to the complexities of the world.

1.6 The International School of The Hague Community Profile

The International School of The Hague Community Profile is used to promote intercultural learning and develop global citizenship. It is based on the IB Learner Profile, the concept of international mindedness and the ISH Guiding Statements. Different departments in the school are encouraged to develop subject-specific and/or age-appropriate criteria for the attributes in the profile.

The International School of The Hague Community Profile is used to promote intercultural learning and develop global citizenship. It is based on the IB Learner Profile, the concept of international mindedness, the IPC Personal Goals and the ISH Guiding Statements. Different departments in the school are encouraged to develop subject-specific and/or age-appropriate adaptations for the attributes in the profile.

At ISH we are global citizens who strive to be:

Curious, connected and compassionate!

Creative



We value **creative processes and innovation** even when the results are unpredictable and surprising. We create ideas individually and in diverse groups across the whole range of subjects and beyond. We **respect and celebrate** the creativity arising from our **different cultural backgrounds**.

Principled



We act with **integrity and honesty**, with a strong sense of **fairness and justice**, and with **respect** for the dignity and rights of people **everywhere**. We take responsibility for our actions and their consequences.

Resilient



We persevere with a task, are **capable of acknowledging disappointment** and adapting when we are not successful straight away. We **strive** to achieve the best possible outcomes and **support each other**. We welcome the **learning opportunities** provided by difficulties and challenges.

Open-minded



We critically **appreciate** our own cultures and personal histories, as well as the values and traditions of others. We seek and **evaluate a range of points of view**, and we are willing to grow from the experience.

Inquirers



We nurture our **curiosity**, developing skills for **inquiry and research**. We know how to learn independently and **with others**. We learn with enthusiasm and sustain **our love of learning** throughout life.

Caring



We show **empathy, compassion and respect**. We have a commitment to service, and we act to make a positive difference in the **lives of others and in the world around us**.

Knowledgeable



We develop and use conceptual understanding, **exploring** knowledge across a range of disciplines. We engage with issues and ideas that have **local and global** significance.

Risk-takers



We approach uncertainty with forethought and determination; we work **independently and cooperatively** to **explore new ideas** and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Thinkers



We use **critical and creative thinking** skills to analyse and take **responsible action** on complex problems. We exercise initiative in making reasoned, **ethical** decisions.

Balanced



We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - **to achieve well-being for ourselves and others**. We recognise our **interdependence with other people and with the world** in which we live.

Communicators



We express ourselves confidently and **creatively** in more than one language and in many ways. We **collaborate effectively**, **listening carefully** to the perspectives of other individuals and groups.

Reflective



We thoughtfully **consider the world** and our own ideas and experience. We **work to understand** our strengths and weaknesses in order to **support our learning and personal development**.



1.7 High Quality Learning

At ISH we inspire our students to be curious. To do this, we use student-led inquiry to solve challenging problems that are set in authentic contexts wherever possible. Students learn to apply their knowledge and skills to deepen conceptual, disciplinary and interdisciplinary understanding and make effective connections. Our students learn how to collaborate, act with compassion and become responsible global citizens. Our students, teachers and community model the attributes of the ISH Community Profile.

High Quality Learning at ISH is:

- An active process where students make connections between new ideas and prior understandings.
- Collaborative and supported by quality interactions with teachers and other students.
- Centred on students' responsibility for their own learning; they are able to exercise choice, develop goals, plan their approach and work independently.
- Reflective, enabling students to monitor and review their learning with a clear sense of how to improve; students are supported to learn from their failures as much as their successes.
- A process of change and personal growth.

High Quality Learning at ISH occurs when students:

- Are curious, inspired and motivated to take ownership of their learning.
- Build on prior skills, knowledge and understanding.
- Remain resilient and engaged, especially when learning about complex or unfamiliar ideas.
- Feel safe and secure in their learning environment and at home.
- Have confidence in their teachers and trust their peers.
- Actively apply their knowledge and skills towards solving local and global issues.

High Quality Learning at ISH occurs when teachers:

- Have high expectations, and encourage students to set high expectations for themselves, which inspire, motivate and challenge students.
- Maintain good relationships with students in order to involve and motivate them.
- Promote students' love of learning and intellectual curiosity.
- Guide students to reflect on the progress they have made and their emerging needs.
- Are aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Demonstrate knowledge and understanding of how students learn and encourage them to take a responsible and conscientious attitude to their own work and study.
- Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' learning at different stages of development.
- Have a clear understanding of the needs of all students, including those with unique and individual challenges. Teachers are able to adopt and constantly review a variety of teaching approaches to engage and support all students.
- Develop effective professional relationships with colleagues leading to successful collaboration, knowing how and when to draw on advice and specialist support.
- Reflect systematically on the effectiveness of lessons and approaches to teaching and its impact on learning.
- Make productive use of formative and summative assessment to support students' learning.
- Use digital tools to effectively support and enhance pedagogical approaches which are known to improve learning.



High Quality Learning at ISH occurs when parents:

- Are well informed and curious about their own child's learning.
- Connect and collaborate with others to further support their child's learning and wellbeing.
- Provide a compassionate home environment which celebrates and promotes individuals' culture and language.

1.8 Student Charter

The student charter was developed to set out the rights and responsibilities of all students who are part of the ISH Community. It was created by students for students and developed from the United Nations Convention on the Rights of the Child and our school's [Guiding Statements](#).

Students have the right to:

1. Be treated with respect regardless of who we are, where we are from and what we believe.
2. Be consulted about decisions that affect us through our student representatives; be able to question those decisions; and to assert our rights as they are set out in school policies and protocols.
3. A safe, clean and well-maintained school environment, which supports our learning and personal development.
4. Share our personal views about the things that we learn and that affect us, keeping in mind that we must respect the views of others and not share views that are harmful and disrespectful.
5. Learn about ways to take care of our wellbeing and personal safety.
6. Support systems that take care of our physical and mental health .
7. A healthy and balanced learning experience, which allows us to pursue our own interests.
8. Experience learning in line with the school's High Quality Learning Statements so that we are enabled to achieve our own personal excellence and be well prepared for life after school.
9. Be informed about our rights within and beyond school.
10. Learn about and share our culture and language and have it valued by others.

The school along with parents/guardians work together to uphold these rights.

With rights come responsibilities. To enjoy these rights, students will:

1. Be **respectful** of others regardless of who they are, where they are from and what they believe.
2. Be **safe** in how they take care of themselves and in their behaviour towards and around others.
3. Be **responsible** in their behaviour and in their learning.

Students behave in accordance with these responsibilities to ensure that they can all enjoy these rights. They understand that if they do not, there may be negative consequences for themselves, their environment and others.

Chapter 2: School Organisation



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2.1 Leadership & Management

The Senior Leadership Team of the school is led by the two Principals. They lead a team of Vice Principals and the Director of Operations. In addition to this, there are three Primary Assistant Principals and five Secondary Deputy Principals who work in collaboration with Middle Leaders throughout every year level and discipline to help support staff, students and parents.

PRIMARY LEADERSHIP TEAM (PLT)

Primary Principal	Ms R. Borges r.borges@ishthehague.nl
Primary Vice Principal	Ms M. Lawrence m.lawrence@ishthehague.nl
Assistant Principal Primary Curriculum	Ms S. Goodhand s.goodhand@ishthehague.nl
Assistant Principal Lower Primary (EY - Y3)	Ms C. Lapierre c.lapierre@ishthehague.nl
Assistant Principal Upper Primary (Y4 - Y6)	Ms I. McKenna i.mckenna@ishthehague.nl

SECONDARY LEADERSHIP TEAM (SecLT)

Secondary Principal	Ms R. Borges r.borges@ishthehague.nl
Secondary Vice Principal	Ms T. Dawber t.dawber@ishthehague.nl
Deputy Head Teaching & Learning - IBMYP Coordinator	Ms M. Lamminaho m.lamminaho@ishthehague.nl
Deputy Head Year 12 & Year 13, IBDP and IBCP Coordinator	Dr A. Trumic a.trumic@ishthehague.nl
Deputy Head - Year 7 - 9 - Student Conduct and Growth	Mr J. Redondo j.redondo@ishthehague.nl
Deputy Head - Year 10 & Year 11 and Student Support	Ms K. Stellema k.stellema@ishthehague.nl
Deputy Head Co-curricular and Logistics (Secondary)	Mr S. Brooks s.brooks@ishthehague.nl



WHOLE SCHOOL LEADERSHIP TEAM (SLT)

Primary Principal

Ms R. Borges
r.borges@ishthehague.nl

Primary Vice Principal

Ms M. Lawrence
m.lawrence@ishthehague.nl

Secondary Principal

Ms R. Borges
r.borges@ishthehague.nl

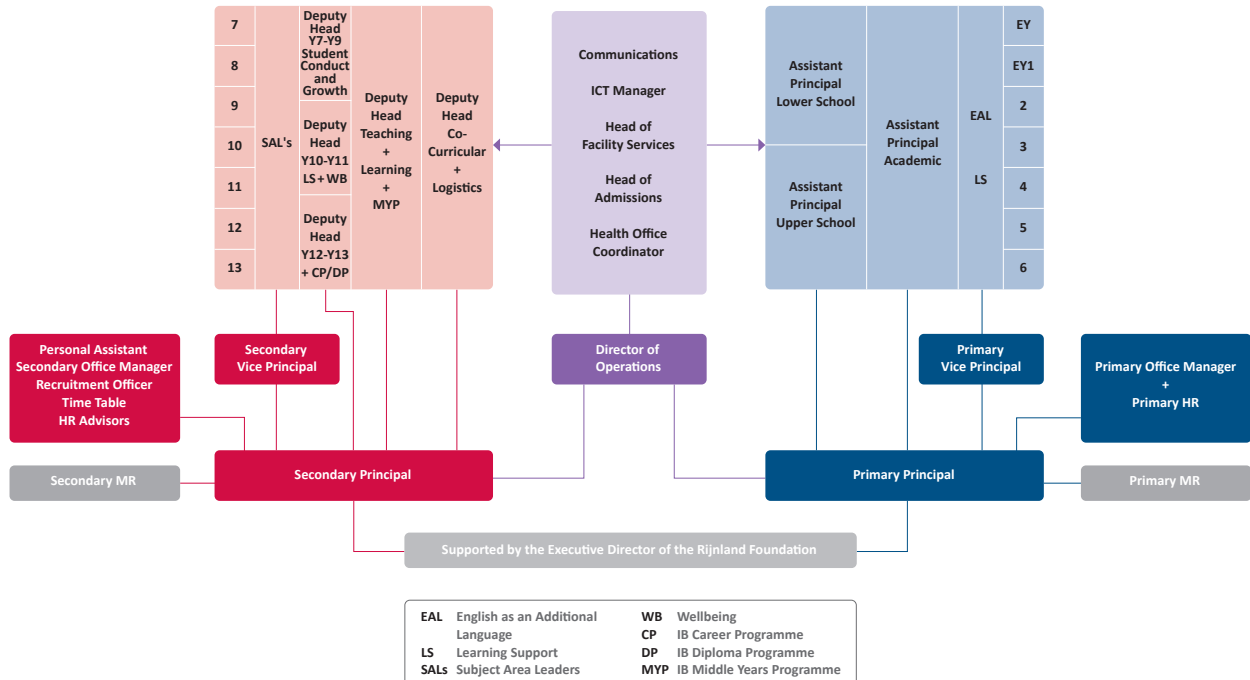
Secondary Vice Principal

Ms T. Dawber
t.dawber@ishthehague.nl

Director of Operations

Mr E. Mossel
e.mossel@ishthehague.nl

2.2 Whole School Organogram



3.1 Context Statement

The International School of The Hague is:

- Subsidised by the Dutch Ministry of Education and supported by the Municipality of The Hague.
- Accountable to the inspectors of the Dutch Ministry of Education and compliant with local laws that require the school to implement educational regulations such as absence registration, a development plan and community participation councils.
- Part of the foundation, Stichting Het Rijnlands Lyceum (SRL).
- An International Primary School offering an inquiry based curriculum.
- An IB World School in Secondary, with MYP, CP and DP programmes.
- A member of the European Council of International Schools (ECIS).
- Accredited by the Council of International Schools (CIS).
- A member of Safe Passage Across Networks (SPAN) Association.

3.2 Dutch International Schools (DIS)

In 1983, the first Dutch International School was established in The Hague and this developed into The International School of The Hague in 1991. ISH is a member of the group of Dutch International Schools which comprises both Dutch International Primary Schools (DIPS) and Dutch International Secondary Schools (DISS) across the Netherlands. The group caters for the needs of both primary and secondary students who are not Dutch, as well as Dutch students whose education is, at least in part, obtained overseas in order to provide continuity of education.

Dutch International Schools are financially supported by the Dutch government. This makes it possible to charge relatively low school fees in comparison with private international and foreign educational facilities.

The International School of the Hague is subject to Dutch legislation and regulations, school holidays are determined nationally each year and allocated to three regions; Noord, (North), Midden (Middle) and Zuid (South). The School falls under the Central Netherlands region. For more information see www.dutchinternationalschools.nl.

3.3 Stichting (Foundation) Het Rijnlands Lyceum

The International School of The Hague is part of the Foundation Het Rijnlands Lyceum (SRL). The Rijnlands Lyceum Foundation (SRL) is a semi-public organisation headed by an Executive Director as the competent authority (the Board) and is managed and supervised by a Supervisory Board. The Foundation's Chairmen of the Executive Board are Mr. drs. A. (Arjan) Kastelein MBA and Dhr dr.ir. M Verheus.

For more details on the Rijnlands Lyceum Foundation, view www.rijnlandslyceum.nl.

Stichting Het Rijnlands Lyceum

Charlotte van Pallandtlaan 14, 2272 TR Leidschendam-Voorburg

Tel: 071-573 0910

Fax: 071-531 2167

www.rijnlandslyceum.nl



Other Schools From the Rijnlands Foundation Include:

Rijnlands Lyceum Oegstgeest

Apollolaan 1, 2341 BA Oegstgeest

P.O. Box 61, 2340 AB Oegstgeest

Dutch Department

Tel: 071-519 35 00

www.rlo.nl

Rijnlands Lyceum Oegstgeest

International Department

Tel: 071-519 35 55

www.isrlo.nl

Rijnlands Lyceum Sassenheim

Van Alkemadeaan 2, 2171 DH Sassenheim

P.O. Box 79, 2170 AB Sassenheim

Tel: 0252-243 070

www.rijnlands.nl

Rijnlands Lyceum Wassenaar

Backershagenlaan 5, 2243 AB Wassenaar

Tel: 070-511 04 00

www.rijnlw.nl

International School Wassenaar

Backershagenlaan 5, 2243 AB Wassenaar

Tel: 070 512 18 00

www.internationalschoolwassenaar.nl

Eerste Nederlandse Montessori School (ENMS) - First Netherlands Montessori School

Laan van Poot 353, 2566 DA Den Haag

Tel: 070-323 13 11

www.enms.nl

Europese School Den Haag (ESH) - European School The Hague

Houtrustweg 2, 2566 HA Den Haag (Primary)

Oostduinlaan 50, 2596 JP Den Haag (secondary)

Tel: 070-700 16 00 (Both Schools)

www.europeanschoolthehague.nl



Other Important Information:

Appropriate Education

Education in the Netherlands has been subject to the Appropriate Education Act since August 1 2014. This is the way in which education for pupils who need extra support is organised. In order to guarantee a comprehensive range of education within a region, schools in The Hague work together to ensure that all pupils receive the education that is appropriate for them. The appropriate education supervisor guides and advises teachers, Mentors and school management in providing the right support. The appropriate education supervisor works closely with teachers, Mentors and care coordinators.

Care Advisory Team (ZAT)

In addition to the attention that students receive from teachers, Mentors, school counsellors or other internal support staff, guiding bodies outside school can be called in: the attendance officer, the Municipal Health Service (GGD), including a youth doctor and school nurse, youth health care and the parent-child team. This Care Advisory Team (ZAT) can discuss students who need additional support in addition to basic support. Everything discussed in ZAT meetings is confidential information. Your child's situation can be discussed in this team. You will always be informed in advance. The youth doctor and the school nurse and confidential counsellors can also be consulted directly by parents/guardians and students. In our school support profile (SOP) below you can read what types of care and guidance are offered at the Stichting Het Rijnlands Lyceum.

School Support Profile (SOP)

School Support Profile (Schoolondersteuningsplan/SOP Haaglanden)

The International School of The Hague - ISH Primary

General information

This school support profile has been drawn up for the school year 2025/2026.

Last updated July 2024

Support Offer

The support offer explains what help and guidance we provide, how we collaborate with other organisations and how we work as a school. We are part of the [SPPOH partnership](#). The first part is about the partnership, and then we share information specific to our school.

1. Duty of Care

As a school, we have a legal obligation to ensure that every child receives a place that suits them, even when extra help is needed. This obligation, the duty of care, applies to students already at school as well as to children who are applying. In consultation with parents, we search together for the best possible support and an appropriate educational place. For this we work together with the SPPOH partnership and other partners.

2. Basic Support Haaglanden SPPOH

Every school gives help to children who need it. The basis must be good. That's why we call this [basic support](#). All students may make use of this. If a student needs extra help, this is initially from the school's basic support. This could be, for example, support for students with dyslexia, help for students who have difficulty concentrating or extra guidance for students with learning difficulties.

3. Extra Support

[Extra support](#) exists when a student needs more help and guidance than can be provided within the school's basic support. When using extra support, a development perspective plan (OPP) is used to follow and direct the development of the student and the effect of the help provided. The extra support is discussed in a multidisciplinary consultation (MDO) with the parents and, if possible, also with the student. Sometimes SPPOH arranges this extra support. Sometimes the school arranges this itself.

The extra support may be in the form of an "arrangement" or other support at school. A student can also be referred to a school for special primary education or special education (with an admission statement, TLV).

4. School Support Offerings Support Structure

This is what our school's support structure looks like:

In Early Years and Early Years 1, The International School of The Hague uses Response to Intervention to identify and support children's development. We have developed an Early Intervention Team which is a collaboration between the Learning Support and the EAL (English as an Additional Language) departments. This enables us to draw on the expertise of our teams to provide support and develop differentiated learning plans to support the child in fulfilling their potential.

The International School of The Hague uses a multi-tiered student support approach in Years 2 to 6, with Tier 1 being the least support and Tier 3 the greatest.

In Tier I, students are supported in class through an inquiry-based curriculum. Teachers use differentiation and English as Additional Language best practices within the classroom to support different groups of students. Differentiation is planned by the teacher and supported by the Teaching Assistant. Differentiation may mean there are different tasks, different outcomes or different support.

If a student requires a higher level of support a discussion takes place between the parents and the class teacher. Tier II support involves staff from the Learning Support and/or EAL departments

This support may include behaviour or academic interventions or support for the student's acquisition of academic English while empowering them to use their other languages to develop understanding. Often these interventions will be as part of a group with peers who have similar learning needs.

Tier III support is specialised individual support. Children are considered for Tier 3 support when

- they arrive in the school with little or no English and need a high level of support to acquire basic 'classroom survival' language
- they arrive in the school with a learning need (specified during the application process) and already have been receiving individualised support in a previous setting
- they have received Tier 2 support for a minimum of 6-8 weeks and this has not been adequate for them to make sufficient progress. A learning support teacher assesses the child's wellbeing, strengths and areas of needs and in discussion with the class teacher and parents designs an Individual Education Plan (IEP).

Strengths in our Support

Reading and Language: We have English as an Additional Language (EAL) department who support our multilingual students to develop academic vocabulary and literacy skills. We are able to provide evidence-based dyslexia practices using the Wilson Reading program.

Mathematics: We provide mathematical support using best practices for children with dyscalculia and for all students. Children are supported through an approach where the learning moves from concrete representation, to pictorial and then to abstract.

Social Emotional Learning and Social Skills: Class teachers teach a minimum of one Social Emotional Learning lesson per week. This includes age-appropriate themes such as emotional regulation, internet safety, and friendships. Teachers are trained to use restorative practices when conflicts between students arise. Some children benefit from additional targeted support to develop emotional regulation and to practice their social skills in a smaller group setting. Support for these groups is provided by the Learning Support department.

Executive Functioning: Children are developing their age-appropriate executive functioning skills each day in the classroom. Some children benefit from more tailored support to develop these skills. In upper primary, Learning Support staff are able to support this in small, mixed-class groups.

Required School Skills

In order for a child to develop optimally at school, it is important that a child have the following (school) skills:

School skill	What does this entail?
Self-reliance	Teaching is group-oriented. The student can participate in the routines and structure of the group and is able to follow (classroom) verbal instruction.
Social skills	The student can function in a group with peers.
Emotion regulation	The student can accept the authority of adults within the school and a child can follow verbal behavioral prompting.
Curriculum	The student is able to follow the curriculum of instruction as provided within basic support.
Group size	The student is able to receive education in a group of 23 students. At our school, there is a maximum of 23 pupils in a class.

Ambitions and Development Goals for our Support

Briefly describe the ambitions regarding the school's support offerings.

The school's ambition is to continue to provide inclusive support to internationally mobile families by meeting the needs of the child in the short term as well as planning for the future. Through collaboration with external organisations and investing in Early Intervention and training for both class-based and specialist staff we strive to continue to broaden and deepen our knowledge, skill and understanding to meet the needs of all students.

4.1 Expertise in the School

Our school has the following expertise available:

Expertise in the team	Present (yes/no)	Brief view of the content
Language, reading and speech	Yes	English as an Additional Language Department Wilson Reading specialists Speech and Language Therapist (parent funded)
Calculus and mathematics	Yes	Dyscalculia Supportive mathematics curriculum.
Behaviour	Working Towards	Internal Behaviour Specialist Collaboration with external organisations (de Loodsboot)
Young child	Yes	'Start class' for children who are not yet developmentally ready for school Early Intervention Team supporting language and social and emotional development.
(Highly) Gifted	No	Inquiry based learning providing open ended learning in the classroom. No additional program offered.
Hard to learn	Yes	Learning Support Department staff are trained to support students with learning needs.

Motor	Yes	Motor Skills Programme run by the PE department to support children in developing gross motor skills. Occupational Therapist (parent funded)
	Yes	
Multilingualism and NT2		Over 80% of our students are multilingual. The EAL department supports English Language Acquisition. Class teachers are trained in EAL practices. The Home Language programme supports the continued development of students' home and identity languages. The Dutch Department provides differentiated and age-appropriate lessons three times a week to support the development of Dutch for all students, from those new to Dutch through to fluent speakers.
Other, namely:		

4.2 Educational Offerings of the School

Our school has the following educational offerings available:

Didactic offerings	In keywords
Preventive signaling on learning development	Early Intervention Team, Standardised Assessments Assessment practices
Offer problems (severe) arithmetic	Dyscalculia support
Offering additional challenge	Inquiry Based Learning, Translanguaging
Offer strengthening motor skills	Motor Skills program, Occupational Therapy on site (private)
Dyslexia offerings	Wilson Reading Program, Orton Gillingham approach Teaching English as a Second Language in Mainstream
Offering multilingualism	Classes (TESMC)
Other, namely...	

Pedagogical offerings	Example
Offer aimed at strengthening the pedagogical climate	
Preventive signaling on social-emotional development and behavior	Pass survey, Early Intervention Team, Youth Consultant, De Loodsboot Intermediate support, Social Emotional Learning, Zones of Regulation, Leuven Scales
Offer strengthen social-emotional development and well-being	Rock and Water, Circle of Friends, Restorative Practices, Growth Mindset sessions
Offer strengthening social skills and resilience	Social Emotional Learning in class, small group social skills lessons
Other, namely...	

4.3 School Network Partners

As a school, we work with the following network partners:

Network Partner	Involved in the school (yes/no)
Special Basic Education	
Special Education	
Advisor on appropriate education	Yes
School social work	Yes
Pupil Officer	
Youth health care, school doctor, school nurse	Yes
Youth aid partner	Yes
Police/neighborhood agent	Yes
Speech Therapy	Yes
Physiotherapy	Yes
Youth aid partners	
Other, namely...	Occupational Therapists, Psychologists, Steunpunt Autism, De Loodsboot

4.4 School Building

These physical spaces are available within our school for additional support and accessibility for students with disabilities.

Physical spaces	Present in the school (yes/no)
Wheelchair Friendly	Yes
Disabled toilet	Yes
Facilities for the deaf/hearing impaired	No
Facilities for the blind/badly sighted	No
Conversation room	Yes
Therapy room	Yes
Care room	Accessible toilet with shower facility
Time out space	Yes
Elevator	Yes
Other, namely...	

School Support Profile (SOP)

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1. Introduction



Appropriate education

All children deserve appropriate education. They have a right to an education that challenges them while considering their needs. Whenever possible, children attend mainstream education. Special education may sometimes be needed for students whose needs are better met there. In this way, they are best prepared for further education and a place in society.

The school works with organisations that provide youth services in and around the home situation for those students who need this support.



What this document covers

This report describes the school's vision on support, the support facilities that the school offers in order to provide inclusive education and the development goals that the school has set itself. This document is, therefore, also relevant for the alliance (*samenwerkingverband*) and the parents



Role of the alliance and the school

To ensure that all children have a suitable place, schools have set up regional alliances (*samewerkingsverbanden*). In these alliances mainstream and special education work together. The schools within the alliance make arrangements on aspects that include the guidance and support that all schools in the region can offer and the students who can be placed in special education. The alliance also makes arrangements with the municipalities in the region about the deployment of and alignment with youth services (*jeugdhulpverlening*).

Parents apply to the school of their choice for their child and the school reviews what support the child will need and what opportunities the school can offer. This document can serve to help parents in the selection of a school by providing an overview of the support that the school can offer their child. Whether the school is the right place for their child will always become clear in an individual interview about the child's needs. This will not only depend on the support that can be provided but also on the specific capabilities and support needs of the child.



How this document has been created

This document has been prepared on the basis of an online questionnaire. The school has formulated the support that is possible, the vision on which that support is based and the relevant goals that have been set.

2. Our school & Appropriate Education

2.1 General information

Gegeven	Antwoord
Date of completion	February 2023
Name of our school	International School of The Hague
Type of education	Secondary Education (Voortgezet onderwijs; VO)
Name of our school board	Stichting 'Het Rijnlands Lyceum'
Name of our alliance	SWV Zuid Holland West
Lower educational levels	IB Middle Years Programme (MYP)
Upper education levels	IB MYP (ISH MYP Certificate), IB Diploma Programme (IBDP), IB Careers Programme (IBCP)
Years	We offer a full five years (MYP and 2 years in either IBDP or IBCP)

2.2 Vision

Our educational concept

International Baccalaureate (IB) - Inquiry based learning

Explanation of educational concept

The International School of The Hague (ISH) shares an understanding that at the centre of international education are students who come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place within it. ISH encourages these students to pursue personal excellence by being curious, connected and compassionate lifelong learners.

The International School of The Hague takes a holistic view of education, so that along with cognitive development, the school programmes address social, emotional and physical wellbeing. ISH offers opportunities for students to become active and caring members of local, national and global communities and develop international mindedness and intercultural understanding through the attributes of the ISH Community Profile.

Teachers at the school are committed to an inclusive learning environment and help empower and inspire personal excellence in all students by encouraging them to take responsibility for their learning. Teaching and learning grows from an understanding that people work together to construct meaning and make sense of the world. ISH supports and challenges students to improve their learning by engaging with a strong, diverse community and a coherent curriculum that is broad, balanced, challenging, conceptual and connected.

This website explains the International Baccalaureate (IB) and its separate components:

<https://www.ibo.org/programmes/>

You can read more about the Middle Years Programme (IB MYP), Diploma Programme (IB DP) and Career-related Programme (IB CP) that we offer at The International School of the Hague.

Our vision on appropriate education

Mission: Curious, connected and compassionate: Inspiring personal excellence in our strong and diverse community.

Vision: To shape a better future for all: Inspiring students to become compassionate and proactive global citizens.

Curious

- We are open-minded critical thinkers who learn through inquiry, reflection and engaging with different perspectives.
- We learn about ourselves and the world around us through service and experiential learning.
- We are independent and interdependent life-long learners with a thirst for knowledge.

Connected

- We take pride in the strength of our community and the diversity within it.
- We value our individual identities and celebrate cultural diversity.
- We connect with local and global communities through our learning.

Compassionate

- We develop self-respect and show compassion to others.
- We take responsibility for our actions and strive to have a positive impact.
- We show courage and act with integrity, fairness and respect.

In addition to our ISH Guiding Statements, this is our vision on inclusive education (from our Inclusion Policy):

We acknowledge that:

- education for all is a human right
- every educator is an educator of all students
- learning diversity is a rich resource for building inclusive communities
- multilingualism is a fact, right, and resource
- diversity includes all members of a community.

We strive to:

- create affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- consider learning from a strength-based perspective
- ensure that all learners belong and experience equal opportunities to participate and engage in High Quality Learning
- unlock every student's full potential through connecting with, and building on, previous knowledge
- ensure that all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- ensure that assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- ensure all students in the school community have a voice and are listened to so that their input and insights are taken into account
- enable all students in the school community to develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- ensure that all students experience success as a key component of learning.

2.3 Education and support

Strengths in our support

The International School of the Hague offers a rich environment for learning and holistic development including a variety of outside school and extracurricular activities, including sports, music, arts, design, green space, MUNISH. Furthermore, our pastoral curriculum supports our students' social and emotional development and mental wellbeing.

Support structure

The ISH has a comprehensive specialized support structure:

- Learning Support Department - a team of learning support specialists
- Student Wellbeing Department - a team of counsellors
- English as an Additional Language Department- a team of English teachers that help students who have to acquire English as an additional language to access the working language of the school.
- Health Office - a team of trained nurses who offer basic medical support.

Collaboration

A multidisciplinary Student Support Team works together to address complex student needs. This team consists of the coordinators of the Learning Support, Student Wellbeing, and English as an Additional Language Departments, Year Leaders, and Deputy Heads for both Student Support and Student Guidance. The MYP and IB CP/DP coordinators join on request.

For external support ISH works effectively with an outside school support network (School Formaat Social Worker, School Doctor and School Nurse from the CGD, Attendance Officer, and educational consultants of the Samenwerkingsverband) in regular "JES (Jeugd en School Formaat)-meetings".

Students in their exam year with diagnosed needs can apply for Inclusive Access Arrangements with recent valid documentation. The IB will authorize this based on valid documentation provided in an up-to-date psycho-educational report.

Depending on the student's educational needs and the school's facilities, ISH offers small group or individual support sessions.

The Student Wellbeing Department has a "Camino room", which is a physical space with a support system, where students can take a sensory break for 5-10 minutes to be able to return to class again, and for quiet social lunches.

The Student Wellbeing Department connects students in need of psycho-educational assessments to external psychological agencies. We work together with these external agencies to implement any recommendation from the psycho-educational Assessments within the school setting.

The internationally mobile community is characterized by specific issues as a result of displacement, adjusting to a new country and culture. Mobility affects learning, and sometimes students have gaps in knowledge because of the different educational systems. Within the support structure of the ISH, we carefully screen students to place them in groups that fit their current level to help them overcome gaps, offer several types of support to help them throughout their journey with us, and monitor students' progress through the Student Support Team structure. For more information, see the Learning Support and Wellbeing Department protocols and procedures.

IDEA committee

The purpose of the IDEA committee is to identify and implement programmes that will strengthen Inclusion, Diversity, Equity & Anti-racism at ISH. Key areas of the committee include the creation of a safe space for students and other members of the ISH community.

Limitations to our support

It is vital that any student that joins ISH Secondary arrives with the potential of being successful in the academic programmes and is able to benefit from an IB education. The International Baccalaureate MYP is equal to HAVO/VWO in the Netherlands and requires significant independence, motivation and organization from a student.

Our academic programme is unlikely to be appropriate for students with a general learning difficulty, disharmonic learning profile, memory and/or attention issues, learning disadvantages, and/or limited English understanding and expression (in Year 10 and above).

Whether this school can facilitate a student's learning profile will be a case-by-case decision. We are not a special educational needs school and all students who are enrolled are expected to follow the full IB MYP, CP or DP curriculum. We are not able to offer an alternative curriculum other than the IB MYP, CP, or DP.

For students who have documented educational needs, we generally offer 45 minutes of small group support per week.

ISH does not facilitate one on one support in the classroom, nor do we recommend one-to-one assistance provided by external agencies except in exceptional cases.

ISH students need to be able to behave safely and appropriately in a mainstream school context. ISH cannot facilitate students that endanger their own safety or that of other students, that show serious disruptive behaviours that obstruct the learning environment, have serious truancy problems, and/or refuse to come to school.

ISH cannot facilitate students who require a therapeutic educational programme (education that includes an intensive therapy programme).

ISH cannot facilitate students who need daily complex medical expertise.

There are more limited secondary education options for international students than for Dutch students, and transfer to Dutch schools rarely happens. Out of necessity, students who wish to enter the Dutch Secondary education system after Primary school will have to move into the first year of ISH Secondary, before they can transition into Dutch education. Dutch Secondary education's first year is ISH's second year of the IB MYP. This is a good option for students who have a decent level of Dutch, whose family intends to stay for a longer time in the Netherlands, and whose learning better fits the Dutch Secondary Education options.

Students must be able to demonstrate English language proficiency in line with the following levels: Year 7

- Beginner Phase 1

Years 8 - 9 - MYP English Language Acquisition Phase 2
Years 10 - MYP English Language Acquisition Phase 3
Years 12 - 13 - DP English B Standard Level (SL)

These limitations ensure that we only accept students with the language potential to benefit from our educational programmes. Further details are outlined in our ISH admissions policy and EAL support document.

Our ambitions and development goals for support

ISH is further developing the Dyslexia and Dyscalculia policy.

ISH is further developing English fluency methods, such as a summer course for new English Language Learners, software platforms, and in-class EAL support for English language learners to get better access to our working language.

ISH is further developing internal universal screening through GL assessment measures, including the CAT4, Math baseline testing and PASS.

We are keen to develop a protocol to identify and support high potential learners.

Continually improving and further developing our transition programme with a particular focus on consistency of induction of all new starters throughout the year.

3. Support to our students

Our school offers our student several support facilities. Paragraphs 3.1-3.3 provide summaries of the support available.

Key



Available at the school



Centrally available to the school through The Board



Centrally available to the school through The Alliance (SWV) or third parties

3.1 Expertise

Within our school team, (task) hours have been assigned to several roles in order to offer support to our students and to meet their specific educational needs. These are shown in the table below.

The following list shows the types of expertise that can be deployed for students who need them.

Expertise	At the school	Through the Board	Through the alliance and third parties
Student anti-bullying advisor	🏠		
Careers counsellors	🏠		
Dyscalculia specialist	🏠		
Dyslexia specialist	🏠		
Executive function specialist	🏠		
Fear of Failure trainer	🏠		
Behaviour/social skills specialist	🏠		
Mentor	🏠		
Dutch as a second language specialist (NT2)	🏠		
Teaching assistants	🏠		
Arithmetic/mathematics specialist	🏠		
Language and Reading specialist	🏠		
Other, namely			
Autism specialist	🏠		
Transition specialist	🏠		
Staff Wellbeing Specialist	🏠		

3.2 Facilities

The following list shows the facilities that are available for students who need them. These facilities are mostly focussed on groups of students with a similar support need.

Facility	At the school	Through the Board	Through the alliance and third parties
Dutch as a second language specialist (NT2)	🏠		
Summer School	🏠		
Other, namely			
Health Office	🏠		
Every support department has their own working- rooms	🏠		
Camino	🏠		

Explanation of the facilities

- Camino** (type of project group) - The Wellbeing Department has a "Camino room", which is a physical space with a support system, where students can take a sensory break for 5-10 minutes to be able to return to class again, and for quiet social lunches.
- NT2- klas** We offer Dutch lessons by NT2 qualified teachers to all non-native speaking students from Year 7-11 as a Dutch International School. All native speakers receive "mother-tongue" classes.
- Summer School** 1 week Summer School for new students who have a low level of English
- Health Office** a team of trained nurses who offer basic medical support in their office.
- Department Room** Every support department has their own offices - where Learning Support, Wellbeing Department and EAL offer their support to students, and meet parents.

3.3 Methods

The following list shows the methods that can be deployed in addition to the educational programme for students who need them. These are training sessions and/or approaches that enable our school to provide extra support to specific students in their development needs.

Method	At the school	Through the Board	Through the alliance and third parties
Approach to emotional development	🏠		
Approach to behavioural concerns	🏠		
Approaches to social safety	🏠		
Aggression Regulation Training	🏠		
Additional tutoring (subject content)	🏠		
Compensatory dyslexia training	🏠		
Exam preparation training	🏠		
Fear of failure reduction training	🏠		
Social skills training	🏠		
Study skills training (Approaches to Learning)	🏠		
Other, namely			
Transition: Safe Passage	🏠		
Gender identity response	🏠		
Anti-Racism Group	🏠		
IDEA committee	🏠		

Explanation of the methods

- Support lessons** the Maths and Science Department offers (group) support lessons for all years.
- Transition Safe passage** special programme focused on the transition in and out of school IDEA
- Committee** a committee dedicated to Inclusion, Diversity, Equity, and Anti-Racism.
- Gender Identity Response** a workgroup dedicated to supporting students in safely exploring their gender identity.

3.4 Physical spaces

Our school also offers physical spaces for meeting specific support needs. These also include adjustments made to our school, making it physically accessible, so that students with a physical impairment can also participate in the educational programme.

Physical spaces
Treatment room (Health Office)
Individual or group study area
Sports Facilities
Lift
Wheelchair access
Relaxation room
Space for social/emotional skills training
Other, namely,...
Health Office
Camino room

3.5 Protocols

The following list shows the protocols in place within our school. These are guidelines to prepare our school in case we need to act fast.

Protocol	Status
Domestic violence and child abuse reporting code	Actively applied
Protocol for registration with Youth Services and School (JES)	Actively applied
Anti-bullying Protocol	Actively applied
Behaviour and Social Safety Protocol	Actively applied
Health and Safety Protocol	Actively applied
Expected behaviours Protocol	Actively applied
Protocol for school absenteeism and 'thuiszitters'	Actively applied
Other, namely,...	Status
Gender inclusive school protocol Safeguarding protocol	Actively applied
Safety	Response
Staff ensures respectful interaction	Yes
School has an insight into perception of safety	Yes
School has safety policy in place	Yes

3.6 Teacher Skills

The following list shows the teacher skills at our school. This is a self-assessment by the school based on the indicators for action-oriented working (in Dutch: handelingsgerichtwerken, HGW). Action-oriented working is a methodical approach to determine and organise the support that a student needs. The extent to which a school realises action-oriented working helps determine the extent to which the school can offer students appropriate education.

The percentages in the first table below are a sum of the scores on the individual indicators. The second table shows the scores by indicator.

Key to skills

#	Number of indicators
N	Not developed yet
I	Being developed
O	Developed
V	Well developed

Teacher skills	#	N	I	O	V
Action-oriented working	14	0 %	0 %	21 %	79%

HGW Indicator	Score
Our teachers work together with parents. They involve them in the analysis, the development and implementation of our support mechanisms as experiential experts and partners.	Developed
Our teachers explore and identify the educational needs of our students (including through observations, interviews and analysing tests)	Well-developed
Our educational structure and pastoral structure is clear to everyone. There is a clear structure as to who does what, why, where, how and when.	Developed
Our teachers shape the education based on short-term and long-term SMART goals (rather than an adopted/set method).	Developed
Our teachers evaluate their learning and development goals systematically and periodically and adapt these, as and when required.	Well-developed
Our teachers reflect on the interconnection between the student, the teacher, the group and the content to understand and anticipate educational needs.	Well-developed
Our teachers' attitude and behaviour are expressly based on what is possible (despite challenges).	Well-developed
Our teachers reflect on their own actions and their potential effect on students', parents' and colleagues' behaviour.	Well-developed
Our teachers can make reflections transparent using tools selected by the school.	Well-developed
Our teachers facilitate ownership of the learning process in their students.	Well-developed
Our teachers follow IBMYP/IBCP, IBDP unit planners to meet the learning and development goals for the group, subgroups and individual students.	Well-developed
Our teachers make their own choices in terms of content and delivery to best meet the educational needs.	Well-developed
Our teachers are encouraged to be self-reflective and proactive about peer reflection.	Well-developed
Our teachers are aware of the great impact they have on the development of their students.	Well-developed

Explanation of action-oriented working (HGW)

The CPL & Appraisal process using the BlueSky platform is being modified to suit the school's context, with staff completing self reviews in order to finalise objectives and effective goal-setting. All staff are involved in the 3-year cycle.

Collaborative reflection and planning time (CPT) takes place on a weekly basis across all subject areas, with staff contributing ideas on which elements of units are working well and which could be more effective to suit students' needs.

Collaborative moderation, standardisation and planning take place regularly during subject meeting times. **The identification of students' individual needs** also takes place during pastoral-specific meeting times; these discussions focus not only on educational needs but also wellbeing and safeguarding needs. In addition, discussions on the needs of whole year groups take place to further support the cohort.

4. Organisation of the support

To ensure appropriate support for our students, our school has a support process in place and collaborates with external organisations

4.1 Support process within the school

Inrichting ondersteuningsroute

The Year Leader/Mentor/Teacher can make a referral if they are concerned about a student or if parents have raised a concern. The Year Leader shares the concerns about the student with the Student Support Team (Year Leader, Learning Support Coordinator, Wellbeing Coordinator, English as an Additional Language Coordinator, Deputy Head Student Support and Deputy Head Student Guidance (joined by the Deputy Head IBMYP/ Deputy Head IBDP/CP if/when required)). The Student Support Team decides on appropriate support measures to put in place. If external advice is needed the student is discussed in the JES-meeting with external advisors.

Cooperation with parents in the support

The responsibility to involve parents in the support lies with the:

- Subject teachers
- Mentors
- Year Leaders
- Deputy Year Leaders
- Subject Area Leaders (SALS)
- Subject Coordinators
- Deputy Heads
- (Vice) Principal
- Attendance Officers

Explanation of the cooperation with parents

The relevant staff member in a support team (Wellbeing Department, Learning Support, or English as an Additional Language) will inform and discuss the support plan with the parents. In some cases it might be the Year Leader, Deputy Head Student Support or Deputy Head Student Guidance who informs the parents: depending on the concern.

Support team

Our school works with a support team. A support team is a team of experts, who meet to discuss students who need extra support.

Our (internal) support team includes:

Year Leader

Learning Support Coordinator Wellbeing Coordinator

English as an Additional Language Coordinator Deputy Head Student Support

Deputy Head Student Guidance

(joined by the Deputy Head IBMYP/ Deputy Head IBDP/CP if/when required)

Our (External) Team includes:

School Formaat Social Worker School Doctor

School Nurse from the GGD or CJG Attendance Officer

Educational consultants of the Samenwerkingsverband

Our (extended) support team meets at least 6 times a year.

Application process

The responsibility for the registration process for the support team lies with: The Admissions Office Team
The Deputy Head Student Support and/or Deputy Head Student Guidance The Learning Support Coordinator
The Wellbeing Coordinator or team member (as appropriate)
The English as an Additional Language Coordinator (as appropriate)

Explanation of the registration process

The Admissions Team works together to decide whether a child can or cannot be offered a place at The International School of the Hague, depending on their needs and the support we are able to offer. Our priority is to ensure that we can offer each child the most appropriate education.

4.2 Collaboration with core stakeholders

Educational sector

The following list shows the educational sectors with which our school works.

Educational sector

Mainstream Primary Education (English and Dutch)

Mainstream Secondary Vocational Education (e.g. MBO Mondriaan)

Mainstream Secondary Education (e.g. International Transition class – ISK), Edith Stein

Higher Education (National and International)

Chain/core partner

The following list shows the partners with which our school works. These partner organisations offer specialised support or assistance in and around the home situation, for upbringing and health and safety. These partners help determine the extent to which the school is able to align support with the other assistance.

Core partners

Youth and Family Centre (Centrum Jeugd en gezin - CJG)

School Support Team Counsellor (Schoolondersteuningsteam - SOT)

Youth Healthcare (Jeugdgezondheidszorg - JGZ) (school nurse / school doctor)

Youth Assistance (Jeugdhulpverlening)

Attendance Officer

School Social Worker

Other core partners

Neighbourhood Police Officer

5. Planning process

This chapter describes how our school ensures appropriate support by working according to a PDCA cycle.

5.1 School Support Profile (SSP and SOP in Dutch)

This school support profile (SOP) explains the support that the school can offer to students. Furthermore, it contains the ambitions that the school has for the future.

Our school's SOP is evaluated and updated on an annual basis.

The Student Support Team together with Deputy Head Student Support and Vice Principal were responsible for updating the SOP this year.

5.2 Student Support Plans (Ontwikkelingsperspectieplannen - OPP)

Our Student Support Team writes Student Support Plans (SSPs) for students needing additional support. The SSPs describe the educational goals and support.

Our students' SSPs are evaluated and updated on an annual basis by the relevant Case Manager within our support departments.

How our school updates the SSPs

The OPP is implemented in learning support sessions, the goals drive the content and support tools and structure that occurs in learning support sessions. We aim to review the progress and targets twice a year with parents. SSP's are also used for more complex additional educational needs that streamline comprehensive, well-targeted support between departments.

How our school monitors whether the SPP goals are achieved

We measure the progress towards goals through student observations, teacher feedback, analysis of student work, parent feedback etc bi-annually.

6. Appendix

List of specialists

This chapter provides a list of all the specialists with the definitions used in the Perspective on School questionnaire.

Specialist	Definition
Video coach and/or video interaction coach	An expert intended to improve teacher behaviour through personal coaching or discussing video recordings.
Coach for Appropriate Education	The Coach for Appropriate Education focuses on the learning process and questions around support from students and teachers.
Dyscalculia Specialist	An expert in identifying dyscalculia in students and implementing appropriate support.
Dyslexia Specialist	An expert in identifying dyslexia in students and implementing appropriate support.
Physical Specialist (such as a motor remedial teacher)	An expert who provides additional educational assistance in the context of physical education. They focus on the child's physical development.
Behavioural/Social skills Specialist (SOVA = sociale-vaardigheidstraining)	A specialist in assisting in the development of skills relating to the interaction with others. Social skills include (amongst others): understanding others, being a good listener, paying attention to another person's feelings and solving conflict.
Young Child Specialist	An expert who has specialised in the development and needs of young children.
Speech Therapist	A speech therapist in education offers prevention, care, training and advice relating to the primary mouth functions (sucking, swallowing and chewing), hearing, voice, language and speech.
Highly Gifted Specialist	An expert in coaching students with a talent to realise exceptional performances.
Intellectual Impairment Specialist	An expert in focusing on students who perform below average.
Dutch as a second language Specialist (NT2)	A specialist in the field of Dutch language acquisition for students with a different language background.
Support Consultant/ Behavioural Scientist	The support consultant is characterised as a behavioural scientist with a wide knowledge of the school, who contributes to the development of students with behavioural problems. They often coach teachers, peripatetic teachers and others. This is often a psychological or a special education expert.
Special Education Expert	The special education expert implements a treatment and coaching plan for persons with development, learning and behavioural problems to improve their situation. In this way, the aim is to provide the support that best suits their character and concerns for the purposes of optimising their development and maximising their opportunities to engage. The special education expert, therefore, specialises within scientific education.
Psychologist	A psychologist is a professional expert in psychology, the science of focussing on inner life (knowing, feeling and striving) and behaviour of people.

Arithmetic / mathematics Specialist	A specialist in identifying arithmetic and mathematical problems in students and implementing appropriate support.
Language/reading specialist	A specialist in identifying language and reading problems in students and preparing appropriate support.
Internal counsellor	An expert responsible for coordinating, counselling and innovating tasks at school.
Student Coaching	An expert who helps, advises or refers students with problems.
Remedial Teaching	An expert providing assistance to students with learning difficulties or behavioural disorders (such as fear of failure).
Support Coordinator	An expert responsible for coordinating, counselling and innovating tasks at school.

Chapter 4: School Fees and Financial Matters

4

4.1 Annual School Fees

ISH is officially recognised by the Dutch Ministry of Education which contributes funds to the school, as part of the “Stichting Rijnlands Lyceum”. These government subsidies cover approximately half of the actual costs of ISH. Parents are required to pay fees to cover all remaining expenses.

Fees are charged annually in advance but can also be paid in three instalments.

Terminations and Withdrawals

Each year the school receives requests from parents to postpone the 1 March deadline, which is agreed in writing for this purpose and set by the school. The reasons are varied and often reflect uncertainties in personal situations. Although we understand this, we cannot honour these requests. This is due to processing the many applications the school receives which creates waiting lists. These parents also have a right to clarity relating to the placement of their child(ren). For this reason the 1 March date has been set and no exception will be made. We count on your understanding and appreciation of the quality of our administrative processes and the clarity and transparency in our communication to all parents.

The School Fee Agreement and information about school fees can be viewed on the school website under Admissions. See <https://www.ishthehague.nl/join-us/admissions>.

Payment Information

Bank: ING Bank
Account Name: Stichting Het Rijnlands Lyceum
IBAN: NL85 INGB 0669461741
BIC: INGBNL2A

- All payments should clearly display the debtor number and the invoice number to ensure proper delivery of payment.
- The debtor number can be found on the invoice.
- Should you have questions, please contact: debiteuren@rijnlandslyceum-csb.nl.

4.2 Application and Enrolment

The school charges a one-time application fee of € 300 at time of application to cover the costs of admission expenses. This fee is non-refundable.

In addition to this, for new students there is an Deposit fee of € 1,000 **that must** be paid before enrolment at the school can be confirmed. Families are required to pay this fee within 3 weeks of receiving an offer.

4.3 Examination Fees IBDP and IBCP

IBDP Fees

International Baccalaureate Diploma (IBDP) fees, payable by students sitting examinations for the IBDP, are charged at the current rates applied by the IB. Parents will receive a separate invoice for examination fees.



IBCP Fees

Examination fees, payable by the International Baccalaureate Careers-Related Programme (IBCP) students sitting examinations for the diploma subjects, are charged at the current rates applied by the International Baccalaureate (IB). Parents/guardians will receive a separate invoice for examination fees. The current fee for the IB Diploma exam covers an average of three subjects including, exam fees, administrative charges, and Career-related study (BTEC) fees.

Separate fees will be charged for retake examinations and other special services provided by the IB, in accordance with the IB scale of fees and deadlines and with the school scale of admin fees. These are reviewed and communicated annually to the relevant groups of students and parents/guardians.

4.4 Costs of Co-Curricular Sports Education

From September 2025, parents will be responsible for covering the following costs related to tournament participation: transportation, meals, and accommodation; ESC Tournament Funding The parental contribution for ESC tournaments will range between €400 and €750, depending on the location and duration of the event.

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The school continues to cover costs related to coaching, staff supervision, team entry and participation fees.

Other Sports Trips (DARE, Rugby & Hockey)

The DARE Race is an annual event aimed at promoting physical fitness and community spirit among students. Hockey at ISH has always been offered to our students as The Netherlands has a big field hockey community. Every year ISH competes with other schools in the Benelux with home and away fixtures. Rugby is offered during season 2 (winter season) from November till March to ISH students.

For sports not covered by the ESC (e.g. DARE, Rugby, and Hockey), parents will be responsible for the full trip cost, estimated between €600 and €1,200.

4.5 Accident Insurance

The school has a collective accident insurance policy which provides maximum cover as follows:

● In case of fatal injury	€ 12,500.00
● In case of permanent injury to a maximum of	€ 50,000
● Medical and hospital costs	€ 2,500
● Dental cover	€ 5,000

The school insurance only covers injuries that are not covered by the student's own health insurance policy, which is obligatory in the Netherlands.

It applies to injuries incurred on the way to school (by the most direct route), in the school and in the course of school activities such as school excursions and study trips.

Please note that damage to student property such as spectacles, phones, clothes or bicycles is not covered by school insurance.

5.1 Safeguarding and Child Protection

The International School of The Hague is committed to safeguarding and promoting the welfare of children. We expect all staff, volunteers and visitors to share this commitment in accordance with the United Nations Convention on the Rights of the Child (UNCRC) Article 19: “Children have the right to be protected from being hurt and mistreated, physically or mentally.” Decisions made within the school about a child’s welfare are typically made in “the best interests of the child” (Article 3 UNCRC).

All staff are provided with regular training in regard to safeguarding and child protection, including reporting obligations and procedures where a concern arises. The school will, in most circumstances, endeavour to discuss all concerns with parents/guardians about their children. However, there may be exceptional circumstances when the school will discuss concerns with Veilig Thuis (Safe Home: <https://veiligthuis.nl/>) and/or the police without parental knowledge (in accordance with the Meldcode - Dutch reporting procedures: <https://www.rijksoverheid.nl/onderwerpen/huiselijk-geweld/meldcode>). The school will, of course, always aim to maintain a positive relationship with all parents/guardians.

The most powerful safeguarding tool is the education of the child. Through our pastoral programmes we educate our students about how to keep safe, healthy and happy and encourage them to share any concerns they have with appropriate adults.

ISH provides a welcoming and safe place for all children, staff, parents/guardians and visitors alike. We expect all adults on school grounds to model appropriate behaviour and conduct that meets the high standards that we expect of our students. Everyone on campus is expected to be respectful and courteous at all times. We highly value this in our community and place of learning and work.

If you have any concerns about the safety of any of our children, please contact either of the school Principals or Designated Safeguarding Leads who can be contacted individually or via the DSL@ishthehague.nl mailbox which is monitored by the members listed below:

Primary - Michelle Lawrence (Vice Principal).

Secondary - Tanja Dawber (Vice Principal) & Beth Alpert (Designated Safeguarding Lead).

5.2 Parking and Drop-off Zone

All visitors to the school should park in the designated car park opposite the school entrance. Our community is asked not to stop or double park on the road outside the school. Parents/guardians of Primary students can drive onto the school grounds in the morning to drop off their children. This is a 'kiss and ride' arrangement. Wherever possible we encourage families to walk or cycle to school or park a little further away e.g. the bowling alley, and walk into the school grounds. Cars are not allowed onto campus in the afternoon for Primary pickups. Please see the following two diagrams detailing parking at Ockenburgh Active Bowling (1), the walking route from Ockenburgh Active Bowling to school and (2), limited parking available at a public parking lot opposite the main school entrance.



5.3 School Badges and Visitor Access

At The International School of The Hague, the safety and security of our students, staff, and visitors is a top priority. To support this, we have established clear procedures for accessing our campus and buildings.

All **visitors**, including parents and guardians, are kindly asked to **report first to Security and then to the appropriate Reception Desk** (Primary or Secondary) upon arrival. This includes all individuals who are not directly employed by the school or by an approved external provider. It is not allowed to bring dogs or pets onto the campus.

As part of our safeguarding policy, the school holds a valid **Certificate of Good Conduct (VOG)** for all employees and externally contracted staff.

We warmly welcome parents, guardians, and other guests to attend school events, meetings, and activities. However, we ask everyone to follow a few important guidelines designed to ensure a safe and secure environment for all:

- **Parents/guardians are considered guests** when on school grounds or inside the building, regardless of their role (e.g., PA, PTA, MR).
- **All guests must sign in** at Reception and wear a **visitor badge** provided by the school.
- Visits during the school day must be **pre-arranged** and **approved by the school**, and in most cases, a staff member will accompany you.
- **Unaccompanied movement through the building is not permitted** for guests during school hours. This is a safeguarding measure, not a restriction on welcome.

We understand that these procedures may feel unfamiliar or formal at times. However, we trust in your understanding that these measures are in place to protect the wellbeing of our entire school community.

To further support security:

- All **parents/guardians and staff** must **wear their school-issued ID badge visibly at all times** while on campus.
- Everyone is required to **swipe in upon entry** and **swipe out when leaving**. This access data allows us to maintain a secure environment and confirm building occupancy in case of an emergency.

All access system data is handled with care and stored securely in compliance with GDPR and Dutch Data Protection laws. Data is kept for a maximum of two weeks and used solely for emergency or safety-related purposes. Personal information connected to badge use is used exclusively for managing access and is never shared or repurposed.

We appreciate your cooperation and thank you for helping us maintain a safe and welcoming environment for all.



Requesting a security badge:

Parents/guardians can request a personalised badge by filling out a form that will require a login to the parent portal. This badge will display their photo. This form will require the user to upload a photo adhering to certain specifications. The link to the form can be found on the password protected parent portal.

At the start of each school year, badges are prepared in batches, and parents/guardians are contacted and informed when they need to collect them. If you are applying for a badge for someone who is not registered as a Parent or Guardian with the school, please be aware that this person will need to produce proof that they have permission from you to pick up a badge.

Returning badges:

Badges remain the property of the school and must be returned upon permanent withdrawal. If you have lost your badge, you can obtain a replacement badge. This will cost €10. For questions regarding badges, please email to ishbadges@ishthehague.nl.

Special access request:

Special access arrangements can be made for:

- A temporary disability like a broken leg
- A short period for an event or for loading/unloading

All requests need to be submitted by email to ish.security@ishthehague.nl (and CC j.berry@ishthehague.nl).

The following information will be requested:

1. First and last name of badgeholder
2. Role
3. (Mobile) telephone number
4. Details of the change for the badge
5. Reason for the access right and end date for the access in case of temporary access

Where a different authorisation is requested, the old authorisation becomes void.

Where a new badge has to be printed, the badgeholder must hand in their old badge.

5.4 Health Office

The Health Office aims to foster the health and educational success of the students. The link between optimal health and academic success is supported through the provision of services geared towards preventative health care and support, intervention for minor injuries or illnesses, and referral to the larger health community for more urgent health concerns. The School Nurses are available to support students in achieving a healthy and well-balanced lifestyle. They are present from Monday to Friday 08:00-16:30 during the academic year.

The School Nurses look after children who fall sick or are injured during the school day. They keep teachers informed of serious concerns, and if necessary, contact parents to collect students while providing urgent care and advising about possible referral to the relevant medical services. Some children with chronic or acute medical conditions require medication during the day and this medication can be stored in the Health Office, once a medication administration form is completed. School Nurses inform parents if medication is out of date.



In case of chronic medical conditions (for example: diabetes, asthma) or severe life threatening allergies (for example: nut allergy), please make an appointment with the School Nurses by writing to schoolnurse@ishthehague.nl. The School Nurses will then make a care plan that will guide everyday management and care of the student to then be shared with the relevant staff. Staff and parents/guardians should only use the services provided by the School Health Office in emergencies.

5.5 Accessibility of the School

Health Office

- Students in a wheelchair can access the school using the ramp in front of the school. Parents/guardians can park there.
- Students can leave the wheelchairs in the area in front of the exit on the ground floor if they are collected by the parents/guardians and don't need the wheelchair at home.
- There are ramps to access both buildings, wide corridors throughout the school and all classrooms are accessible for wheelchair use.
- Secondary students in a wheelchair are allowed to use the lift if they have permission from the Health Office and have collected their lift pass. Primary students are not allowed to use the lift without a teacher/assistant. There are lifts in both buildings.
- The school is equipped with an inclusive range of toilets, including gender neutral and accessible toilets and showers for students, parents/guardians and staff with disabilities.
- There are 5 evac chairs that can be accessed to evacuate injured or disabled adults or children in case of an emergency.

5.6 Emergency Procedures

We practice two types of emergency drills during the course of a school year.

An evacuation drill is carried out three times per year in case it is necessary to leave the building during an emergency such as fire. The school is well equipped with alarms, sprinklers and extinguishers and employs a team of trained adults to help evacuate the buildings and if necessary, deliver first aid.

The school has a carefully outlined lockdown procedure to ensure that we have the ability to contain and protect our community in a safe, orderly fashion should this ever be necessary. Our working method is to implement this in a safe and responsible way with students - prioritising their psychological wellbeing and physical safety. Only staff members practice the lockdown procedure to direct students in case of an emergency. We do so on the basis of expert advice to prioritise the psychological safety and wellbeing of our students within Dutch society. We employ security guards, perimeter fencing, high visibility cameras, ID cards and electronic gates as part of our security measures at ISH.

6.1 Attendance and Punctuality

Our approach to attendance and punctuality is determined by Dutch law. The “Leerplicht Wet” (Compulsory Education Law) dictates that children aged 5 to 16 (or 18 if they do not yet have a diploma) must attend school unless there is a valid reason not to. Parents are responsible for ensuring that their children are present in school and on time.

Absences

If a child is ill or needs to be absent for a medical or dentist appointment, parents/guardians need to inform the school following the procedures outlined for that specific section of the school.

- For Primary School: email Primary Office at primary@ishthehague.nl and copy in the class teacher by 08:10.
- For Secondary School: parents/guardians should inform school of any absence via iSAMS or call the Secondary Reception 070-3281450 or email ish.reception@ishthehague.nl before 08:00.

In the event that a long illness is anticipated, parents/guardians should also inform their child’s Mentor and Year Leader. The email should include the reason for the absence and an indication of how long the child will be absent.

Regular or persistent absence (authorised or unauthorised) and/or late arrival will be followed up by the school as the school is obligated to inform of any unexplained or persistent absences/ late attendance to the Dutch Attendance Officer (Leerplicht).

If repeated or extended illness is a cause for concern (regularly sent home ill from school, absence during specific days/events, patterns of absence etc), the school will inquire about the absence and where appropriate will refer the child to the school doctor (Centrum Jeugd en Gezin, CJG) who will arrange a meeting with the parents/guardians.

The School Doctor will inform the school of the next steps.

Late arrivals

Please see the sections on Attendance and Punctuality from Primary School (Chapter 15) and Secondary School (Chapter 18) for more specific details about the follow up for late arrivals and absences for each school section.

Special Leave

If a student must be absent for reasons other than illness or a medical or dentist appointment, a ‘Request for Special Leave’ application must be submitted at least two weeks prior to the requested leave date.

The Special Leave Forms for Primary and for Secondary School and all details regarding Special Leave can be found on the school website.

ISH is bound to Dutch regulations in this respect and can only approve Special Leave for very specific reasons like serious illness, a bereavement, a marriage of a close relative or moving house. A maximum of 10 days per school year can be approved and when it meets these regulations.



Any requests for Special Leave of more than 10 days may need to be referred to the Attendance Officer (Leerplicht) who will then determine whether or not the leave can be granted.

6.2 The Law on Inclusive Education (Passend Onderwijs)

All students who are resident in the Netherlands have the right to access education that suits their qualities and abilities. The education provided by a school must provide them with the potential to be successful. A school must take steps to determine if the education it provides is suitable for the student before a place is offered. Admission to ISH is determined by the nature of our academic programmes and the availability and suitability of the additional support that we provide.

We offer a range of support for students with additional needs, including academic, social-emotional and health - but we are not a special educational needs school. At entry, families are required to provide all available information regarding their children's additional needs so that we are able to determine whether they are able to benefit from our educational programmes in an appropriate manner. In the event that we are provided with inaccurate and/or incomplete information a student's place at the school may be jeopardised. Please refer to the school's Educational Support Profile on the school website for further information on what support the Primary school is able to provide. <https://www.ishtehague.nl/academic/learning-support/learning-support-primary>.

When we have implemented the support and interventions that are available within our school, in some cases we may determine that we are not able to provide appropriate education to meet the needs of a child that will ensure their success and safety and/or the safety of others. In such cases, we have a responsibility to advise families in order to help them to find appropriate alternative education. Parents/guardians with questions on this can contact Assistant Principal Upper School (i.mckenna@ishth Hague.nl) or Assistant Principal Lower School (c.lappiere@ishth Hague.nl) in Primary. For Secondary School parents/guardians can contact the Deputy Head Student Support (k.stellema@ishth Hague.nl). More information about the law relating to learning support can be found at the following websites: www.passendonderwijs.nl and <https://www.swvzhw.nl/>. Please note that the school has both parent and staff representation on the support plan council - ondersteuningsplanraad (OPR).

6.3 Diversity

The school embraces the IB definition that *"Inclusion is an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers. It is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community."*

The International School of The Hague actively strives to dismantle institutionalised inequalities, that are both explicit or implicit by nature through the work of different individuals and groups, such as the IDEA Committee. It prioritises equality, inclusive admissions and recruitment, as well as related professional development and curricular review.

6.4 The Law on Suspension and Expulsion of Students

In the event of serious or repeated unacceptable behaviour that is deemed unsafe for the student themselves or for others around them, the school has the right to remove students from the school setting. In the Primary school, this will result in an internal suspension or removal from



the class. However, if the behaviour remains disruptive, the school will contact parents and ask for the child to be picked up. In our Secondary school, the suspension may take place internally or externally depending on the age of the child and the nature of the behaviour they have engaged in.

The law states that if it is deemed necessary to suspend a child this will be for a maximum period of five school days. When a child is suspended for any period of time, parents/guardians must be informed of the reasons in writing. If the suspension is for one day or more then the school inspectorate must also be informed via the school's online dossier. In such cases, the name and details of the child are not shared. Only the details of the suspension, the reason and the year of the child's birth is recorded.

Expulsion can only be approved by the Executive Director in consultation with the school leadership. Written notification clearly outlining the reasons for the expulsion must be provided to parents/guardians, school inspectorate and the Dutch Compulsory Education Department. Parents have up to six months to appeal the decision.

Repeating Years

One measure of intervention to enable students to make necessary progress may be to allow a student to repeat a school year in order to give them additional time to develop. However, this option is limited:

- Students may repeat only once per programme (Primary, MYP, DP and CP).
- Students who start the school one or two years below the age of their peers can only repeat the year once.

It is important to recognise that for many students, working alongside others who are significantly younger or older whilst their peers move on, can be very detrimental to their emotional wellbeing.

There may be some occasions where a student has experienced mental or physical ill health, which has resulted in them taking substantial time out from their schooling. We will review such situations on a case-by-case basis to decide whether repeating a year in a manner that contravenes the general rules set out above is in the benefit of the child.

7.1 The importance of information security and privacy

Education is increasingly dependent upon information and ICT. The amount of information, including personal data, is increasing due to developments such as personalised learning with ICT. It is important to protect information properly and to handle personal data securely and responsibly. Dependence upon ICT and personal data is accompanied by new vulnerabilities and risks. Proper regulation of information security and privacy (abbreviated to ISP) in an ISP policy is necessary in order to reduce the consequences of these risks to an acceptable level and to be able to optimally guarantee the progress of education and business operations.

The board of Stichting Rijnlands Lyceum is ultimately responsible for the security of data and privacy and has drawn up a privacy policy for all its schools. You can find this policy on its website (www.rijnlandslyceum.nl) under 'contact' and 'privacy'. It also states who the Data Protection Officer is and how you can contact this officer.

7.2 Information security and privacy at ISH

New technologies have become integral in today's society, both within and beyond the school walls. The internet and other digital information and communication technologies are powerful tools, which open up new opportunities for everyone to learn and connect more effectively. These tools can also bring challenges, so it is important to ensure that information security and personal privacy is respected and to help ensure that community data and users are suitably protected. The school strives to ensure that school systems and users are protected from accidental or deliberate misuse of technology that could place them at risk. ISH expects all members of the community to communicate in a way that is aligned to the school's Guiding Statements. Students are not allowed to be active on social media during lessons without appropriate permission. Staff are asked not to become 'friends' with students on social media accounts. The school provides primary students with technological devices needed for learning. Secondary students are required to bring their own, fit for purpose, devices. All students have age appropriate access to the school's digital infrastructure. In return, the school expects children to adhere to Student Expectations for Responsible Use of Devices, while using the internet and other communication technologies at school for educational, personal and recreational purposes. This includes not using methods such as VPN's or private browsing tools to attempt to circumvent the protections that the school has put in place.

The school needs to gather, process and store personal data in order to safely and effectively complete its primary task of educating and caring for children, as described in the Guiding Statements, and in accordance with Dutch laws. The school routinely collects personal information about students, parents/guardians, employees and at times third parties, to provide a safe, secure learning environment. Information is used to:

- Undertake and manage school admissions and enrolment.
- Approve school trips.
- Allow access to the campus and respond to emergency evacuations.
- Comply with child protection requirements.
- Support and enable student learning and the monitoring and reporting of progress.
- Provide support and care for emotional and psychological wellbeing.
- Protect the health of the students and staff.
- Make evidence-based educational decisions and inform planning and resource investment.
- Enable children to continue or progress their education at other educational organisations.



- Enable the development of a comprehensive picture of the workforce and how it is deployed.
- Inform recruitment and retention.
- Enable individuals to be paid.
- Support and develop employees in the performance of their duties.
- Meet statutory reporting requirements to local authorities as well as CIS and the IB.
- Help investigate any concerns or complaints.

Personal data is not kept for longer than is necessary to achieve the purpose for which it was collected. The school strives to protect people's rights and privacy from the misuse of personal data and from the processing of incorrect data. It limits access to sensitive data and reminds people of the need for consent when sharing confidential information. There is a process in place that allows people to exercise their rights over personal data. Individuals have the right to execute an inspection of personal data and the right to request a correction to data that they consider to be inaccurate.

The School's Privacy Officer is the Director of Operations. The Privacy Officer is the linking pin to the Stichting Rijnlands Lyceum's Data Protection Officer.

Chapter 8: Participation Councils and Parent Organisations

8

8.1 Participation Councils - *Medezeggenschapsraad (MR)*

Both the Primary and the Secondary school have a Participation Council, the *Medezeggenschapsraad* (or MR for short). In Primary, this comprises three staff members and three members of the parent/guardian community. In Secondary, this comprises six staff members, three members of the parent/guardian community and three student representatives from the Student Council. Members are elected using an official MR mandated process. Under Dutch law, the MR is established with specific responsibilities to advise or approve. They meet regularly with the school's leadership to talk through predetermined items, such as school policies, curriculum changes, health and safety, the budget and the school's development plan. These conversations provide a helpful forum for the school community to participate in important decision making. More information can be found here: <https://www.infowms.nl/> and on the school website (<https://www.ishtehague.nl/community/mr>). The MR can be contacted at primary.mr@ishth Hague.nl and secondary.mr@ishth Hague.nl.

8.2 The GMR - *Gemeenschappelijke Medezeggenschapsraad*

The GMR is a legal body within our organisation which provides staff, parents/guardians and students with an opportunity to have a voice in the direction taken by the Rijnlands Foundation (the Stichting).

Members of the GMR for both Primary and Secondary are appointed by their respective sections - staff, parents/guardians and students (Secondary only) for a term of three years.

8.3 Primary and Secondary Parent Organisations

Primary Parent Association (PPA)

All Primary parents/guardians are automatically members of the PPA. There is a PPA Board who organise meetings in school and manage events. Support from the parent community is actively encouraged and their efforts have resulted in many successful events over the years. The PPA also assists the school by coordinating and organising parent classroom representatives. The main purpose of the PPA and classroom representatives is to engage parents/guardians in meaningful involvement at the school in order to help create a sense of community and fun. To contact the PPA, email ish.ppa@ishth Hague.nl.

Secondary Parent Association (PA)

The ISH Secondary Parents' Association plays an important role in the social life of the school, fosters and coordinates parental involvement, and contributes to the information newsletter for parents/guardians and the school community. The Parent Association (PA) is a group of parents/guardians who have been elected to represent different aspects of school life and to reinforce the link between the parents/guardians and the school. This includes the bookstore, community events. This active participation is vital to school life, and ensures that the ISH community works well together for the benefit and future of our children. To contact the PA Board, email ish.pa@ishth Hague.nl.

The Parent Connectors

This is made up of parents/guardians who have been here a little longer. New families are connected to others who share their culture and/or language. This assists new families, both Primary and Secondary, by connecting them with someone to help them settle and find their way around the school and the city. There are welcome afternoons, coffee mornings, activities and



importantly, someone to call to ensure that your transition into ISH is as smooth and welcoming as possible. You can contact the Parent Connectors by emailing parentconnectors@ishthehague.nl.

Parent Representatives

Each Secondary year group has Parent Year Representatives. They meet several times a year with the Senior Leadership Team to discuss questions and concerns raised by the parents of the different year groups. In Primary School, Class Representatives assist teachers with sharing information and assist with memorable events for the children.

Chapter 9: Confidential Persons and Complaints Procedures



9

9.1 Confidential Advisors (Vertrouwenspersoon) at ISH

A team of Confidential Advisors has been set up where staff and students, parents and staff may seek support and/ or advice on matters requiring a great degree of confidentiality. At ISH, students can also contact the 'Student Wellbeing' Department in addition to the Internal Confidential Advisors. The Confidential Advisor may be approached in the event of concerns of bullying, harassment, discrimination and sexual harassment. The Confidential Advisor is able to provide support, information, and, if needed, advice on seeking any outside help available. There is a team for Primary and a team for Secondary in accordance with Dutch regulations.

Primary School	Mr. H Luijten	h.luijten@ishthehauge.nl
	Ms. A Buckiene	a.buckiene@ishthehague.nl
Secondary School	Ms S. Brouwer	s.brouwer@ishthehague.nl
	Ms J. Crockford	j.crockford@ishthehague.nl

9.2 Complaints Procedure

External Confidential Advisor (Vertrouwenspersoon)

Anyone is free to go to the External Confidential Advisor instead of the Internal Confidential Advisor. The External Confidential Advisor can guide the reporter/complainant through the complaints procedure and refer to support from other external parties. The External Confidential Advisor at our Foundation are affiliated with Centrum Vertrouwenspersonen Plus. The contact details are given below.

External confidential Advisor: Centrum Vertrouwenspersonen Plus(CVP Plus)
www.centrumvertrouwenspersonenplus.nl. T: 070 260 00 32 | E: info@cvp-plus.nl

Stages of Complaints Procedure

Step 1 - Internal Process:

We are committed to providing good education and a pleasant school climate. If, despite our best efforts, things do not go as expected, you can discuss this with us. Our policy is that you should first discuss the problem with the person(s) directly involved and, if this does not lead to a solution, with the Teacher/Mentor or the Deputy Head. If even that contact does not lead to a solution, you can turn to the Principal. The Principal will hear the parties directly involved and try to find a solution with them.

Step 2 - The Chair of the Executive Board of the Stichting:

If you feel that the problem cannot be solved, you can file a complaint with the Executive Director of the Rijnlands Lyceum Foundation (website: bestuur@rijnlandslyceum-csb.nl Mr. Arjan Kastelein, P.O Box 33, 2270 AA Leidschendam-Voorburg.

Step 3 - The National Complaints Committee

Finally, if the matter remains unresolved, the parent or student can contact the National Complaints Committee (Website: <https://onderwijsgeschillen.nl/>). The National Complaints Committee can be reached online: <https://onderwijsgeschillen.nl/formulier-klacht-indienen>, via telephone at 030 280 95 90, and by email info@onderwijsgeschillen.nl or by mail: Onderwijsgeschillen, Postbus 85191, 3508 AD Utrecht.

For more information on the complaints process, see here:

<https://www.rijnlandslyceum.nl/en/foundation/organisation/complaints-procedures>.

10.1 The Canteen

The school has contracted an external (commercial) caterer to provide catering services. Various food and beverages are sold by Appèl/Markies employees in the canteen. Clear agreements have been made regarding ingredients in relation to allergies, nutritional value of products, sustainability in relation to packaging, and vegetarian/plant-based products. There is a standard selection of various sandwiches, salads, wraps, fruit and snacks. There is also a variety of hot meals. Students can pay with a debit card. They are expected to dispose of packaging and other leftover garbage neatly in the designated waste bins.

10.2 Library Resource Centres

Both Primary and Secondary have libraries tailored to the needs of the children. The Primary Library is located on the ground floor of the Primary school. It consists of two distinct areas for upper and lower school children. Primary collections include picture books, and extensive home languages collection, fiction and information books. For more information about the services and collections of the Primary Library, please see the information in the primary specific section of this school guide.

The Secondary Library is located near the administration area of the Secondary school wing. The library has a number of areas to work (including study spaces) or relax with print and electronic collections of information books, fiction and languages. For more about the services and collections of the secondary library please see the curriculum and extension information in the Secondary specific section of this school guide.

Parent and student volunteers are welcome, but please call or email the librarian to make an appointment first at library@ishthehague.nl / secondarylibrary@ishthehague.nl.

10.3 Information and Communications Technology (ICT) Resources

In the Primary school, learners benefit from a 1:1 iPad programme in Years 5 and 6 and an IT suite where pupils work on projects or learn a range of discrete IT skills such as coding, media literacy and design, and the use of cloud based learning environments which incorporate a variety of applications graphic design, word processing & spreadsheets." From Early Years to Year 4, class groups have iPads available, allowing for group work in the classroom. The 1:1 programme in the Upper School and class sets of iPads in all other year groups ensure that each student has direct access to IT resources when necessary to support learning in the classroom. Year 5 & 6 students are also provided with access to the Google Workspace for Education environment used by the school to prepare them for working with online collaboration tools later in their school life.

All students attending the Secondary school are expected to have a digital device for the purpose of supporting their learning. Students in Years 7 to 9 are required to have an iPad, whilst students attending Year 10 and above are required to bring a laptop device.

In addition to the requirement that students bring approved devices to school, ISH also provides two IT suites in the Secondary school that facilitate access to a wide range of specialist software programmes which are central resources for the digital design and computer science subjects.



10.4 Science Labs

In Secondary, the Science department has eight laboratories, two each for the three specialised sciences we offer (Biology, Chemistry, and Physics) and two for General Science. All the laboratories are fully equipped with specialised equipment and can accommodate up to 25 students at a time. To help the teachers deliver the practical side of the curriculum and to ensure a safe environment for students to learn, we also have four fully qualified laboratory assistants.

10.5 Art and Design Facilities

The school is equipped with outstanding facilities for Art and Design. This includes:

- A 340-seat capacity theatre
- Drama studios
- Music suites
- Purpose built Secondary art and design rooms
- A Primary makerspace
- A Primary kitchen - creativity with food
- Film and livestream facilities

10.6 Sports Facilities

Students at ISH have the opportunity to use sports facilities both within and beyond the campus walls. Secondary use the following facilities off site to facilitate health and the sports after-school programme:

- Golf Ockenburg Driving Range
- De Rhijenhof Tennis Centre & Houtrust Tennis Park
- Die Haghe Football Club House (for yoga and dance activities)
- HDS Hockey Club
- De Uithof - for climbing
- Haag Atletiek - track & field

On site the following facilities are available:

- Two sport halls in Secondary and an additional hall in Primary
- Multiple outdoor adventure gyms in Primary and two outdoor climbing walls
- Street workout area and a bouldering wall for Secondary
- Two outdoor table tennis tables in the Secondary playground area
- Hard surfaced playgrounds with two mini-basketball courts
- An artificial multi-sports pitch
- The fitness suite with Matrix fitness equipment. Open Monday to Friday during school hours (08.30 to 16.35) to Year 11-13 after completion of an induction programme with a PE teacher.

10.7 School Bookstore

The school bookstore is located on the ground floor opposite the Auditorium. The shop is open each day, Monday to Friday, from 10:00 – 13:20 and is available to all Secondary students. It is voluntarily staffed by parents and stocks a wide variety of stationery, calculators and sport items. They are all reasonably priced. Furthermore, students are encouraged to try on sample PE t-shirts before ordering one on the Free Kick website. The bookstore accepts cash and PIN.

At the start of every academic year, volunteer parents/guardians set up tables outside the bookstore and have longer opening hours as a way to encourage students to purchase their stationery.



10.8 School Bus Services

The door-to-door transport service available at ISH is offered by a company called Achttax. This private minibus service currently operates from the following areas: Den Haag, Voorburg, Leidschendam, Ypenburg, Scheveningen, Rijswijk, Zoetermeer and Voorschoten.

In Primary school, a member of staff will supervise students using the minibus service at the end of the school day. The students wait in the Primary Aula until the vehicle is ready to board. Please inform the school if you have registered for this service and keep the school and transport service company informed if your child is not using the service due to activities or illness on specific days. If you have any questions or would like more information, please contact Achttax directly at planning@achttax.nl or tel. 070 383 9696. If after contacting Achttax, you require further information or support, please contact the Primary Office at primary@ishthehague.nl or Secondary Office at ish.secondary@ishthehague.nl.

The International School of The Hague (Primary School)



Chapter 11: Primary School Structure



11

11.1 Primary Leadership Team

The Primary Leadership Team is comprised of the following five members:

Primary Principal	Ms R. Borges	r.borges@ishthehague.nl
Primary Vice Principal	Ms M. Lawrence	m.lawrence@ishthehague.nl
Assistant Principal Curriculum	Ms S. Goodhand	s.goodhand@ishthehague.nl
Assistant Principal Lower Primary	Ms C. Lapierre	c.lapierre@ishthehague.nl
Assistant Principal Upper Primary	Ms I. McKenna	i.mckenna@ishthehague.nl

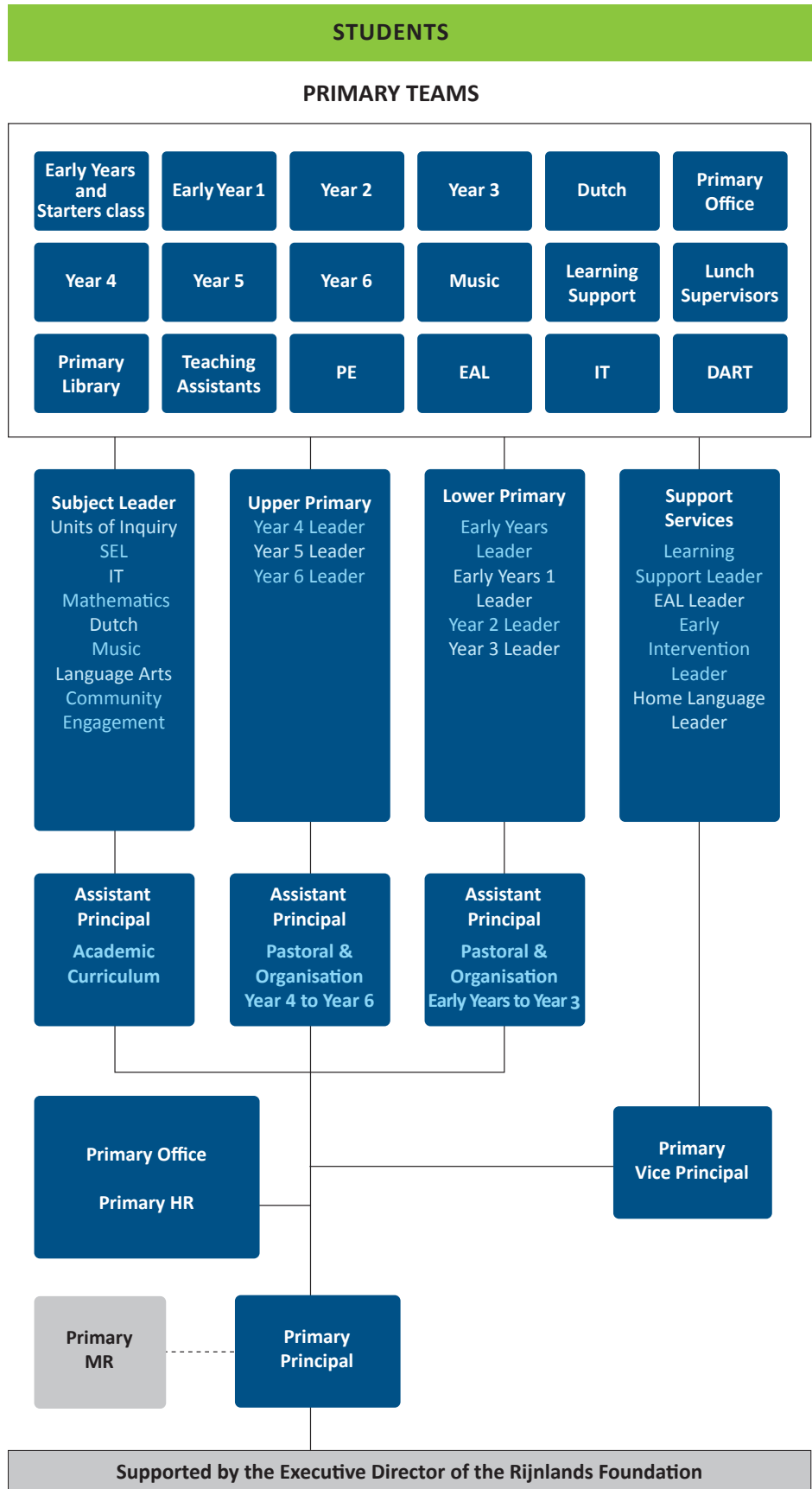
Primary Curriculum Leaders and Coordinators

EY Leader: Kate Henning
EY 1 Leader: Kerry Wilkinson
Year 2 Leader: Jade Russell
Year 3 Leader: Sally Sterk
Year 4 Leader: Rachael Mwet
Year 5 Leader: Patricia Hubbers
Year 6 Leader: Dianna Bradley
Units of Inquiry Leader: Andrea Jenkins
Language Arts Leader: TBC
Mathematics Leader: Christy Fischer
Dutch Leader: Monique Oomes
Music Leader: Dina Titan
PE Leader: Rory Hawkins
IT Leader: Kevin Curiston
Social Emotional Learning: Jamie Lewis
Primary CIS Lead: Andrea Jenkins
Learning Support Lead: Mary Axelsen
EAL Leader: Mindy McCracken
Home Languages Lead: Amy Kuong
Community Engagement Leader: Inma Hidalgo
Early Intervention Lead: Katy Gordon

Key Staff

Primary Office Manager: Eefje Robinson
Primary Admissions: Carmel van der Heijden
Primary Administrator: Solange Williams
Health Office Manager (Whole School): Martine Sangster
Communications (Whole School): Courtenay Mavity
ICT Manager (Whole School): Jamie Berry
Director of Operations (Whole School): Erwin Mossel

11.2 Primary School Organogram





12.1 Early Years Programme: EY & EY1

In Early Years we understand the importance of giving children the best possible start to their learning journey. That starts with children feeling happy and secure which is why at ISH we first focus on providing a warm, happy and welcoming environment for every child.

Our highly skilled and passionate Early Years teaching staff support children to follow their curiosity and imagination through open-ended play experiences in a unique, purpose-built learning environment.

We know that when children make their own decisions and follow their own interests, their confidence grows and the richest learning experiences happen.

Our core beliefs in Early Years at ISH are:

- We believe children are capable learners.
- We foster an enabling environment.
- We focus on collaborative relationships.

The Early Years Programme (Age 4 to 5 Years)

Our programme is inspired by the student-centred, Reggio Emilia and Montessori approaches, which utilise self-directed and experiential learning, where children learn by doing. As Maria Montessori said: *“Play is the work of the child”*, in other words children learn and grow through play.

Children as Capable Learners

We believe passionately that young children are strong, capable and resilient. Children are naturally curious and want to experiment, explore and make sense of the world around them. We value previous experiences and the understanding that children bring to the learning process and encourage them to make connections and build on those experiences.

Children come to school with some knowledge, skills and understanding already in place. For example children may come into school with knowledge of print and books such as how to hold a book the right way round, how to turn the pages and tell the story.

Through our interactions with children, both individually and in groups, we are able to identify where they are in their understanding and then plan learning opportunities to develop these skills further. We emphasise the growth of children's inquiry, creativity, curiosity and imagination, while the development of basic skills is also carefully nurtured.

An Enabling Environment

At ISH we are fortunate to have a purpose-built setting, designed to stimulate the children's curiosity every day. The teaching staff plan for and support rich learning opportunities through play - preparing the space, placing the equipment, responding to the needs and interests of the children in their care every day.

There are four classrooms for your child(ren) to explore, with a shared central space as well as a fantastic outdoor area and a fully fitted indoor EY gym. Each classroom supports an area of learning, for example, the Arctic Room supports mathematical development and block play. Throughout the day, children are able to 'free flow', which means that they can move freely through the whole EY setting and make choices and decisions about the places and spaces in which they will learn.



Movement is essential for a small child as it provides a crucial building block for brain development, on which all future learning builds and the indoor/outdoor access all day long really supports that essential physical development.

The 'free flow' approach also encourages children to be independent, accessing the resources and materials that they need, choosing things that interest them and connecting with their new friends.

Early Years One Programme (Age 5 to 6 years)

As children progress to EY1, they continue to have access to free-flow, both within their classroom and across the EY1 setting. Alongside this, they begin the curriculum content of the Primary Years, easing into the IPC units and beyond, at a pace that works for them. During the day, there are opportunities for whole class teaching moments, as well as specialist lessons for library, music, Dutch and PE, which they would have already started to experience during their first year at the school.

12.2 Primary Programme:

Language Arts

At ISH we aim for Primary students to:

- Gain reading skills for decoding, meaning making and research.
- Read a variety of fiction and non-fiction texts.
- Become lifelong readers who read for pleasure and purpose.
- See themselves as writers with something important to say.
- Write to inform, persuade and entertain.
- Develop concepts, knowledge and skills to support their writing.

A 'Workshop' approach is used to teach reading and writing. These workshops create a predictable structure of explicit instruction followed by independent practice with targeted support. Writing is taught through units which cover the broad genres of Narrative, Information and Opinion. In addition, explicit phonics instruction creates a solid foundation on which reading and writing skills develop.

Writing

From EY1 to Year 6, students study three main genres of writing: narrative, informational and opinion. Within these genres, students may study more specific forms of writing, such as personal narratives, writing series fiction, lab reports, historical information writing, reviews and persuasive essays. Students are encouraged to write about topics and ideas which interest them, to write for a purpose, and to share their writing with the wider community. Students are taught to move through the writing process: generating ideas, planning, drafting, revising and editing their written work. Through this programme, students write with increasing stamina and accuracy, and learn to apply a range of craft skills to make their writing informative, interesting or persuasive.

Reading

We provide a text-rich environment, with access to high-quality literature through classroom books and the primary library. Students experience reading a range of fiction and non-fiction texts, and develop their accuracy, fluency and comprehension in reading increasingly complex texts. We place an emphasis on book talk, with students sharing their reading with partners in younger years, and taking part in book clubs in upper year groups.



Word and Sentence Study

Students from EY1 - Year 3 follow Units of Study in Phonics, where they are taught the letter-sound correspondences and spelling patterns that they use in their reading and writing. Years 4-6 continue this learning in Word and Sentence Study lessons, where they continue to learn English language spelling patterns, following the Words their Way curriculum. Explicit grammar instruction is also incorporated into Word and Sentence Study lessons.

EAL Learners

EAL learners are supported by the use of Mentor texts, small group instruction and translation tools. We place an emphasis on translanguaging for all learners, so that students develop understanding of concepts in both English and their home language(s).

Mathematics

Mathematics is a powerful tool for describing and analysing the world around us to help us to solve problems. We aim to support students to appreciate the intrinsic fascination of mathematics and to explore the world through its unique perceptions. Our programme aims to provide students with the opportunity to see themselves as 'mathematicians' by developing a growth mindset to mathematics, where they enjoy and are enthusiastic when exploring, inquiring and learning about mathematics.

At ISH, our mathematics curriculum supports a mastery approach to learning. 'Maths Mastery' is achieved through exploration, clarification, practice and application over time. The aim is for students to be able to demonstrate a deep, conceptual understanding of a topic, as a way of thinking, rather than simply memorising key facts and procedures.

We believe that a mathematical concept or skill has been fully mastered when a student;

- Can represent it in multiple ways.
- Has the mathematical language to reason and communicate related ideas.
- Can independently apply the concept to new problems in unfamiliar situations.

When introduced to a new concept, be it fractions, measurement, or shape, children build competency by having the opportunity to develop their understanding of the concept. Children use manipulatives, before progressing to pictorial representations and then finally working confidently with a more abstract approach to key concepts.

Emphasis is placed on pre-assessment opportunities at the beginning of a unit to find out what children already know to determine where to start teaching.

Children use an inquiry approach to carry out mathematical investigations, where they can engage with ideas to develop their conceptual understanding, which can then be applied to new situations.

For the majority of learners who are new to English, there are many language demands for students to access mathematics lessons, and an understanding of the key features of mathematical language is essential for success in this subject area. We support students by ensuring children have the mathematical vocabulary and concepts needed to engage with a unit.



Primary Curriculum

Throughout Primary, learning is uncovered through concept based inquiry. Teachers and students engage with concepts to develop key knowledge, skills and understandings. Students are encouraged to be curious, to think creatively and to construct meaning that can be transferred to new situations.

Units of inquiry are carefully planned across the year groups from Early Years to Year 6, to ensure a transdisciplinary approach, making connections across subject areas. Learning is organised around key concepts that help children to reach essential understandings.

In keeping with the overall philosophy and vision at ISH, the primary curriculum supports children in celebrating the host country language and culture as well as developing a sense of their own nationality and language. This helps students to develop a strong respect for the nationalities and cultures of others.

We strive to connect our learners to both the local and global environment through a range of learning-focused activities to inspire positive action and engagement with global issues to help develop a sense of 'international mindedness'. One way that we do this is by connecting our units of inquiry to the UN Sustainable Development Goals (SDGs).

Educational and Residential Visits

We value the importance of field trips and excursions as an important and effective means of motivating students and engaging them in active learning experiences. Visits are curriculum related and enhance classroom learning by making real world connections, as well as allowing students to interact with and learn from the local community. Additionally, we have a range of visitors to the school to deliver presentations and workshops across all areas of the curriculum.

Parents/guardians are given a list of all trips and a blanket permission slip to sign at the beginning of the school year to cover all day trips out of school. Questions or concerns about any of the trips can be discussed with the class teacher.

12.3 Information and Communication Technologies (ICT)

Learners benefit from a central ICT lab used to support learning across the curriculum. Students also learn a range of discrete ICT skills. These skills, as well as conceptual understanding, are organised in a vertically articulated curriculum, which is linked to the ISTE Standards For Students and where each step is developmentally appropriate, preparing our students to engage in the modern, digital world.

From Early Years to Year 4, class groups have iPad towers allowing for group work in the classroom. In Years 5 and 6, a 1:1 iPad programme supports learning objectives. Students and parents/guardians are asked to sign an iPad agreement. Class and specialist teachers work with the ICT Subject Leader to devise projects and activities which allow for the teaching of specific skills and to ensure that IT is well-integrated in the mainstream curriculum. Integration and further development continues throughout the year during the technology rotations of our DART programme.

Through our Digital Leaders and Digital Citizenship programmes, students develop the knowledge, skills and understanding necessary for them to safely navigate modern digital environments.



12.4 Student Wellbeing Programme

ISH Primary promotes a positive school culture and provides a safe learning environment, to develop the inner well-being of the child.

Social and Emotional Learning (SEL)

In order for learning to be effective, children must feel secure and supported. The aim of Social and Emotional Learning (SEL) at ISH is to ensure all children have the knowledge, skills, and competencies to succeed in school and in life. The programme supports young people to become self-aware, caring and connected lifelong learners who work together to achieve their goals and create a more inclusive, just, and equitable world.

Social and emotional education is central to helping children acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.

Research demonstrates that an education that promotes Social and Emotional Learning has a positive impact on a wide range of outcomes, including academic performance, healthy relationships and mental wellness.

At ISH we encourage pupils to have a mature and respectful appreciation for difference and diversity. Through discussions about what it means to be a global citizen, children engage critically with stereotypes and prejudices and develop an understanding of how we can celebrate our own heritage and home cultures, whilst also embracing the diverse culture of our communities.

The Social and Emotional Learning programme covers five core social and emotional competencies;

- Self awareness
- Self management
- Responsible decision-making
- Relationship skills
- Social awareness

There are opportunities to integrate the Social and Emotional Curriculum in all elements of the ISH learning programme. In addition, social and emotional skills and attitudes are taught and practised through explicit instruction.

Comprehensive Sexuality Education

As part of our Relationships Skills strand, we equip children with knowledge, skills, attitude and values that will empower them to:

- Realise their health, wellbeing, and dignity
- Develop respectful social and sexual relationships
- Consider how their choices affect their own well-being and that of others



Student Charter

The school used the United Nations Convention on the Rights of the Child as a framework to identify individual student rights and responsibilities. The purpose of the ISH Student Charter is to provide a vehicle to share understanding, increase student agency and improve behaviour.

Students (and adults) are expected to:

1. Be respectful of others regardless of who they are, where they are from and what they believe.
2. Be safe in how we take care of ourselves and in our behaviour towards and around others.
3. Be responsible in our behaviour and in our learning.

As valued, respected individuals, children at ISH have the following rights:

1. Be treated with respect regardless of who we are, where we are from and what we believe.
2. Be consulted about decisions that affect us through our student representatives, be able to question those decisions and to assert our rights as they are set out in school policies and protocols.
3. A safe, clean and well-maintained school environment, which supports our learning and personal development.
4. Share our personal views at appropriate times, keeping in mind that we must respect the views of others and not share views in a harmful and disrespectful way.
5. Learn about ways to take care of our wellbeing and personal safety.
6. Have access to support services that take care of our physical and mental health.
7. A healthy and balanced learning experience, which allows us to pursue our own interests.
8. Experience learning in line with the school's High Quality Learning Statements so that we are enabled to achieve our own personal excellence and be well prepared for life after school.
9. Be informed about our rights within and beyond school.
10. Learn about and share our culture and language and have it valued by others.

Students use the Student Charter to make shared 'Classroom Agreements' at the beginning of each year, which guide classroom behaviour expectations.

Standards of Conduct

Be Respectful

- Treat all people kindly and be accepting of differences
- Be attentive and responsive to the directions of adults
- Listen when someone else is talking and try not to disrupt learning
- Take care with other people's belongings and ask before borrowing
- Speak truthfully and refrain from using inappropriate language

Be Responsible

- Take responsibility for personal choices/actions and learn from mistakes.
- Sustain a positive attitude towards learning, remain organised and try to engage meaningfully with people (and the prepared learning experiences)
- Look after personal belongings, and take care of school equipment and the school facility
- Adhere to school agreements about classroom behaviour, playground behaviour and digital citizenship
- Personally, strive to develop the attributes of the ISH Community Profile and honour the ISH Student Charter



Be Safe

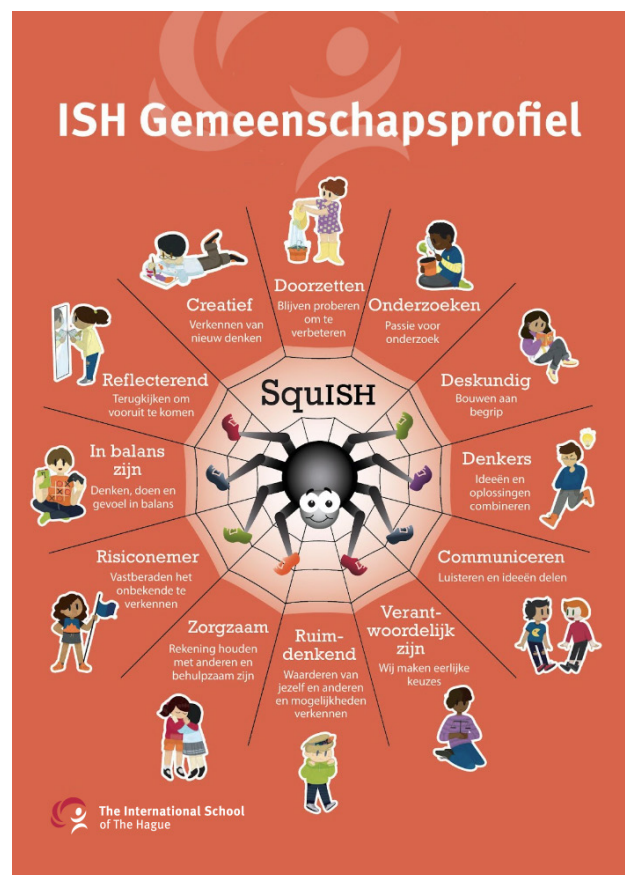
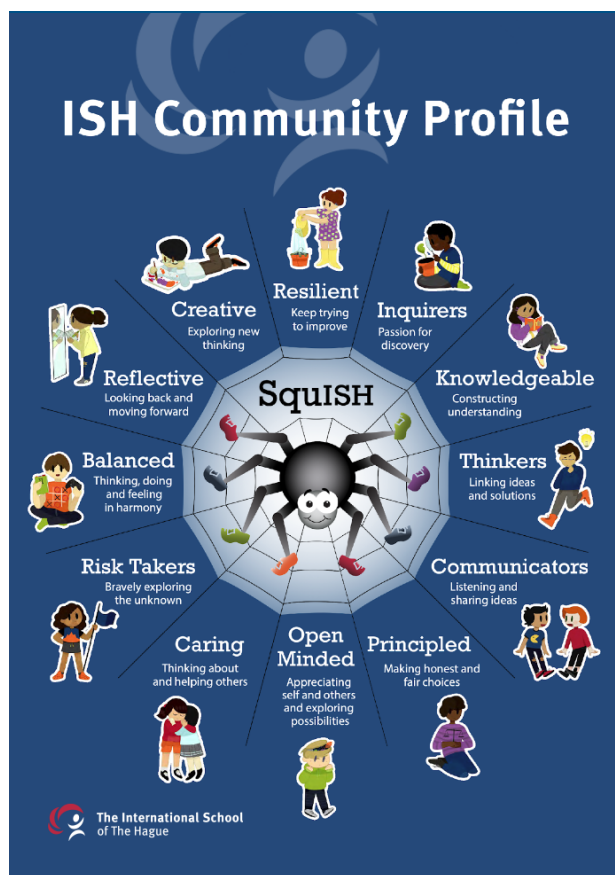
- Refrain from all behaviours that are intended to harm others physically, materially or mentally. Report harassment and abusive behaviours. Play-fighting is not permitted.
- Seek permission before leaving a supervised space or the school campus
- Always walk calmly through the school building and use indoor voices. Do not speak during emergency procedures like lockdowns and evacuations.
- Ensure that nothing harmful is brought to school. Phones and smart watches may not be used during the school day without permission. The school does not accept responsibility for the security of these devices. They must be kept in school bags at all times.
- Only consume food in designated areas. Healthy snacks are strongly encouraged. Sweets, gum and sugary drinks are not permitted at school.

Restorative Practices

Our staff are trained in the use of 'restorative practices' to support students to resolve conflicts. This helps to build community and healthy relationships.

ISH Community Profile

The ISH Community Profile is used to promote intercultural learning and global citizenship. These attributes promote the individual qualities and dispositions we believe children will find essential in the 21st century. There are 12 Personal Goals that form the ISH Community Profile. In Primary these attributes are represented on the web of SquiSH the spider:





12.5 Specialist Lessons

In PE, Music, Dutch and Library, children are taught by specialist teachers. The recent addition of the DART programme means that children also access specialist-led Art, Drama and ICT lessons on a rolling basis. Please check your child's timetable for further information.

Year Group	Physical Education	Dutch	Music
Early Years	1 * 45 min.	2 * 45 min.	1 * 40 min.
Early Years 1	2 * 45 min.	2 * 45 min.	1 * 45 min.
Year 2	2 * 45 min.	3 * 45 min.	1 * 45 min.
Year 3	2 * 45 min.	3 * 45 min.	1 * 45 min.
Year 4	2 * 45 min.	3 * 45 min.	1 * 45 min.
Year 5	2 * 45 min.	3 * 45 min.	1 * 45 min.
Year 6	2 * 45 min.	3 * 45 min.	1 * 45 min.

Physical Education

At ISH, our physical education (PE) programme promotes a positive attitude towards a healthy lifestyle by building a strong base for children to make informed choices about physical activities now and in the future, while developing an understanding of the importance of exercise for both body and mind.

The PE curriculum supports children's development by providing opportunities to learn and participate in a variety of activities and games that help to build character and resilience, as well as develop values such as fairness, honesty and respect. Furthermore, our PE curriculum promotes the development of teamwork, communication and collaboration skills. PE lessons are given twice a week to classes from Early Years to Year 6 by our specialist PE Teachers.

Our PE curriculum is divided into units which include health related fitness, territory games (eg. team games, ball games), dance, gymnastics, athletics, net games, and striking & fielding games.

The PE Department has access to sports facilities both indoors and outside. We also participate in yearly sports tournaments, events, sports days, local fun runs and musical and dance performances. Primary children need to come to PE in clothes that allow them to move freely. Ideally these should be sports shorts/trousers and t-shirt/sports shirt. All students need outdoor sports shoes and indoor sports shoes with a non-marking sole. For safety reasons, students are not allowed to wear jewellery during lessons.

Veilig Leren Fietsen Programme - The foundation of Veilig Leren Fietsen (Safe Cycling Education) is the bicycle skills module. During this module, students receive cycling lessons from their PE teacher on the school playground. The aim is to teach students how to ride a bike in a traffic-free environment through playful activities, while also improving their cycling skills so they become confident and comfortable on a bicycle. In addition to building essential skills, this programme also promotes integration into Dutch culture and society, where cycling is a key part of daily life. It supports the use of bicycles as a form of sustainable transport to and from school, helping students develop healthy, environmentally conscious habits from an early age. The module is suitable for all year groups in primary education, special primary education, and special education.



Dutch

Whilst living in the Netherlands, all students have the opportunity to learn Dutch. Children in all age groups learn Dutch from a native speaker and in addition they explore the history, culture and geography of the Netherlands, whilst developing competency and fluency in spoken and written Dutch. Dutch language acquisition lessons focus on oral and verbal abilities, through meaningful role play, story telling, music and game based learning. In addition, the Dutch department explores cultural themes which include: our neighbourhood, festivals and celebrations.

The content of the curriculum is driven by the communication needs of the students and their language proficiency level. From Year 2, students are grouped according to their Dutch language level. Students who are new to Dutch are supported to learn basic conversational Dutch, while those arriving with Dutch competency are supported to maintain and develop their social and academic understanding of the language, as well as developing their reading and writing skills in Dutch.

DART

Our DART (Drama, Art and IT) programme began in 2023, with the aim of expanding our Arts offerings in the curriculum, and raising the skill level of students. ISH believes that the arts equip children with critical life skills, foster creativity and confidence, and make learning a more enjoyable and engaging process. We also have an IT program separate from DART to increase student access to IT education - with the use of an integration model whereby digital citizenship and media literacy is supported via IT, Library and PSHE.

We are now into our second year of implementing the programme and the engagement and enjoyment is clear for all to see.

All students across the Primary school have two rotations of each of these subject areas across the year, with one lesson a week being dedicated to DART. We have three specialist teachers to plan and teach the programme. Lessons follow a skills based continuum for students, as well as linking in with some of our academic units.

These experiences and skills will stay with our students across their entire school journey.

Music

The aim of the music programme at the ISH is to enable each child's musicality and creativity to blossom. Students are active music makers throughout the Primary years, from EY through to Year 6, experiencing music through performance, listening, exploration, improvisation and composition. The programme exposes children to diverse musical styles which include classical, modern, jazz, world music, pop and blues music, allowing for a deeper understanding of the diverse approaches to basic musical elements. Children listen to and identify music elements and are gradually introduced to musical terminology. The students also engage in vocal and instrumental performance tasks. Music lessons offer children an opportunity to approach new challenges, according to their creativity and curiosity. They can experiment with and explore music composition, including the use of music technology, such as video, sound-editing and composing software. Our extracurricular programme enables children to further develop their musical interests and talents. These opportunities include school choir, Primary rock band and Primary orchestra.



After-school Music Lessons

There is a range of after-school activities available for Primary students, including private music lessons. The Malcolm Davies Music Centre (MDMC) is a group of independent music tutors who provide private music lessons for our students. Via the school website parents can connect with the music tutors directly and arrange for music lessons after school. The Primary Office confirms the bookings of these lessons.

“Music is one of the most powerful forces in the rise of mankind, and he who renders it accessible to as many people as possible is a benefactor of humanity” (Zoltán Kodály).

Tutors at the MDMC believe in just that: learning music engages and develops children’s brains and contributes to the acquisition of good social skills, supporting them to become well-rounded human beings.

13.1 English as an Additional Language (EAL)

The EAL programme is specifically designed to teach English skills as well as enabling our multilingual learners to access the Primary curriculum units more easily. The school curriculum is made accessible by a team of EAL teachers, who assist students in building up their English academic language over time. Children are taught within the classroom setting or in small groups based upon their English level. EAL learning starts already in Early Years classes. The focus may first be on oral language development, but gradually evolves to developing reading and writing skills as well. English beginners will also work with translation software so they can keep up with lessons in other classes in their strongest language whilst learning the school language too. This is what is known as translanguaging. Translanguaging is a flexible, multilingual approach that empowers our students to develop new languages by connecting them to the languages they already know. More advanced students of English make use of this translanguaging approach too, to keep their home languages growing for their future.

To ensure every child reaches their full potential, the EAL team is also working inclusively and collaboratively with all teachers and students to strengthen their academic language across different subjects in the classroom.

13.2 Learning Support

We recognise that all children are different and many will require, at some point in their education, some additional support with academic, social skills or behaviour. We are, however, a mainstream school and have limited possibilities to support children who have additional needs. The Learning Support team provides support to students, helping them to integrate and participate in mainstream classes. This support may be one-to-one or in small groups.

13.3 Home Language

As a truly international school, ISH is committed to the development of every student's home language(s). This is normally the language their parents have used to communicate with them since they were born, to tell them their first stories, to comfort them when they were afraid or hurt and is often the same language spoken by their grandparents. Research has proven that a strong home language contributes to the successful acquisition of new languages. It also provides students with access to their own culture and family background, giving status and value to their multilingual and cultural identity.

Within the curriculum there are opportunities for students to use their home language either individually or in groups, through planned moments and through translanguaging. Students participate in a variety of meaningful learning opportunities, which include researching, preparing presentations and sharing their thoughts through speaking and listening activities. This learning takes place across the curriculum, where students are encouraged to make the connections between the content of the learning that is happening in English and their home language. Wherever possible the students are supported by their peers who share the same home language. Secondary students also support the programme and we actively encourage parents and members of the wider ISH community to become involved.

We recognise that although our programme within the curriculum provides the students with an opportunity to use their home language, there is limited scope for them to further develop their language skills. For this reason we also have an optional after-school home language programme which requires additional payment. During this programme the students concentrate on the



expansion of their 'Cognitive Academic Language Proficiency' (CALP) and the development of their reading and writing skills in their home language. These skills are transferable between languages and are necessary for students to move beyond the social to the academic. We offer this programme in as many languages as possible although this is dependent on the availability of qualified tutors. To find out more about this programme you can contact the Primary office: primary@ishthehague.nl.

Chapter 14: Assessment and Reporting Progress



14

14.1 Assessment

Assessment plays a key role in the learning process at ISH and falls into one of two categories, assessment for learning and assessment of learning.

Assessment for learning is a formative process that takes place on a daily basis within the classroom and is used to plan the next steps along the learning journey. Examples of assessment for learning include pre-unit assessments to determine students' existing understandings, individual and small group learning conversations, opportunities for students to reflect on their learning and student-led goal setting.

Assessment of learning is a summative process and is used to measure student achievement and monitor individual progress as well as the progress of cohorts.

Using External Standardised Assessments

At the end of the academic year, all students from Years 2 to 6 are assessed using standardised tests provided by GL Education. They are a leading provider of research and assessment for schools in the UK and overseas. They provide us with various forms of data regarding progress in mathematics (PTM) and English (PTE) as well as Readiness to Learn (PASS). In addition to this, we administer the Cognitive Abilities Test (Cat 4) in Years 3 and 5. We use this information alongside our other assessments to monitor and track children's progress.

Years 4, 5 and 6 students also participate in the International Schools' Assessment (ISA) in February, provided their level of English is sufficient. The ISA assessment programme is designed specifically for students in international schools starting in Grade 3, which is our Year 4. It is based on the internationally endorsed reading, mathematical literacy and scientific literacy frameworks of the [OECD's Programme for International Student Assessment \(PISA\)](#).

We take part in Mathematical Literacy, Science, Reading and Writing (Narrative) and Writing (Exposition). This assessment not only allows us to track individual students and cohorts but also compare how robust our curriculum is, and how our learner outcomes compare with those of other schools in Europe and across the world. We use the data to support learning and for curriculum evaluation and development. ISH Primary continues to produce outstanding results across all core literacies in relation to other schools. This information is shared annually with individual families and is also reported to the entire learning community via Annual Reports.



14.2 Reporting Progress

There are a number of different opportunities to receive feedback about the progress your child is making. These include Parent Teacher Consultations and written reports.

October	Parent Teacher Consultations
December	Mid-year progress report
February	Student Led Conferences
April	Parent Teacher Consultations
July	End of Year report

During Parent Teacher Consultations (online) in October and April, along with your child's class teacher, specialist staff will be available for meetings. Class teachers' and specialist teacher meetings will be organised through appointments. In February, students have the opportunity to share and showcase and articulate their learning targets with their parents during Student-Led Conferences (in person).

Class Teachers are also able to meet with parents outside of these scheduled events. Appointments are typically arranged via email. The learning support team usually arrange separate parent consultations.

For children in Pre-Early Years, parent consultations will be held at the same time as Primary consultations in April and reports are only issued at the end of the school year.

At key points throughout the year, teachers meet with the Assistant Principals to discuss the progress of each individual student in review meetings.



15.1 The School Day

- 08:10 - 08:25 Children arrive at school, say farewell to parents outside the building and go straight to class.
- 15:00 All children are collected or leave the premises with a Gate Pass. No children should be on school premises after 15:00 unless they are involved in an After School activity.
- On Wednesdays, lessons finish at 12:30 for all Primary children, including Early Years children who still have lunch at school on that day.

All children have an outdoor morning playtime of 20 minutes. There is a 50 minute lunch break which includes time for eating in the classroom and for playing outside.

Arrival at School

Parents/guardians are welcome to use the drive through 'kiss and ride' or park and walk with their children into the school grounds. It is also possible to come into the school grounds by bicycle. Parents/guardians of Early Years children are invited into the classrooms until 08.30 to participate in reading books. Early Years 1 parents/guardians are allowed into the Early Years playground in the morning to say farewell.

Collecting Children from School

Teachers will personally hand your child to you at the end of the school day, or to an authorised adult whom you have placed in charge of your child. Children should be collected from the front of school on the triangle (except for Early Years children, who are brought from the EY playground). Please make sure all Primary children are collected by 15:00. Children not collected by 15.05 will be taken to the Primary Office and parents contacted.

Gate Pass

If you wish your child to leave school and travel home alone at the end of each day, you must request a Gate Pass for them. This can be done by completing the Gate Pass request form on the portal. This arrangement will be renewed annually and is only available to Primary students Years 3-6. Students with a Gate Pass must leave the school premises once dismissed and may exit through the front of school or through the Hungry Mind Gate at the rear of school.

Any child who has to leave school for an appointment during school hours must be collected by a parent or guardian who must report to the Primary Office and sign their child out. On return to school the child needs to report to the Primary Reception before returning to class.

15.2 Lunch Arrangements

Students are required to bring a packed lunch from home. During lunchtime, your child will be supervised by staff and lunchtime supervisors whilst they play and eat their lunch. Clubs and activities may also be held during lunch breaks.

Packed Lunches

Children are required to bring a healthy and nutritious packed lunch every day except Wednesday, with the exception of EY who still require a packed lunch on Wednesday.

- Sweets and fizzy drinks are not allowed.
- All children should bring a refillable water bottle.
- We are not able to refrigerate packed lunches or to warm up food.



Birthday Arrangements

- Cup cakes or individual treats are permitted - we will send these home with the children.
- Please remember some students may have nut allergies. No party bags are permitted.

15.3 Attendance Procedures

Late Arrivals

Parents are responsible for the arrival of their children at the correct time. Following Dutch regulations from the Leerplicht, you will be contacted if your child consistently arrives late. You will be required to provide an explanation for their late arrival.

Children arriving late must report to the Primary Office. Persistent unexcused lateness will be followed up by the school. If your child is late six times in one term, the school will send you a letter. If your child is late twelve times in one term, then the school is obliged to inform the Leerplicht.

General Absence

If your child is not going to be in school, please email primary@ishthehague.nl before 08:20 on the first day of absence, copying in the class teacher.

If your child is absent for more than one day due to illness, an email needs to be sent each morning, unless we have been informed that their absence will be for a specific period of time.

Please note that the school will always contact parents if a child is absent. Regular or persistent absence will be followed up by the school as the school is obligated to inform any unexplained absences to the Leerplicht.

Please take note of our guidelines below on absences:

If a child has been ill for more than five (5) days, a doctor's note should be provided to the Primary Office. If the child has several periods of illness, then the school will inquire about the absences. If the child does not adhere to the above criteria but 'illness' is a cause for concern (regularly sent home ill from school, absence during specific days/events, patterns of absence etc), the school will inquire about the absence. If the child is still absent, the school will inform the school doctor (Centrum Jeugd en Gezin, CJG) who will arrange a meeting with the parents/guardians. The School Doctor will inform the school of the next steps.

Medical Appointments

Parents should inform the Primary Office via email, copying in the class teacher, of any medical appointments indicating the time the child will be collected and returned to school. Parents report to the Primary Office to collect their child. Parents should drop off their child at the Primary Office upon return.

Special Leave of Absence From School

If a student must be absent for reasons other than illness, doctor, hospital, dentist or orthodontist appointments, a 'Request for Special Leave' form should be completed and returned to the Primary Office at least two weeks prior to the requested leave date. Special leave can be granted



up to a maximum of 10 days per school year as long as it abides by the rules and regulations implemented by the Leerplicht. It is rare for special leave to be granted attached to a school holiday. Cheaper air fares and family vacations are not acceptable reasons for special leave.

Schedule of Events and Holidays

The school follows the Dutch regulations for the regional holidays. In addition, the school organises staff training throughout the year. Please be aware that students are not in school on these days.

For an up-to-date schedule of events please log in to view our online calendar located on our Parent Intranet: www.ishtehague.nl.



16.1 Communication

Communication between school and home plays a vital role in the learning process. There are a number of formal opportunities for communication but parents are also encouraged to keep in touch with teachers informally, and to make appointments at any time of the year to discuss anything related to their children. Seesaw is a dedicated primary-only key communication tool and parents/guardians are asked to engage regularly with this platform.

Although brief ‘*information giving*’ opportunities can take place before or after-school, we would always request that parents/guardians request an appointment, via email, at a mutually convenient time if they need to talk with the teacher about their child's learning or wellbeing.

Communications Channels in the Primary School

At ISH, we believe that every individual has the power to make a positive impact through meaningful and respectful community engagement—both within our school and in the wider world. We encourage children and adults to learn, laugh, and work together, building genuine connections to the attributes of our Community Profile and the United Nations Sustainable Development Goals.

One of the greatest challenges we face in the coming years is the need to care for and sustain our beautiful planet. At ISH, we invite all members of our community to connect deeply—with one another and with the natural world—so that together, we can shape a brighter, more sustainable future. As part of this shared responsibility, we encourage everyone to commit to an environmental pledge and take action, no matter how small, to protect our world.

Health Forms

Health forms must be completed and updated by parents to ensure the safety and well-being of their children. The School Nurses keep this information confidential unless permission is given to share (for example in the case of allergies). Students will not be able to attend camps and trips if a health form is not completed.

Perhaps one of our most challenging adventures in the coming years will be to sustain our beautiful world. The school invites all members of the community to engage meaningfully with each other and nature, so that we can shape a wonderful future for everyone. The school invites everyone to commit to one of these environmental pledges.

Try to save water and energy
Try more plant-based food options
Try to travel by foot or with a bicycle
Try to reduce waste and recycle materials
Try not to use single-use plastics like straws
Try to use environmentally friendly products
Try to support eco-friendly organisations

Parent Involvement

Parents are asked to inform themselves of what is going on and engage meaningfully to ensure that their children are thriving at school. It is everyone’s responsibility to support student learning and wellbeing.



Volunteering

The purpose of volunteering is to enhance what the school is able to offer to all students. Apart from the occasions when teachers ask for assistance with organising learning experiences, there is a menu of meaningful volunteering possibilities that directly benefit all Primary students. These include joining the PPA for ongoing events and positive social interactions, or becoming a Parent Connector or Class Parent Representative. There are opportunities throughout the year to become involved in school activities. These opportunities make a genuine difference to the learning experiences of our students. They also say something powerful to our children about how much parents value our school. Parents wishing to participate in volunteering can contact the PPA.

Chapter 17: After-school Care and Activities



17

17.1 After-school Care

The school is not able to provide after school care on site. There are a number of providers in the vicinity of the school who collect children from the site at the end of the day. Currently these include, but are not limited to:

- Zein Child Care Group: www.zeinchildcare.nl/ish, info@zeinchildcare.nl.
- Villa Bloom: www.villabloom.nl, info@villabloom.nl.
- Ooievaar: www.bsodeooievaar.nl.
- Monkey Moves: <https://denhaag.monkeymoves.com/?lang=en-GB>

Children attending after school care meet with the providers in a pre-arranged location at the end of the school day. Please contact these providers directly for more details.

17.2 After-school Activities

The school provides a variety of after school activities for children in EY1 to Year 6. These run in five blocks of seven weeks during the school year, so children can experience a diverse range of opportunities. The programme is published on the ISH website and parents are able to register their child online.

Children attending after-school activities are able to develop creatively, socially, emotionally, intellectually and physically. They are encouraged to engage meaningfully with other students within the Primary School, while having fun and challenging themselves.

For further information regarding the current after-school activities programme, please contact the Primary Office primary@ishthehague.nl.

The International School of The Hague (Secondary School)



Chapter 18: Secondary School Organisation



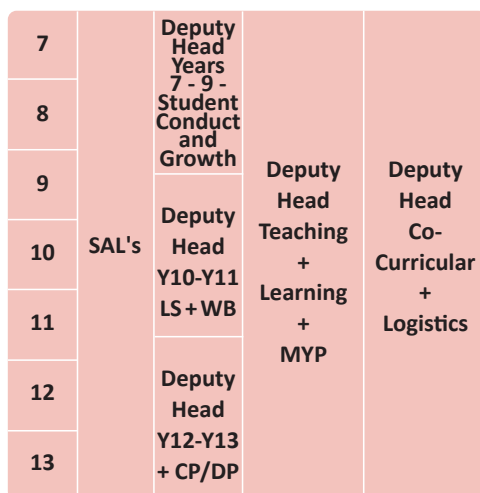
18

18.1 The Secondary School Structure and Teams

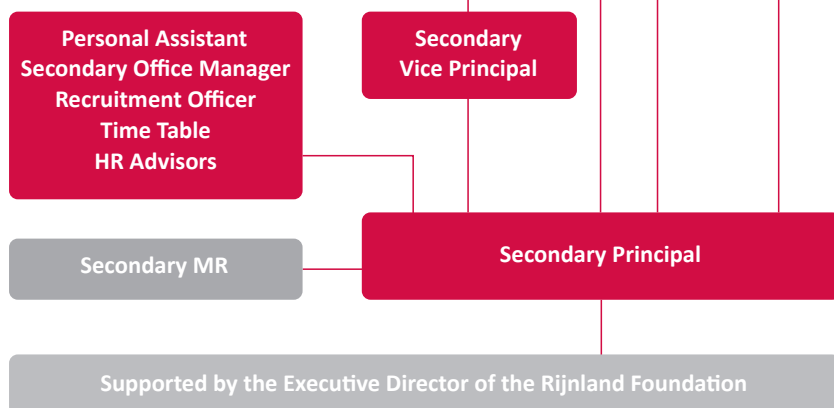
The Secondary School Leadership Team (SecLT) currently consists of the following people:

Secondary Principal	Ms R. Borges	r.borges@ishthehague.nl
Secondary Vice Principal	Ms T. Dawber	t.dawber@ishthehague.nl
Deputy Head Teaching & Learning - IBMYP Coordinator	Ms M. Lamminaho	m.lamminaho@ishthehague.nl
Deputy Head Year 12& Year 13 - IBDP and IBCP Coordinator	Dr A. Trumic	a.trumic@ishthehague.nl
Deputy Head - Year 7- 9 - Student Conduct and Growth	Mr J. Redondo	j.redondo@ishthehague.nl
Deputy Head - Years 10 - 11 - Student Support	Ms K. Stellema	k.stellema@ishthehague.nl
Deputy Head Co-curricular and Logistics (Secondary)	Mr S. Brooks	s.brooks@ishthehague.nl

18.1.1 Secondary Management Organogram



* Year Leaders report to the corresponding Deputy Head of the year group(s)



- EAL** English as an Additional Language
- LS** Learning Support
- SALs** Subject Area Leaders
- WB** Wellbeing
- CP** IB Career Programme
- DP** IB Diploma Programme
- MYP** IB Middle Years Programme



18.2 Student Participation

At ISH, student participation in school development and organisation is considered to be very important. Students can influence the development and organisation of the school through the following channels:

- Student Council (a small group of the Student Council are also members of the MR and therefore have certain voting and advisory rights on key decisions concerning policy and the strategic direction of the school).
- Evaluations conducted within their year groups.
- Class representatives.
- Interviews with Mentors and discussion during their Mentor hour.

In the Service as Action (IBMYP), Creativity, Activity and Service (IBDP) and Service Learning (IBCP) programmes, Secondary School students contribute further to the community.

DP&CP Exam and Experiences Workshops for parents/guardians

We have regular events where parents/guardians come to school for presentations on particular topics or to meet with certain members of staff. For example, welcome evenings at the beginning of the year, MYP workshops, parent guidance workshops on requested topics and Parent Teacher Student Conferences amongst other events.

18.3 Student Council

The ISH Student Council's main concern is to make sure that the needs of the students at ISH are being heard and addressed. To accomplish this, the Student Council meets with students on a regular basis to find out about any information or concern that they may have.

The Student Council then presents the views of the students to School Leadership in regular meetings with the Deputy Head Middle School. Three key members of the Student Council represent the student body in the MR meetings. One key member of the Student Council can participate in GMR meetings. For details on the Student Council, please refer to www.ishth Hague.nl. (Also see section 23 for further details on the Student Council).

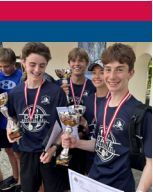
18.4 Parent Participation

Parents play an important role in achieving the mission and vision in the school and provide an important contribution to the cultural fabric of our school. Parents regularly attend school functions and are very keen to be a part of projects happening within the school. Refer to Chapter 8 for more information about the various Parents Association groups.

18.5 The Secondary School Day

Below is an outline of how the day looks for secondary students and staff in general.

Period 1:	08.30 - 09.15
Period 2:	09.15 - 10.00
Break 1:	10.00 - 10.20
Period 3:	10.20 - 11.05
Period 4:	11.05 - 11.50
Lunch 1 / Period 5:	11.50 - 12.35
Lunch 2 / Period 6:	12.35 - 13.20
Period 7:	13.20 - 14.05
Break 2:	14:05 - 14:20



Period 8:	14.20 - 15.05
Period 9:	15.05 - 15.50
Period 10:	15.50 - 16.35

Every Wednesday school closes at 14:05 for students. After this time staff take part in collaborative work and professional development.

18.6 Attendance and Punctuality

All students are expected to be in school 15 minutes before the start of their first lesson in order to have enough time to collect things from their lockers, place their mobile device in their locker and to be at their classroom ready for the start of their lesson.

Students who arrive late (after the bell for their first lesson) should go straight to their classroom after informing Reception of their arrival. The subject teacher will then mark them late in iSAMS.

To allow for clear transitions between lessons all teachers keep students in their classrooms until the end of the lesson time. This means that teachers receiving students after a lesson must allow for some transfer time. Any student without an appropriate reason for the delay who arrives more than 5 minutes into the lesson will be registered as 'late'. For lessons period 1 or after a break students are expected to arrive at the classroom right at the start of the lesson.

For security reasons, students should not arrive at school earlier than 08:00. Students should leave school after their last lesson. No student should remain on school property unless they are waiting for an extracurricular club, or a sibling. Students who remain in school outside of regular school hours must remain on the Plaza or the designated location of the supervised activity. Parents/guardians will be informed via an iSAMS notification that their child arrived unexcused late in class. School is expected to follow up on late arrivals with appropriate consequences according to the Dutch Attendance Law. Please note that traffic is not an acceptable reason for late arrival nor is oversleeping!

Consequences for Late Arrivals

- If a student has been late 3 times parents will be informed by the Deputy Year Leader by email.
- If a student has been late 6, 9 or 12 times the student will need to attend an Early Morning Start at 08.00.
- If a student has been late 16 or more times the school will inform the Attendance Officer (Leerplicht) and will decide on further consequences.

Absences

Parents/guardians should inform school of any absence via iSAMS or call the Secondary Reception 070 - 328 14 50 or email ish.reception@ishthehague.nl before 08:00.



Consequences for Unexcused Absences

- Parents/guardians will be notified via iSAMS about any unexcused absence before the end of each period.
- Parents/guardians are expected to inform the school within 48 hours of the reason of the absence.
- If the absence remains unexcused students will be expected to catch up with the missed lesson time during a Wednesday afternoon detention.
- Students with a high number of unexcused absences will need to be reported to the Attendance Officer (Leerplicht).

Special Leave

For any absence that is not for illness or a medical/dentist appointment, parents/guardians should ask for Special Leave by filling in a Request for Special Leave Form. For more details about Special Leave please see Whole-School section 'Attendance and Punctuality'.

Students who are Over 18

Students who are over 18 are no longer legally obliged to follow education. However, once enrolled in our school they are expected to follow the same attendance regulations as other students. In the event that a student is living independently the parent/guardian must inform the Mentor, Year Leader and Secondary Office and provide emergency contact details of somebody who will be in the Netherlands.

Lockers

At the beginning of the school year, each student is assigned a locker in which personal belongings can be safely stored. The school reserves the right to inspect these lockers at any time in the presence of the student in question. These can be random checks or targeted inspections on the basis of indications or suspicions of irregularities. It is also possible that the police will carry out targeted or preventive inspections at any time. Every student is obliged to cooperate with this.

Chapter 19: Communication with Parents/Guardians

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At ISH we value good two-way communication with parents/guardians. The school website provides a password protected portal space where parents/guardians will find important updates, events, calendars, links to class posts and information on how to contact teachers. A regular newsletter is also sent to all parents which includes links to all the important information about events at school, year group-specific information and other general information necessary to keep them informed.

We have regular events where parents/guardians come to school for presentations on particular topics or to meet with certain members of staff. For example, welcome evenings at the beginning of the year, MYP workshops, parent guidance workshops on requested topics, Parent Teacher Student Conferences and so forth.

In the event that parents have a concern about their child, they should contact the Mentor in the first instance and may contact the year leader if the issue remains unresolved or is of a particularly serious nature.

If a parent/guardian has a query or concern about an academic matter relating to their child, they should contact the subject teacher in the first instance. If the matter remains unresolved or is particularly serious, they may contact the relevant Subject Area Leader.

If a parent/guardian has a query or concern about any of our extracurricular offerings, they should contact the organiser, similarly for anything relating to Service as Action, CAS, and Service Learning, they should go directly to the coordinator.

Teachers, Mentors, Deputy Year Leaders and Year Leaders will also contact parents when they consider it helpful and necessary to inform them of their children's achievements and in the event that there are any concerns about their child.

Please go to the Parent Portal Directory for a full list of ISH staff. The Portal does require a login and therefore this information is only available to current members of the ISH community.

The following table outlines the lines of communication most used by parents:

19.1 Lines of Communication

Issue	1st Contact Most Issues Resolved by:	2nd Contact Further Clarification (if really necessary)	3rd Contact Only for ongoing serious concerns
Wellbeing	Mentor	Year Leaders: Year 7 Heidi de Graaf-Kleine Year 8 Nazli Aksinoglu Year 9 Nikéh Dickhoff	Deputy Heads Juan Redondo Deputy Head - Years 7 - 9 - Student
		Year 10 Dai Rees Year 11 Mark Petheram	Conduct and Growth Kina Stellema Deputy Head - Years 10 - 11 - Student Support
		Year 12 Sam Inziria Year 13 Barbara Bouwman	Y12 and Y13 (DH DP&CP) Alma Trumic
Safeguarding Concerns	Designated Safeguarding Lead (DSL) Simon Teal and Beth Alpert)	Secondary Principal Rubin Borges	
Academic	Teacher	SALs: Arts Theeus Devitt-Carolann Design Robin Hare Dutch Liane Bom English Simon Stevens I&S (Humanities) Margarita Vallduriola I&S (Social Sciences) Helen Loughran Languages Annette Scheffer Maths Interim- Jinka Chinery PHE Kim Adam Science Ioana Howland	MYP Maria Lamminaho DP/CP Alma Trumic
Co-curricular Arts	Teacher	Co-curricular Arts Director Emma Pistari	Deputy Head Co-curricular and Logistics (Secondary) Simon Brooks
Co-curricular Sports	Coach	Co-curricular Athletics Director Daan van Bunge	Deputy Head Co-curricular and Logistics (Secondary) Simon Brooks
Co-curricular Clubs	Activity Leader	Deputy Head Co-curricular and Logistics (Secondary) Simon Brooks	Rubin Borges



SAL's

Department Name			Year
PHE	Kim Adam	k.adam@ishthehague.nl	All
Maths	Interim-Jinka Chinery	y.chinery@ishthehague.nl	All
Science	Ioana Howland	i.howland@ishthehague.nl	All
Design	Robin Hare	r.hare@ishthehague.nl	All
Dutch	Liane Bom	l.bom@ishthehague.nl	All
English	Simon Stevens	s.stevens@ishthehague.nl	All
Individuals & Societies (Humanities)	Margarita Vallduriola	m.vallduriola@ishthehague.nl	All
Individuals & Societies (Social Sciences)	Helen Loughran	h.loughran@ishthehague.nl	All
Arts	Theeus Devitt-Carolan	t.devitt-carolan@ishthehague.nl	All
Languages	Annette Scheffer	a.scheffer@ishthehague.nl	All

19.2 Overview Year Leaders (YL's) and Deputy Year Leaders (DHY's)

Year Leader	Year
Heidy de Graaf-Kleine	h.degraafkleine@ishthehague.nl 7
Nazli Aksinoglu	n.aksinoglu@ishthehague.nl 8
Nikéh Dickhoff	n.dickhoff@ishthehague.nl 9
Dai Rees	d.rees@ishthehague.nl 10
Mark Petheram	m.petheram@ishthehague.nl 11
Sam Inziria	s.inziria@ishthehague.nl 12
Barbara Bouwman	b.bouwman@ishthehague.nl 13

Deputy Year Leaders

Elena Hager	e.hager@ishthehague.nl 7
Olivia Evans	o.evans@ishthehague.nl 8
Rikel Martina	r.martina@ishthehague.nl 9
Fleur Melker	f.melker@ishthehague.nl 10
TBC	11
Joseph Bayot	j.bayot@ishthehague.nl 12
Daniel Trembirth	d.trembirth@ishthehague.nl 13

Coordinators, include the following positions:

Hanna Harmander	h.harmander@ishthehague.nl	English as an Additional Language
Eleftheria Loizou	e.loizou@ishthehague.nl	Learning Support
Simon Teal	s.teal@ishthehague.nl	Student Wellbeing Department



ISH Secondary is an IB World School and the IB philosophy underpins the school's approach to curriculum planning, assessment for learning and approaches to teaching and learning. Three International Baccalaureate (IB) programmes are offered at ISH: the IB Middle Years Programme (IBMYP), the IB Diploma Programme (IBDP) and the IB Career-related Programme (IBCP).

Deputy Heads with IB Coordination responsibility lead a specific IB Programme in accordance with the IB philosophy and school's Guiding Statements. In addition, the Deputy Head Teaching & Learning has responsibility for ensuring that teaching practice follows the High Quality Learning framework as supported by the ISH Guiding Statements.

The different IB subjects offered at ISH are grouped into the following subject areas: English, Dutch, Modern Languages, Mathematics, Sciences, Individuals and Societies, Arts, Design, Physical and Health Education. Each subject area is led by a Subject Area Leader (SAL). The subjects are supported by two additional departments: English as an Additional Language (EAL) and Learning Support (LS), each with a Coordinator who ensures that all of our students are able to access the curriculum.

20.1 IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people - with their differences - can also be right."

This mission closely aligns with the ISH Guiding Statements: "Curious, Connected, Compassionate: to shape a better future for all by inspiring personal excellence in our strong and diverse community." Together, they form the guiding principles of the Secondary programmes at ISH.

20.2 The IB Middle Years Programme (IBMYP)

The IBMYP at a glance

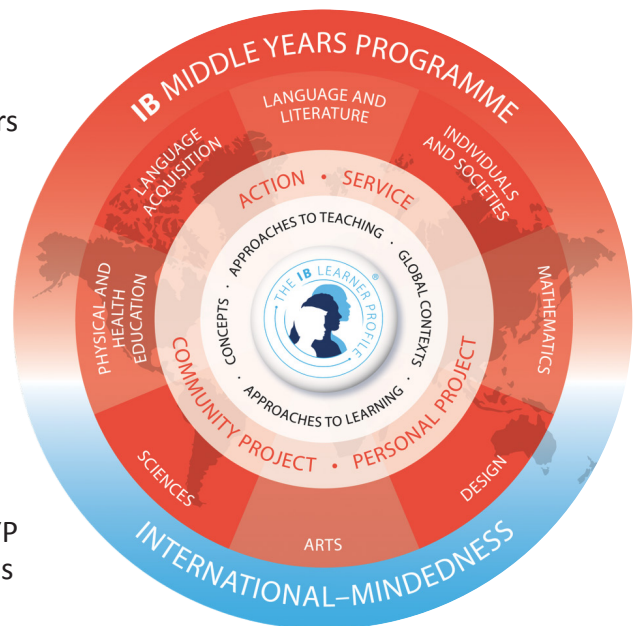
The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises a holistic approach to education, focussing not only on academic challenge, but also nurturing students' personal, social, emotional, physical and aesthetic development. It fosters the development of skills for collaboration, communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global citizens.



20.2.1 The MYP Curriculum Model

Allocation of lesson hours in Years 7, 8 and 9

ISH offers the eight MYP subject groups in all years of the programme. In Years 7, 8 and 9 students study Mathematics, Sciences, Individuals & Societies, Design, Physical and Health Education and Arts (including Visual Art, Drama and/ or Music). All students also study English and Dutch as mandatory languages, and choose either French, German or Spanish as their additional modern language. Students study these languages either in Language and Literature class or in Language Acquisition class, depending on their level in the language. In addition to MYP subject classes, students also have Mentor periods in their weekly timetable.





In Years 7,8 and 9 students take periods from each of the 8 MYP Subject groups as follows:

	Year 7	Year 8	Year 9
Arts			
Music	2	2	
Theatre		2	2
Visual Art	2	2	2
Design			
Digital & Product Design	3	3	3
Mathematics			
Maths	4	4	4
Individuals and Societies			
Integrated Humanities	4	4	4
Language and Literature / Language Acquisition			
English			
Dutch	4	4	4
French	3	3	3
German	3	3	3
Spanish	3	3	3
Physical and Health Education			
Physical and Health Education	3	3	3
Science			
Integrated Science	3	3	4
Mentor			
Mentor	3	2	2

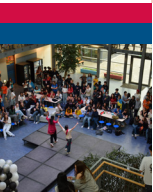
Notes: In the two subject groups of Language and Literature and Language acquisition all students must take English (4 periods per week) either as a Language and Literature subject or a Language Acquisition subject. All students must take Dutch (3 periods per week) either as Language and Literature or Language Acquisition. Students study either French, German and Spanish as their Language Acquisition language (3 periods per week), provided that they meet the minimum proficiency requirement for English and do not need EAL support. In addition, students who meet the proficiency requirement for French, German or Spanish Language and Literature, are expected to study the language as part of their timetable).



Years 10 and 11

	Year 10	Year 11
Arts		
Music	3	3
Theatre	3	3
Visual Art	3	3
Design		
Digital Design	3	3
Product Design	3	3
Mathematics		
Standard Mathematics	4	4
Extended Mathematics	4	4
Individuals and Societies		
Integrated Humanities	3	3
Geography	3	3
History	3	3
Economics	3	3
Business Management	3	3
Language and Literature / Language Acquisition		
English	4	4
Dutch	3	3
French	3	3
German	3	3
Spanish	3	3
Physical and Health Education		
Physical and Health Education	3	3
Physical Education and Wellbeing	3	3
Science		
Biology	3	3
Chemistry	3	3
Physics	3	3
Mentor		
Mentor	2	2

Notes: In Years 10-11 all students study English, Dutch Mathematics and a Physical Education subject. Within certain criteria students can elect to take a maximum of ten subjects and a minimum of nine subjects, not including the Mentor periods.



Allocation of lesson hours in Years 10 and 11

During Year 9, students select a subject package that they will study in Years 10 and 11. Students must take a minimum of nine subjects (seven compulsory and two electives) to a maximum of ten subjects (seven compulsory and three electives). As part of their package, all students study English, Dutch, Mathematics and at least one subject from each of the following subject groups: Sciences, Individuals and Societies and Design/Arts. Students also participate in Physical and Health Education (PHE) or opt to take non-MYP Physical Education and Wellbeing course. All students also have two Mentor periods per week in their timetable.

Distinctive features of the MYP are:

- Teaching and learning are based on a constructivist approach that involves inquiry, action and reflection.
- Learning is centred on the understanding of key concepts or big ideas in global contexts. The key concepts and related concepts provide breadth and depth within and across the different disciplines, while the global contexts support the development of international mindedness and global awareness.
- Approaches to Learning (ATL) are a set of skills that are developed and practised across all subjects. The aim is to enable students to acquire the relevant skills that support learning across the curriculum and help students manage their learning both independently and in collaboration with others.
- Service as Action is a required component of each year of the MYP. Students engage in activities that build connections between what they learn in the classroom and the communities outside school. The students are guided in their service activities to ensure that the activities they engage in are age appropriate and offer a challenging learning experience.
- The Personal Project is completed by all students in Year 11. It is an extended, self-directed piece of work based on a topic of personal interest that the students complete outside of their normal lessons. The Personal Project is an opportunity for the students to further develop and showcase their Approaches to Learning (ATL) skills.
- Students in each year of the MYP engage in at least one Interdisciplinary Unit of work (IDU) that involves at least two subject groups. The aim of IDUs is to develop the students' learning through challenges that involve multiple disciplines, and to build students' understanding of how disciplines are connected and how they can apply their knowledge and skills in different contexts.

20.2.2 ISH MYP Certificate

Please note that MYP students in our school do not participate in external examinations at the end of Year 11. The only externally validated component of students' learning at the end of the MYP is the MYP Personal Project as the culmination of their MYP experience. Students who successfully complete the Personal Project receive a formal IB MYP Course Certificate from the IB with their final Personal Project grade. Students who meet the school's internal requirements for successful completion of the MYP will also receive the ISH MYP Certificate at the end of Year 11. However, the ISH MYP Certificate is not a certificate validated by an external examination body. Our expectation is that most of our students continue from the MYP to the DP and CP and receive their DP or CP Diploma as their formal end-of-school qualification from the IB at the end of Year 13.



20.2.3 Dutch Language

As an International Oriented Secondary School (IGVO: Internationaal Georiënteerd Voortgezet Onderwijs) our school complies with the Dutch Ministry regulation that all students in Years 7 to 11 study the Dutch language ([Article 13.3](#)).

20.2.4 ISH MYP Student Guide

The ISH MYP Student Guide gives more detailed information about the MYP and how the programme is implemented across different year groups. The guide is available on the school website <https://www.ishthehague.nl/academic/myp>.

Years 12 and 13

During Years 12 and 13 students follow either the Diploma Programme (DP) or Careers Related Programme (CP).

In the Diploma Programme students take 6 subjects, 3 at Higher Level for 6 periods per week and 3 at Standard Level for 4 periods per week. The only exception for this is students who take Standard Level Mathematics when 5 periods are allocated.

In the Diploma programme students also take Theory of Knowledge (3 periods in Yr12 and 2 periods in Yr13). Students also have 2 Mentor periods per week.

In the Careers Related Programme students take 3 subjects from the Diploma Programme offering and additionally take 16 periods per week of Business Technology (BTEC). Also Reflective Project (1 period), Service Learning (1 period), Personal and Professional Skills (2 periods), Language Development (1 period) are a part of the Careers Related Programme. Students also have 1 Mentor period per week.

20.3 The IB Diploma Programme

The IBDP at a Glance - Who Should Choose the DP and Why?

The International Baccalaureate Diploma Programme (IBDP) presents a genuine challenge, offering intellectual stimulation and abundant opportunities for critical thinking and independent work. This comprehensive and rigorous two-year academic curriculum culminates in a qualification that is widely recognised and respected by universities across the globe. The IBDP offers outstanding preparation for higher education and is internationally acknowledged, with general objectives that include providing a balanced education, facilitating geographic and cultural mobility, and fostering international-mindedness through a holistic learning approach.

As a pre-university course, the IBDP requires students to be academically capable and highly motivated, engaging fully with their studies both in the classroom and independently. Its demanding curriculum and rigorous assessment structure call for strong self-management skills and resilience. Students must be willing to commit to serious study and remain determined to meet deadlines for assignments and other requirements.

Despite these challenges, the rewards of the IBDP are considerable. Graduates earn a qualification highly valued by universities and benefit from a rich educational experience that extends beyond academic subjects, equipping them with lifelong learning skills. The programme also develops



collaboration, as students learn to work effectively in groups, set shared goals, and achieve them together. With support from teachers, students who cultivate these skills are well positioned for success in the programme. Additionally, the wide range of opportunities provided by the school allows students to develop personally and become well-rounded individuals. By taking advantage of these opportunities, IBDP students help fulfil the IB's mission: to develop inquiring, knowledgeable, and caring young people who contribute to a better and more peaceful world through intercultural understanding and respect, and to nurture active, compassionate lifelong learners who appreciate diverse perspectives.

The school supports students through a strong academic and pastoral framework, but also encourages the development of maturity and responsibility. Students are expected to organise their workload in line with long-term deadlines, building the reliability and self-management skills essential for success at university and beyond.

A balance of support and autonomy for students in Years 12 and 13 has proven highly effective at the International School of The Hague (ISH). The school is proud of its IBDP results, with the vast majority of students progressing to excellent universities around the world, well-prepared for independent study and active participation in the global community. While the school provides the framework and support, it is ultimately the commitment and excellence of its students that underpin the quality of the educational experience. Within this diverse learning community, students encounter openness, expertise, and genuine interest in their success from staff and peers alike, while also forging friendships with fellow students from over 80 different cultures.

Since its inception over 50 years ago, the IBDP has stood as a symbol of academic integrity and intellectual promise. Students who meet its demands demonstrate not only mastery of subject content but also the commitment to lifelong learning and the discipline required for success in a competitive, globalised world. The IBDP at ISH is regarded as an enjoyable and unforgettable journey, providing a foundation for lifelong success and responsible citizenship. The school extends its best wishes to all students undertaking this programme.

The DP Curriculum Model

The DP curriculum is broad and balanced and organises teaching and learning through six subject groups, underpinned by the DP core:

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts
- The DP Core: Creativity, Activity and Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE)





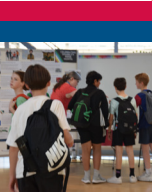
This curriculum model, which requires students to study six subjects, three at higher level (HL) and three at standard level (SL), in addition to the three elements of the DP core, which are compulsory, ensures both the breadth and the depth of learning that characterises the IBDP. HL and SL courses 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 a higher level.

Central to the philosophy of the IBDP—alongside the three DP Core elements—are the IB Learner Profile and the IB’s unique approaches to learning and teaching. The ten attributes of the IB Learner Profile encapsulate the core values of the IB continuum of international education. These attributes shape every aspect of the IB programmes and define the culture and ethos of all IB World Schools. IB students are encouraged to develop as inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective individuals. Through this holistic approach, the IB fosters not only academic growth but also personal, emotional, and social development across all domains of knowledge.

The approaches to learning (ATL) represent a suite of cognitive, meta-cognitive, and affective skills essential for effective learning and lifelong success. The five ATL categories—thinking skills, communication skills, social skills, self-management skills, and research skills—empower students to become self-regulated learners, equipped to thrive both within and beyond the classroom.

Teaching within the IB is guided by a student-centred, constructivist philosophy that values the connectedness and concurrency of learning. Six key pedagogical principles underpin all IB programmes: teaching is based on inquiry, focused on conceptual understanding, developed in both local and global contexts, centred on effective teamwork and collaboration, differentiated to meet the diverse needs of learners, and informed by both formative and summative assessment.

Together, the Learner Profile, approaches to learning, and approaches to teaching create a rich, supportive environment that inspires students to become active, compassionate, and lifelong learners prepared to make a meaningful impact in the world.



IBDP Subject Groups					
Group 1: Studies in Language and Literature	Group 2: Language Acquisition	Group 3: Individuals and Societies	Group 4: Experimental Sciences	Group 5: Mathematics	Group 6: The Arts
English A Lit HL / SL	English B HL / SL	Business Management HL / SL	Biology HL / SL	Mathematics: analysis & approaches HL/ SL	Visual Arts HL / SL
English A Lang Lit HL/ SL	Dutch B HL / SL	Economics HL / SL	Physics HL / SL	Mathematics: applications & interpretation HL/ SL	Music HL / SL
		Geography HL / SL	Chemistry HL / SL		Theatre HL / SL
Dutch A Lang Lit HL /SL	Spanish B HL / SL	History HL/ SL	Computer Science HL / SL		
Spanish A Lang Lit HL/ SL	Spanish ab initio SL	Global Politics SL/ HL	Design Technology HL / SL		Online: Film SL
German A Lang Lit HL/ SL	German B HL / SL	Psychology SL/ HL	Sports, exercise and health science SL		
French A Lang Lit HL /SL	French B HL / SL				
	French ab initio SL	ESS SL	ESS SL		
Other Lang A: SSST Lang A Lit SL	Online: Mandarin Ab Initio	Online: Philosophy SL ITGS SL			

Abbreviations:

ITGS = Information Technology in a Global Society,

ESS = Environmental Systems and Societies,

SSST = School-supported self-taught

How the IBDP Works

In order to fulfil the requirements for an IB diploma, students must study:

- Six subjects, of which at least 3 must be at higher level (HL).
- At least two languages, of which at least one must be a subject from studies in language and literature (Group 1).
- At least one Individuals and Societies subject (Group 3) or ESS (interdisciplinary – Groups 3 and 4)¹.
- At least one science (Group 4) or ESS (interdisciplinary – Groups 3 and 4).
- Mathematics (Group 5).
- All three elements of the DP core.

The IBDP centres on the DP core. The three components that make up the core are studied alongside individual subjects and throughout a student's time in the DP. These components provide a framework for the study of individual subjects.

Failure to fulfil these requirements set by the IB for a DP package will result in a student not being eligible for an IB diploma. A subject package that does not meet these requirements may be eligible for an IB certificate; however, this is not generally accepted by universities.



Award of the IB Diploma

The IB Diploma is awarded based on performance across all parts of the DP.

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be awarded. TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total (see the section “Bonus Points Matrix” for details). CAS is not assessed but must be completed in order for the diploma to be awarded. Thus, the overall maximum points from subject grades and TOK/EE is therefore $45 = (6 \times 7) + 3$.

¹An exception is made for students who have to take 3 sciences (biology, chemistry and physics) due to university requirements (namely, medicine in the Netherlands) – please see “Frequently Asked Questions”. These packages need to receive special authorisation from the IB. Environmental Systems and Societies (ESS) is an interdisciplinary subject that can count for both Groups 3 and 4.

The minimum threshold for the award of the diploma is 24 points. The additional requirements are as follows:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more in the HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more in the SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma (see below).

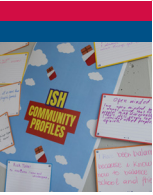
Summary

- Students must study six subjects, plus TOK, EE and CAS. They must accumulate no fewer than 24 points from assessment in these subjects in addition to grade stipulations.
- They must meet all of the additional requirements listed above.
- They must do so within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who fulfils one or both of the following criteria:

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both.



- Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language (the candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4).

If a student fulfils these criteria, the bilingual diploma will be automatically awarded by the IB; no request needs to be submitted.

The following cannot contribute to the award of a bilingual diploma:

- An extended essay.
- A school-based syllabus.
- A subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects").

20.4 The IB Career-related Programme (IBCP)

The IBCP at a Glance - What is the IB Career-related Programme (IBCP)?

The International Baccalaureate Career-related Programme (IBCP) at the International School of The Hague (ISH) opens new doors for students, combining academic achievement with real-world career-related learning. Responding to the growing global demand for qualifications that blend academic rigour with practical skills, the IBCP broadens student options, nurtures individual strengths, and prepares graduates to serve, lead, and thrive in an ever-changing world.

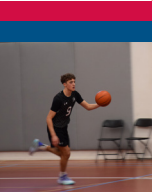
Central to the IBCP philosophy at ISH is the mission to foster curiosity and connect classroom learning with real-world experiences, empowering students to become compassionate, future-ready global citizens. The IBCP offers a distinctive and rigorous pathway, designed for students who are motivated by both academic and applied learning. Unlike the IB Diploma Programme (DP), the IBCP seamlessly integrates career-focused studies with selected IB Diploma courses, offering a truly balanced education.

This programme provides students with a valuable and internationally recognised qualification, equipping them for a range of future pathways—whether that's attending universities in the Netherlands, the UK, or elsewhere, pursuing apprenticeships, or entering the workforce directly. Through the IBCP, students gain hands-on experience and acquire practical knowledge, linking their studies to the dynamic world of international business and beyond.

At ISH, the IBCP is tailored to meet the diverse interests and aspirations of our international student body. Students benefit from an educational experience that brings commercial realities into the classroom, making learning both relevant and inspiring. The IBCP challenges students academically while offering robust support every step of the way, enabling them to build key skills in communication, teamwork, personal organisation, and foreign languages—skills that are highly valued at university and in the world of work.

What makes the IBCP especially exciting is its emphasis on applied learning and personal growth. Students are encouraged to take initiative, manage their time effectively, and work collaboratively with others—qualities that set them apart and prepare them for success in their future endeavours.

Above all, the IBCP at ISH is about developing well-rounded, resilient, and adaptable individuals, ready to make a positive impact in the global community. The school is proud to offer a programme



that supports, challenges, and inspires students to reach their full potential—wherever their ambitions may lead.

The CP Curriculum Model

The IBCP is comprised of three elements:

1. The IBCP Core.
2. Academic courses from the IBDP subjects.
3. Career-related studies.

The DP courses provide the theoretical underpinning and academic rigour of the programme.

The Core (Personal and Professional Skills, Language Development, Reflective Project and Service Learning) aims to develop personal qualities and skills, as well as professional habits required for lifelong learning.



The Career-related study (BTEC International Level 3 Diploma), further supports the programme's academic strength and provides practical, real-world approaches to learning. This is achieved through career-related excursions, guest speakers from industry and serving the community through raising money for charity. Where appropriate, each unit is linked to external trips, in order to bridge the understanding between the classroom and the real world of business. Excursions to organisations such as Shell HQ, Nike Hilversum and Apple enable the learners to observe how organisations operate and students can relate this experience in their classroom assignments.

The IBCP develops students to be academically strong, skilled in a practical field, critical and ethical thinkers, self-directed, collaborative, resilient and determined, confident and assured, caring and reflective, and inquirers.

Requirements for Satisfactory Completion of the IBCP

The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a. The candidate has completed the specified career-related study (BTEC International Level 3 Diploma).
- b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- c. The candidate has been awarded a grade of at least D for the Reflective Project.
- d. Personal and Professional Skills, Service Learning and Language Development requirements have been met.
- e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core.



20.5 Predicted Grades for Universities

Predicted Grades for University Applications

Predicted grades are the best guess by the teacher of what a student's final DP/CP result will be. Teachers will use their professional judgement and base their prediction on several factors that indicate performance and progression in a subject; including in-class work, IAs, summative assessments, internal exam performance, and report grades.

There will be three formal occasions when predicted grades are collected:

1. End of Year 12 (July)

The final Year 12 grades will form the basis of the predicted grade.

2. Beginning of Year 13 (Progress Report)

The final Year 12 grades will form the basis of the predicted grade and evidence collected at the start of Year 13 will be taken into account for any necessary updates. A predicted grade for the EE/RP will be given following submission of the draft. These grades will be checked by subject teachers and, in some circumstances, may be adjusted if the teacher has sufficient evidence to justify a change.

3. Final Stages of Year 13 (End of March)

Predicted grades will be checked for a second time taking into account the performance in the mock exams and other formal assessment components completed by this point. These are the same grades that are sent to the IB as the official predicted grades for each subject and the EE (see above).

Exceptions: students who have applications between November - March.

In consultation with their Career Counsellor, students may request a re-evaluation of their predicted grades in certain subjects. Students will have to fill in the online form Request Predicted Grade Change. They may only submit this request if they have substantial evidence to merit a possible change in the form of at least two summative assessments in a subject. Once the Careers Counsellor has approved the request, the counsellor will approach the teacher on behalf of the student. The teacher has the final say on whether the grade change is merited or not.

20.6 IB Results

May 2025 Results

MYP Personal Project:

Pass rate: 100%

Total number of candidates:	198
Total number of successful candidates:	198
Average Personal Project grade at ISH:	5.14
Average Personal Project grade world-wide:	4.02



IB Diploma Programme (DP) May 2025 Results

Pass rate: 99%

Number of candidates registered in the session:	175
Number of diploma and retake candidates registered in the session:	175
Number of subject entries in the session:	1428
Number of candidates who passed the diploma:	173
Average points obtained by candidates who passed the diploma:	34
Highest diploma points awarded to a candidate:	44
Average grade obtained at the school by candidates who passed the diploma:	5.3

IB Community Programme (CP) May 2025 Results

Pass rate: 100%

Total number of candidates in all CP categories:	14
Number of CP candidates:	14
Number of CP Anticipated candidates:	0
Number of CP Anticipated 3 year programme candidates:	0
Number of CP Retake candidates:	0
Candidates achieved reflective project:	14
Candidates not achieved reflective project:	0
Highest reflective project mark:	28
Average reflective project mark:	23.79
Lowest reflective project mark:	17
Candidates achieved CP:	14
Candidates not achieved CP:	0
Average grade obtained by candidates who achieved the CP:	4.05

CP and DP students who do not pass the first time around are given the opportunity to retake the exams twice if required. At ISH, the number of students who do not pass first time around is on average between 1 and 5 based on the past five years data.

Chapter 21: Curriculum Support and Extension

21

21.1 Away for the Day

Here at the International School of The Hague, we aim to foster an environment that promotes focus and positive interactions. Under the '*Away for the Day*' phone policy, students are required to store their mobile phones in lockers throughout the school day, unless a medical exemption is granted, to encourage an effective and engaged learning experience.

iPads: The iPad policy at The International School of The Hague ensures that iPads are used exclusively as learning tools to support academic activities. When not in use for classroom learning or teacher-directed tasks, students are required to store their iPads in their bags or lockers, with opportunities for use in the Study Hall and Library for schoolwork.

All members of ISH are good digital citizens by being safe, responsible, and respectful with their use of technology. Staff and students model digital citizenship and encourage others to do the same. Teachers provide instruction for their students about the appropriate use of technology and online safety. ISH teachers, staff and students protect their information, treat others kindly, and credit their sources.

Teachers at ISH use digital tools to support and enhance effective pedagogical approaches. Teachers ensure that technology helps students learn more efficiently and effectively and employ technology to help students learn more deeply, and to be more productive. Teachers at ISH believe that the application of digital tools improves student access to learning content, teachers and to peers, and provides automatic feedback or access to effective feedback from others. Technology is used at ISH to support collaboration and interaction and to enable learners to demonstrate their learning effectively and more creatively.

Technology skills and 21st Century attributes are developed through a curriculum that is integrated across all subject areas. Using the ISTE framework as a guide, each subject domain presents students with authentic opportunities to develop a wide range of skills and knowledge which will enable our students to make the most of their technology rich future.

In order to make the most of the technological and digital opportunities across the school students are required to have access to computing devices for all lessons. In Year 7 to 9 the students are required to bring an iPad capable of running the most recent version of the operating system, whilst students in year 10 and above are required to bring a laptop device which is compatible with our digital systems (please see The Essentials page on the parent portal). Students will have access to a number of productivity tools and learning tools whilst enrolled in the school. Students are not allowed to use VPN/Proxy clients on their laptops in school

Devices Required by Year Group: IT DEVICE

Parents/guardians are required to provide their children from Years 7 to Years 9 with an iPad. The minimum specifications for Years 7, 8 and 9 are: iPad (2022 or later, any model), 64 Gb storage, Wi-Fi only. It is also mandatory for parents/guardians to provide children in Years 10 to Years 13 with a laptop. The ISH ICT infrastructure and support is Apple orientated and as a result our preference is for your child to use an Apple device (Minimum specification: Less than 3 years old and an updated system of MacOS 12.0 (Monterey) or greater). However, should you wish to equip your child with a Windows device then this is acceptable (Minimum specification: Less than 3 years old with a minimum of Windows 11 and with wireless support for 2.4GHz & 5GHz networks). The school cannot provide temporary devices when a student forgets to bring their device / laptop.



In the event that this happens a student is asked to phone home via the Secondary Office for the device to be brought to school or the student works offline for the day. We ask parents to support their children to prepare for their school day and remember equipment.

21.2 The Secondary Library Resource Centre

The physical and electronic collections of the Secondary library aim to foster curiosity, creativity and connectedness in our students. Our extensive and regularly Resource Centre updated resources encourage students to read to develop their global awareness and empathy and to engage with quality print and electronic research resources.

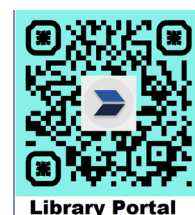
The main collections of the library are fiction, non-fiction, and world languages. Students can access resources in print, ebook, magazine, and DVD formats. The library also subscribes to a number of online quality research databases to support student learning across the curriculum in subjects such as science, history, literature, current affairs, general research, art, sport, and business. Students and staff can find details and access these resources via the library portal.



The library is available for students to work individually or to relax and read, or to work collaboratively in the group study room. There are also puzzles, chess and other games available for students. The library is open every day from 08:15.

Students can visit the Secondary library portal (<http://uk.accessit.online/thn04>) to search for books, ebooks and electronic resources; to find recommended reading lists; to access online research resources; and find guides to help with using library services. Users should log in using their ISH Google account as each year group has its own dashboard on the portal.

MYP students may borrow up to 10 items, DP/CP students may borrow more items. All items are loaned for 3 weeks. Students who need additional resources or need to borrow resources for longer periods should ask the library staff and they will be happy to assist.



The library organises a Reading Week event each year, in October, to support and encourage student engagement with reading event in all its forms.

Students may sign up for Service as Action or CAS volunteering opportunities in the library. Sign up notifications will be posted in ISH vibes and the student portal in September and January.

21.3 Learning Support

The Learning Support (LS) Department at ISH offers support to students across Years 7-13 who have been identified with learning challenges or are experiencing learning difficulties. We take a holistic approach towards developing student support plans and individualised learning goals.



Based on individual student needs, we identify and reduce barriers to learning by providing accommodations and recommendations for the classroom, as well as bringing attention to student strengths.

Learning support is offered in a multitude of ways, such as whole class workshops, small group sessions, and one-to-one intensive support. Our services are student-centred and designed to increase student engagement, personal development, advocacy and resiliency. We actively guide students towards reaching their academic potential, and promote an inclusive learning environment through the use of differentiated teaching strategies. We actively participate within the Student Support Team and collaborate with external professionals to assess, identify and respond to the learning needs of students.

The Learning support team can be reached at learningsupport@ishthehague.nl.

21.4 Support for Learners of English as an Additional Language (EAL)

Different levels and types of English as an Additional Language support are available at the ISH. There are two main EAL programmes available:

21.4.1 The Academic Language Programme (ALP)

English speakers in Years 7-9 with beginner to pre-intermediate level of skills in the language (English Language Acquisition, phases 1-3) receive 3 additional EAL support lessons per week. These lessons focus on academic language; the aim is to develop language skills needed for the other subjects, especially Humanities and Science. Additional support may be tailor-made to meet students' needs that cannot be covered within the 3 ALP lessons, in particular, for beginner-level students who are just starting at the ISH. In addition, EAL students in the lower years also benefit from an in-class intervention model where EAL specialists co-teach alongside maths teachers.

21.4.2 The Individual Learning Programme (ILP)

Additional (academic) language support is also provided for students in Years 10 – 13, where ALP is not offered, and is open to students across the English Language & Literature – English Language Acquisition divide. Year 10 & 11 students in phases 2-3 of the English Language Acquisition course have to take two EAL periods a week; other students needing additional language support (e.g. English Language & Literature students, students transitioning from the Language Acquisition course to the Language & Literature course, English B CP and DP students) may be recommended by subject teachers or Mentors.

21.5 Home Languages Programme

At ISH Secondary, we value our students' home languages (also called mother tongue or native language). For languages outside our MYP curriculum in Years 7 - 11, our school encourages different ways for students to develop their home languages and cultural identities. In Years 12 and 13, there are SSST and Externally Taught Language options that can be taken as part of the IBDP. Below, you can find a summary of what our school facilitates.

The Importance of Home Language Development

It is important to invest in your child's home language. The home language *"links the child with the culture of the society the child comes from and shapes ... identity"* (Guvercin). Researchers from all over the world have found that bilingual children understand more and have better thinking skills than children who only speak one language. International research has also shown *"that*



students with strong reading skills in the home language also have strong reading skills in their second language” (Genesee). Of course, children will have more options for future study and work if they can write in their home language, too. The parent portal leads to selected research summaries and articles about the importance of home language development.

Parents Helping Their Children to Develop the Home Language

Parents/guardians are encouraged to speak their language at home and help their children to develop their listening, speaking, reading and writing skills in the home language. Studying with a parent/guardian at home can be effective if a home language tutor group or other professional support is not possible or desired. The parent portal leads to ideas for learning activities for Secondary students and special recommendations for students in Years 10 and 11 who work with a parent to prepare for SSST or Externally Taught Language A in the IBDP.

Home Language Tutor Groups for Students in Years 7 - 11

On Wednesday afternoons, starting at 14.20, private tutors offer group lessons to students of Years 7 - 11 at ISH Secondary. The lessons are for native speakers, usually last 90 minutes and start in mid-September each year. The parent portal leads to more details, including which home language tutor groups are currently running, how to contact the tutor of your language to find out about their fees and register your child, and how to set up a new home language tutor group.

Other Professional Support for Home Language Development

We try to facilitate other options for home language development, which parents/guardians can arrange and pay for. Our school collects contact details of private language tutors who offer individual online lessons, online courses and schools in this area of the Netherlands, which children in Years 7 - 11 can use to to develop reading, writing and using the home language in formal contexts. The parent portal leads to more information.

Encouraging Home Language use at ISH Secondary

Our school welcomes Personal Project, SA and CAS initiatives related to our students’ home languages and cultures. The parent portal leads to some examples. Regular SA and CAS opportunities include being a home language helper at ISH Primary, contributing to the school’s activities connected to the UN International Mother Language Day or an International Festival, and participating in the SSST Language A study hall treats project. Home language related SA and CAS opportunities are advertised in our school newsletters and through the relevant coordinators.

SSST and Externally Taught Languages (for IBDP students)

As part of the IBDP, we offer the following options that are not on the students’ regular timetables:

- Group 1 subject at Standard Level: SSST (school-supported self-taught) Language A: Literature.
- Group 1 subject at Higher Level: Externally Taught Language A: Literature.
- Group 2 subject (requests are only considered in three special circumstances, there are restrictions for Standard and Higher Level): Externally Taught Language B.

The parent portal leads to a short overview of all three options, detailed information and a list of private tutors who can act as SSST Language A tutors. Please note that parents have to pay for tutors and external teachers.

For any further questions on Home Languages please contact communications@ishthehague.nl and your message will be redirected to the relevant member of staff.



21.6 Curriculum-related Trips and Activities

Trips and Co-curricular activities at ISH are designed to:

1. Enhance and enrich curricular and co-curricular opportunities for our students.
2. Provide a wider range of educational, cultural and sporting experiences than could be provided in the classroom.
3. Promote and encourage the independence of our students as enquiry-based learners, enabling them to develop their personality, talents and abilities in new learning environments.

Compulsory Trips, such as curriculum based where every student in the Year Group participates are included in the annual school fees. Additional trips and curriculum based trips where not every student in the year group participates and International Award expeditions, are billed in addition to the annual school fees.

The MYP Activities Week and DP/CP Group 4 Project & Core Days will take place during the penultimate week of the academic year. The timetable will be collapsed with all timetabled lessons cancelled for all Year Groups. The Schedule will include MYP Overnight Trips, Day Trips & School Based Programmes. These will be communicated to the community early in spring 2026.

We hope that all trips will introduce our students to new environments and situations that will enrich their lives and build their levels of confidence, will forge stronger friendships between them and create a greater sense of belonging to our community, giving them positive experiences to build on and fun memories that stay with them for the future.

As set out in the ISH School Trips Policy, during a school trip, the school is covered by Public Liability, Personal Accident and Health insurance, but not for cancellation, damage, loss or theft of personal property. It is the responsibility of the parent/guardian to also provide Public Liability, Personal Accident and Health insurance for their child, and to additionally provide Travel insurance that covers cancellation, damage, loss or theft of personal property. The school is therefore not liable for cancellation, damage, loss or theft of personal property.

The travel insurance of Stichting Rijnlands Lyceum is placed with Hienfeld Travel Risk Solutions under policy number DL295493 (VOS/ABB5117). For direct assistance in case of serious illness, personal accident or death, the telephone number of the emergency center can be reached 24 hours on +31 (0) 71 56 81 961.

21.7 Celebrating Success

Graduation from the MYP, DP and CP is celebrated through graduation ceremonies, where certificates/ diplomas are awarded to the graduating class. In addition, awards are issued on this occasion for distinguished achievement in school life for example in the arts, sports and CAS/SL/SA; the distinguished ECIS prize is also awarded to one of the graduating Year 13 students.

Through our behaviour policy we promote the recognition and promotion of positive behaviours through personalised and meaningful feedback to students, emails and postcards home.

Chapter 22: Student Support and Guidance



22

22.1 Guidance and Support Structures

22.1.1 Pastoral System

The term Student Support System refers to the structures, staff and programmes that we have in place to support the holistic development of, and support for, our students. Through it we provide support and guidance for students in order for each individual to achieve personal excellence through the development of social, emotional and behavioural skills that support their academic learning. We also provide support on healthy lifestyles and teach the skills - and develop knowledge - that enables our students to be successful in life after ISH. This takes place through our Mentor Programmes that run in all year groups as well as through supplementary small group sessions via Learning Support and Student Wellbeing. Where necessary, we also provide one-to-one support for students via the Student Wellbeing Department with a focus on mental health and social-emotional issues.

Wellbeing is an essential part of student support. Each student has a Mentor who is their first point of contact in the Student Support System. Each year group has a Deputy Year Leader and Year Leader who Mentor the Mentor team.

Hence, the following members of staff are involved in the pastoral guidance of students:

- Mentors
- Year Leaders and Deputy Year Leaders
- Deputy Head Student Support
- Careers Counsellors
- Student Wellbeing Department
- School Nurses

22.1.2 Role of the Mentor, Deputy Year Leaders, Year Leaders and Deputy Heads

The Mentor is the first contact person for students and parents/guardians. They guide the whole Mentor Class and individual students within it. They work under the close supervision of, and regularly report to, the Year Leader.

The Year Leader together with the Deputy Year Leader oversees the academic progress and overall wellbeing of all the students in the year group and advises on individual situations.

Year Leaders report to the relevant Deputy Head who works closely with the Secondary Leadership Team to ensure the effective functioning of the Student Support System and to ensure that all students receive appropriate guidance and support.

22.1.3 The Mentor Programme

The Mentor Programme at ISH is dedicated to nurturing the social, emotional, physical, and psychological well-being of every student while empowering them to achieve personal excellence across all aspects of their learning journey. Working hand-in-hand with the IB MYP, CP, and DP frameworks, the Mentor Programme forms a core part of our holistic approach to education and is deeply aligned with the school's mission and values.

Designed to support students at every stage of their secondary education, the Mentor Programme fosters a strong sense of belonging and interconnectedness, encouraging all students to grow as compassionate, proactive global citizens. The curriculum is intentionally structured to address



the academic, personal, and social needs of students, offering positive guidance on issues such as mental health, bullying (addressed through the lens of Inclusion, Diversity, Equity, and Anti-racism), responsible decision-making, and the development of key study and organisational skills.

As students progress through the upper years, the Mentor Programme shifts focus toward life beyond ISH, offering relevant and practical guidance in areas such as career exploration, university preparation, exam readiness, advanced study strategies, and the importance of maintaining a balanced and active lifestyle. Preparing students for success after graduation is at the heart of this programme, ensuring that they are confident and equipped to take on the next stages of their personal and academic journeys.

The Mentor Programme is further enriched by the integration of essential IB elements, including Approaches to Learning, the IB Learner Profile, Service as Action (MYP), Service Learning (CP), and CAS (DP). In this way, it serves as a vital and complementary part of every IB learner's experience at ISH, weaving together academic and personal development into a cohesive whole.

Looking ahead, starting from the 2025/26 academic year, the school will adopt Wellio Education as the digital backbone of the Mentor Programme. Staff have already undertaken extensive training to prepare for its implementation, ensuring a modern, consistent, and engaging experience for all students.

A set of mandatory topics has been established across all year groups to guarantee a comprehensive and relevant experience for every student:

- Mental Health
- Academic Skills
- Sex Education
- Careers
- Digital Citizenship (including AI)
- Bullying (through the principles of Inclusion, Diversity, Equity, and Anti-racism)

Through this thoughtfully designed programme, ISH is committed to providing each student with the support, guidance, and opportunities needed to thrive—not just in school, but in life.

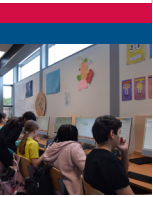
22.1.4 Anti-bullying Advisor

The contact person for Anti-bullying is Mr Simon Teal: s.teal@ishthehague.nl for students at ISH Secondary. Mr Simon Teal, in close collaboration with the Mentors and (Deputy) Year Leaders ensure that our students receive age appropriate education about bullying for the purposes of prevention and to monitor any bullying allegations in order to ensure that they are properly followed up.

Not all allegations are found to constitute bullying, but we always work to repair any damaged relationships that the allegations may be indicative of. Our Student Support teams act in line with the principles and approaches set out in our Anti-bullying policy.

22.2 Careers Advice

The Careers Team provides guidance and support for students from Year 11 up to and including Year 13. The team provides general and personalised support, in decision making around subject



choices and regarding tertiary education, for the whole school community including students, parents, Mentors and other staff. The main aim of the Careers Team is to enable students to independently and proactively make connections between their interests and the world of study and profession. Students are encouraged to reflect on their own experiences by asking questions such as *'who am I?', 'who do I want to become?', 'what am I good at?', 'what do I want to learn more?' or 'what do I want?'* in line with their talents, strengths, interests and aspirations.

The Careers Team inspires and enhances the ISH careers process for our students by:

- Scheduling personal meetings
- Organising information assemblies
- Taking care of a careers programme (Curious about Careers) in Mentor lessons
- Coordinating students using digital matching tools and reflections upon these results
- Organising diverse career activities in the school
- Encouraging students to have conversations about careers with family, friends and teachers
- Encouraging students to gather information about courses
- Encouraging students to visit Open Days and Taster Days at universities

In addition the Careers Team assists students with application procedures.

All information about careers guidance is shared on the main website and on the student portal. Members of the Careers Team are available 3 days a week (please check individual working days), in the Careers Office (B216) for students to drop-in or by email: careersguidance@ishthehague.nl.

22.3 Student Wellbeing and Counselling

22.3.1 Student Wellbeing Department

The Student Wellbeing Department offers support to all students to be emotionally resilient and well-balanced individuals. The department has an open-door policy so that students can access support without an appointment. Parents/guardians and staff can also contact the department directly if they have concerns about a student or require advice. The Student Wellbeing Department makes referrals to external professionals and agencies when additional professional support is needed. Members of the department provide staff training in order to meet the needs of the community. In addition, they work collaboratively with the Designated Safeguarding Lead on all child protection cases.

Student Wellbeing Team

Student Wellbeing Coordinator: leads the department and is the main point of contact for the Student Wellbeing Department and Deputy Designated Safeguarding Lead for staff, parents and external organisations.

Student Wellbeing Counsellors: provide individual and group support to students and their families, working collaboratively with teachers and other professionals.

Social Worker: provides counselling support to students and their families in their homes as well as in school. They support students and families through the process of finding additional professional support outside school.

22.3.2 Different Types of Support

One-on-One Support

- Offering one-to-one support to discuss personal or psychological challenges.
- The duration and length of the support provided is reviewed and evaluated to provide the best outcome for a student.
- Referrals to external professionals and agencies when additional professional support is needed.

Rock and Water

Rock and Water is an assertiveness and resiliency training that uses physical and self-defence exercises as tools to increase physical, emotional and self-awareness. Further reading here: <https://www.rockandwater.com.au/>.

Mentor Sessions - Wellbeing Workshops

The Student Wellbeing Department presents 'Wellbeing workshops' from Year 7 to 13 during Mentor time. These workshops are aimed at providing psychoeducation on a variety of topics including:

- Stress Management
- Friendship Skills
- Fear of Failure
- Depression
- Social Anxiety
- Non-violent Communication
- Year 7 Transition from Primary to Secondary
- Body Image
- Love Language

The Camino Group

The Camino Room (B007) is a non-judgmental, inclusive space that is accessible to all students. Situated within the staffed Student Wellbeing department, the main purpose of the space is to provide respite to students when they are in distress to enable them to continue with the school day. This includes, but is not limited to, students who are experiencing anxiety, panic attacks, depression, low mood and/or Autism Spectrum Disorder (or similar traits). Camino is also a place where students can discuss and seek support regarding experiences of any form of discrimination, in or out of school, including racial discrimination.

Confidentiality

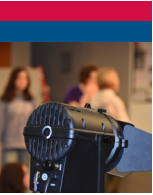
Information shared with the Student Wellbeing Department is treated with discretion and sensitivity. It can be helpful to share information with other people (e.g. parents and teachers). If someone shares information with the team that indicates that someone is at risk, then there is a duty of care to share that information to protect the person/people involved. Please note that this duty of care supersedes GDPR regulations.

Get in Touch

Email: studentwellbeing@ishth Hague.nl.

Phone: Call the main Secondary School reception on 070 - 328 14 50 or internally on extensions 1009 or 2014.

Students can also drop into rooms B004, B005 and B007 for support, information and advice.



Centre for Youth and Family ((CJG-Centrum voor Jeugd en Gezin)

Schools in the Netherlands are supported by the Centre for Youth and Family (CJG Centrum voor Jeugd en Gezin), a service offering Health examinations and monitoring by specialist youth doctors and nurses.

Your child's health - health examinations and monitoring

Our school works together with the youth doctors and nurses from the Centre for Youth and Family. The CJG provides information, advice and support to children and parents on child development and parenting in The Hague. The youth doctors and nurses monitor the children's growth and development during routine health consultations. The appointments take place at set moments during the child's school career.

Secondary Education health consultation and Youth Consultation:

All students will be invited for a health consultation by the youth nurse from the CJG' in Year 9. This consultation includes monitoring growth, development and lifestyle. The consultations also allow students to ask questions.

Additional support:

Students and parents may always consult the youth doctor or youth nurses for an additional health check or to discuss issues related to development (including puberty) and parenting. To arrange an appointment, please call the CJG: 070 - 752 80 00.

The youth doctor or youth nurse takes part in the school committee meetings.

Vaccinations:

Children in the Netherlands are offered vaccinations according to the National Immunisation Programme (RIVM). During Secondary Education your child will be invited to receive vaccinations against cervix cancer (Human Papilloma Virus: HPV) and meningitis (Men ACWY). The youth doctors and nurses from the CJG administer these vaccinations. Your child will automatically receive this invitation. More information: www.rijksvaccinatieprogramma.nl.

Your Child's Details:

The youth doctors and youth nurses from the CJG use the personal data from the school's records. Please inform your school if you disagree with the exchange of these data. If your child fails to attend the appointment, the youth doctor or nurse will try to call you. If they are unable to contact you, they might ask the school how your child is doing, unless you have requested the school not to disclose any information.

More Information and Contact:

For more information about these CJG services, contact the youth doctors and nurses from the CJG. On workdays, you can call 070 - 752 80 00. You can also visit the website www.cjgdenhaag.nl.

Chapter 23: Co-curricular Activities and Opportunities



23

23.1 Sports Activities and Facilities

The ISH Co-curricular sports programmes offer pathways for sport development from Year 7 to Year 13 in a wide range of individual and team sports. Competitive and recreational sport plays a key part in developing an ISH student's potential, no matter the level of experience or the type of sporting activity. All of the programmes benefit from both fantastic onsite and offsite facilities along with the involvement of a team of highly qualified coaches.

The ISH Silverbacks competitive sports programme across three seasons provides students with the opportunity to train once or twice a week and access a schedule of local and international fixtures and competitions. The season starts with a signup letter where everybody can show their interest in joining a team. Tryouts will take place for the coaches to decide who will be selected in representing the ISH Silverbacks. The Varsity (U18) and Junior Varsity (U16) teams seasons culminate with a international schools tournament in the European Schools Conference, involving some of the best international school teams in the European region.

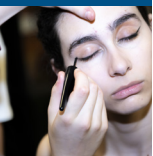
Accompanying our competitive sports offer is the ISH Silverbacks recreational programme. The programme is designed to provide many different opportunities for our students, to allow them to find a sport that will motivate them for a life-time of a proactive lifestyle. We aim to provide five or six different activities per season. This can be on-site along with off site activities with trusted activity partners. Activities have included fencing, aikido, badminton, climbing, cricket, power kiting, skateboarding, surfing, bootcamp, crossfit, dancing, climbing, bouldering, and volleyball.



In addition to the Co-curricular Sports programme, ISH offers Co-curricular Clubs for students ranging from academics and the arts, to sustainability and global awareness. These clubs are led by staff - and students themselves - under the guidance of the service team (SA/SL Coordinator, CAS Coordinator, Administrative Assistant for Service Learning and Co-curricular Activities). Students across all three IB programmes are encouraged to participate in a variety of clubs, many of which support the fulfilment of Service as Action, Service Learning and Creativity, Activity and Service requirements. Current Co-curricular Clubs at ISH include, but are not limited to, Robotics, ISMTF Maths Club and Speak Up! Presentation Skills.

23.1.2 The ISH Interhouse System

When students join ISH they are assigned to one of our four houses: Dragons, Leopards, Lions and Wolves. The purpose of a house system is to create opportunities for competitions in the school. Students get a chance to connect with other students in the same house and have a chance to compete in sports and different activities throughout the school year hosted by House Captains. We hope to create a healthy and competitive spirit throughout all the year groups.



23.2. Co-curricular Arts

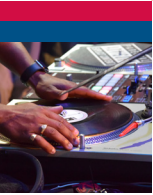
At ISH we believe that our students should be given the confidence and the opportunity to be creative and enjoy the arts; be it as a creator, performer, or observer.

We have two main drama studios: a spacious black box studio, which acts as a multi-purpose dance and drama performance space, and a second studio complete with state-of-the-art film equipment. Both studios have industry relevant lighting and sound to make sure our students can take the lead and reach their full potential in the technical world of theatre. Students have been involved in our ISH Senior and Junior Production Teams so they can learn about directing, set design, audio/visual set up, stage management, props, costume, make-up, everything that is required to successfully stage a *'whole show'*. Notable recent productions in our 340-seat auditorium include: George Orwell's *'1984'*, Dr. Seuss's *'The Grinch'*, Alan Ayckbourn's *'Between Mouthfuls'* and an imaginative interpretation of *'Murder on the Orient Express'*. Students have performed extracts from *'Matilda'* and *'Annie'* as part of Musical Theatre Club, and have the opportunity to take part in both plays and Musical Theatre.

As part of ISH TV, students aged 16 - 18 learn about cameras, lighting, audio recording, editing, and visual effects, as well as scriptwriting, directing, and producing. Students work with professional videographers, participate in editing workshops, and attend regular trips to film screenings at the Filmhuis in The Hague. Throughout the year, students have worked towards producing a short film and have the opportunity to enter their films for the Roots Film Festival. Dance features in our programme through our Junior & Whole School musicals. We have worked with choreographers from The Netherlands Dance Theatre, and have welcomed workshops and performances from The American Musical and Dramatic Academy, and The Dutch Don't Dance Division.

ISH Orchestra, Choir and Rock Bands have played in rock festivals, concerts, and various collaborative performance opportunities. Events like ISH Stock are always very well supported by our whole community. As passionate music specialists we have worked with Rewire in collaboration with performance artists Stephanie Pan and Yun Lee, sometimes traversing Visual Arts and Theatre. Throughout the year, we run trips to museums, theatres and concerts both in the cultural hub of The Hague and beyond. Our Visual Arts IBDP students embark on a trip to London in their first year, and London has come to ISH with visits from companies like Frantic Assembly and the National Theatre. Students of visual arts have access to four fully kitted out arts studios, with a kiln, laser cutter and a dark room.

We are proud of our thought-provoking and excellent IBDP Visual Art student exhibitions and interviews. Our team of teaching visual artists work hard to curate student art work throughout the year, often in collaboration with our Product Design and Music students. We are lucky enough to have had the opportunity to enrich our Visual Arts programme with ongoing workshops and visits from industry professionals, including fashion designers, weavers, ceramics specialists, street artists and illustrators, and we have also made links with anime artists and cartoonists. Students of visual arts have access to four fully kitted out arts studios, with a kiln, laser cutter and a dark room.



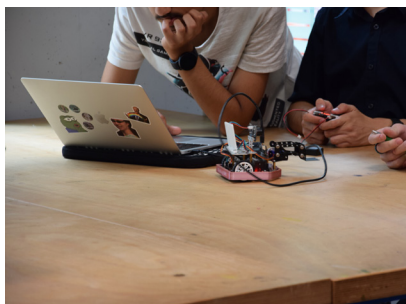
23.2.1 Malcolm Davies Music Centre (MDMC)

There is a range of after-school activities available for Secondary students, including private music lessons.

The Malcolm Davies Music Centre (MDMC) is a group of independent music tutors who provide private music lessons for our students. Via the school website parents can connect with the music tutors directly and arrange for music lessons after school. The Secondary Office confirms the bookings of these lessons.

“Music is one of the most powerful forces in the rise of mankind, and he who renders it accessible to as many people as possible is a benefactor of humanity” (Zoltán Kodály).

Tutors at the MDMC believe in just that: learning music engages and develops children’s brains and contributes to the acquisition of good social skills, supporting them to become well-rounded human beings.

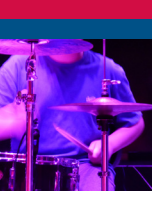


23.3 Service Learning in Global and Local Issues

At ISH we encourage and support students to engage with issues of importance to the local, regional, national and global community. Throughout the year there is a wide range of Service Learning events and activities that students can get involved with and students are also encouraged to initiate their own projects and student-led activities. Student involvement in Service Learning is one of the Core components in each of the Secondary School IB programmes: CAS in the DP, Service as Action in the MYP and Service Learning in the CP.

23.3.1 Student Council

The purpose of the Student Council is to represent, support and promote the student body of the International School of The Hague across all year groups. As a fully inclusive body, it strives to fairly meet the needs of students, meeting weekly to discuss any matters concerning the whole student community. All activities of the Student Council must be directed towards this purpose, and the purpose of fundraising. The Student Council is an independent organisation of students elected by the student body who attend the International School of The Hague. The Student Council is always open and proactive about engaging in positive constructive dialogue with all parties in the interests of the student body.



23.3.2 Charity Fundraising Activities

At ISH, we aim to educate our students about local and global issues, as well as the responsibilities that come with being global citizens. Throughout the school year, opportunities are available for students to support charitable organisations through fundraising activities, as well as volunteering. Examples of this include helping raise funds for local groups.

23.3.3 Global Issues Network (GIN)

The Global Issues Network (GIN) at the International school of The Hague, is part of the worldwide educational platform for students who want to make the world a better place. In groups, students work together on various information, awareness-raising, norm-shifting and other hands-on activities to help solve global issues that they are passionate about. The aim of the Global Issues Network is to empower ISH students to experience their strengths and talents with the UN Sustainable Development Goals serving as inspiration. For teachers, it is an inspirational experience to coach these students on a weekly basis, as it leads to authentic learning and new ideas for curriculum planning. Student initiatives range from animal welfare to welcoming refugees to our community, from promoting recycling and energy reduction to gender equality at ISH.

Every year, GIN students in collaboration with the GIN advisors organise a GIN day at ISH, where ISH students and students from other schools in the Netherlands inspire each other to take action. GIN day 2025 was themed "Build Trust, Inspire Peace" and hosted a wide variety of student-led workshops as well as workshops led by local community organisations.

23.3.4 Model United Nations (MUNISH)

Model United Nations (MUN) is an academic simulation of the United Nations that aims to engage and educate participants about the United Nations, global issues, international relations, diplomacy and the UN Sustainable Development Goals (SDGs). Participants develop several skills throughout the process, including but not limited to: public speaking, critical thinking, negotiation, teamwork, leadership, and policy crafting.

Since December 1991, ISH has organised its own conference, Model United Nations International School of The Hague (MUNISH). MUNISH takes place in the first week of November each year, attracting students from around the world and is aimed at delegates between the ages of 11 - 19 years. For three days, students assume the roles of world leaders and international decision makers. The participants of MUNISH, numbering over 1,000 each year, join to debate, discuss and consider complex issues that affect our world today and seek solutions to these problems. For example, 'questions of human rights, protection of the environment, economic development, disarmament, the problems of youth and of refugees, as well as the more critical issues of war and peace' (THIMUN). MUNISH leaves participants with a new perspective on our world and of their roles in shaping it. It is these ideals that make MUNISH the true embodiment of Model United Nations. The MUNISH conference, the largest secondary school MUN conference in the Netherlands, is a cornerstone of Experiential Learning at ISH, of which we are rightly proud. As stated in the MUNISH mission statement, MUNISH is 'a conference run by youth, for today's youth, to benefit the youth of tomorrow'.



In addition, since December 1991, ISH secondary has also been part of organising and participating in THIMUN (The Hague International Model United Nations), the largest MUN conference in the world. ISH students also participate in other MUN conferences around the Netherlands, for example, MiniMUN, BSNMUN, HagaMUN, HMUN and other THIMUN-affiliated conferences. We therefore highly encourage ISH students to join Model United Nations (MUN). 'Delegates today. Leaders tomorrow!'

For more information about MUNISH please visit the website at www.munish.nl.

23.3.5 The Duke of Edinburgh's - International Award for young people at ISH

With more than 60 years of worldwide experience, the international award for young people equips students to be ready for the world and life.

The International Award for young people, is a prestigious global program that empowers young people to develop essential life skills, improve physical well-being, embrace adventure, and contribute meaningfully to their communities. At ISH, we proudly offer all three levels of the Award: **Bronze, Silver, and Gold**.

Through the Award, students engage in a variety of activities across three key areas: **Physical Recreation, Skills Development, and Voluntary Service**. By setting their own personal goals, they can choose to build on existing interests or try something entirely new, encouraging personal growth and self-discovery.

A highlight of the programme is the **Adventurous Journey**. This experience challenges students to work in small teams to train, plan, and undertake a hiking and camping expedition. Depending on the level, these expeditions span **1, 2, or 4 nights**, and are often regarded as the most demanding, yet most rewarding, part of the Award.

Participation in the Award fosters resilience, teamwork, and confidence. Students consistently report a strong sense of accomplishment, not only from the expedition but from every stage of the journey.

Eligibility & Enrollment:

Students must be 14 years or older by the end of the calendar year (2025) to enroll. Registration opens at the beginning of the school year in September, and places are limited due to the programme's popularity and demands.

23.3.6 Silverbacks Engineering

For over 7 years, Silverbacks Engineering has been a prominent club at ISH. During this time, we have actively participated in the Shell Eco Competition, initially with a traditional petrol car but later transitioning to an environmentally friendly Eco Car powered by a battery. Our journey took a significant leap in 2022 when we embraced the "Green Power Eco Car" initiative. This incredible opportunity allowed us to acquire a kit car, which we constructed before competing against clubs from the Netherlands and Belgium.

Through this remarkable project, our students gained invaluable knowledge and experience in building a complete car. They also learnt to enhance various aspects of the vehicle, including the chassis and other upgrades.

RISK TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

International Award

The International Award (IA), also known as the Duke of Edinburgh's Award, empowers young people with Bronze, Silver, and Gold levels. It encourages them to step out of their comfort zones through activities promoting personal growth, leadership, community service, and outdoor experiences, including physical, skill, service, and an adventurous journey completed all in one year.

It connects with the community profile attribute of Risk Takers as it encourages participants to venture beyond their comfort zones, set ambitious goals, and surmount obstacles through both independent and collaborative endeavours. This process cultivates resilience, adaptability, and a proactive approach to uncertainty, mirroring the community's values and aspirations.



The International Award usually includes ISH students between years 10 and 13, with Bronze participants beginning at age 14. ISH teachers are certified leaders, supervisors, and assessors who guide and support the participants.

"The International Award encouraged me to become a risk-taker by exposing me to new experiences, fostering determination, and building resourcefulness as I tackled diverse challenges, ultimately nurturing my ability to face uncertainty with confidence."

Risk Takers



The International School of The Hague





The International School
of The Hague

Curious, Connected and Compassionate

