

Admissions Handbook

2026-2027



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Welcome to ICS Inter-Community School Zurich

Thank you for considering our school for your child. We look forward to getting to know you and your family better as you complete the application process. We understand that this is one of the most important decisions you can make, and we are here to support you along the way. Our Kind of Education sets us apart from any other international school and we trust you will soon see what makes us unique as we support all children to reach their potential, pursue their passions, and fulfil their responsibilities.

The oldest international school in the Greater Zurich Area, and the only IB Continuum School, we are proud of our story, our success, and most importantly of our students. While we are amongst the top ten international schools in Switzerland, we see ourselves as more of a community school than an international one. We are deeply proud of the diversity of backgrounds, languages, and cultures represented at ICS. With over fifty nationalities and seventy languages spoken, we lean on our collective knowledge and cultural wealth to chart new paths forward.

We know that this decision is an important one for you, and within this document we hope you find many answers to the questions that you have. Please know we work closely with all of our families to ensure their move to Zurich is a seamless one, and there is nothing you cannot ask. We feel immense pride watching our students learn, grow, and flourish both in our classrooms and beyond our walls. Our doors are open to you always, and you are warmly welcome to visit us, when you are next in our beautiful city, Zurich.

In partnership,

A handwritten signature in black ink, appearing to read 'Gabriel Di Mauro'.

Gabriel Di Mauro

Interim ex-officio Head of School

1. Introduction

1.1 Background

As Zurich's longest-established international day school, ICS has been welcoming students with diverse talents and abilities from a wide range of cultural and linguistic backgrounds since 1960. ICS is an inclusive, English language International Baccalaureate World School offering the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Studies Programme (DP). Our curriculum is designed to encourage the intellectual capability and ethical awareness that allows young people to grow, thrive and contribute at ICS, in higher education, along various pathways, and in the world. We are committed to providing a supportive and enabling learning environment in which all members of the community are challenged to achieve their potential, encouraged to pursue their passions, and expected to fulfil their responsibilities. Our student body currently comprises approximately 800 students spread across the Nursery, Primary, Middle and Diploma Programmes.

1.2 Purpose

The purpose of this Handbook is to explain the admission process at ICS, including our admission principles, procedures and enrolment processes, as well as the broader regulations surrounding international schooling in the Swiss context.

1.3 Inclusion Statement

All applicants who meet admission policy requirements will be considered equally for admission to all grades regardless of their ethnicity, gender identity, religion, or learning needs. ICS provides a world-class education that supports students in developing the essential skills they need to continue their post-senior school studies.

2. Admission Process and Procedures

2.1 Admission Timeline

ICS accepts applications throughout the year. Once an application is complete, it is date-stamped. The Admission Committee reviews admissibility on a rolling basis. The outcome of the review (admissible/not admissible) will be shared with the family. However, admissibility does not guarantee admission. Offers of admission may only be made as spaces become available.

2.2 Tours

Tours of our campus as well as virtual meetings are offered year-round, by appointment.

2.3 Applications and Fees

Interested families should begin by completing the ICS online application form and submitting the related application fee. Upon successful submission of the initial application form and fee, applicants

will receive an automated email response confirming their receipt. Either prior to submitting an application or during the application process, consultation with one of our Admissions Officers is required.

Please see [Appendix 3](#) for more information.

2.4 Supporting Documents

All applications require the submission of the application form and the related fee, as well as the financial regulations forms, applicant's photo, and copy of passport or identification card, as well as any in or out-of-school formal testing, including assessments, report cards and evaluations. In addition, different grade levels require the following specific documents within the application:

Nursery:

Parent Questionnaire

Preschool: (Pre-Kindergarten and Kindergarten Programme):

Preschool Parent Questionnaire, any available school reports, and Teacher Recommendation Form (should this be available).

Grades 1 - 5: (Primary School: Grades 1 - 5):

One teacher recommendation and school reports from the current and two previous years, unless the child has not attended school or attended a school that has not offered report cards for that length of time.

Grades 6 - 12: (Middle School: Grades 6 - 8) (Senior School: Grades 9 - 12):

Two teacher recommendations (one from an academic classroom teacher and a second one from a pastoral tutor/counsellor) and school reports from the current and two previous years, unless the child has not attended school or attended a school that has not offered report cards for that length of time.

2.5 Admission Decisions

Admission decisions include decisions regarding acceptance, grade placement, and additional services required if they are applicable. Final admissions decisions are made only once the entire application process has been completed. We aim to communicate a final decision to families by email within ten business days once the final admissions decision has been made. Final admissions decisions include:

- acceptance and placement with an offer to enrol
- acceptance and placement to a wait pool awaiting grade level availability
- denial of admission

2.6 Acceptance and Placement with Offer to Enrol

An offer is made when an applicant's complete application provides evidence that all criteria for admissions have been met and there is space available.

All admissions decisions are based on a full review by the Admissions committee, comprised of the

Principals, with the advice of the faculty, and admissions officers. Decisions are based on information obtained with respect to:

- the potential of the applicant to benefit from the educational services available
- the capacity of the School to meet the academic and social emotional needs of the applicant
- the availability of places

Applications to Grade 12 and to the second semester of Grade 11 can only be considered if a student is on track to or has already successfully completed the first year of the two-year IB Diploma Programme at another IB School, and if ICS can match and has a similar set of Diploma courses as well as availability in Grade 11 and 12 respectively.

Because spaces at ICS are limited, we prioritise applications in the following order, on a first-come, first-served basis:

1. international co-operation agreement (company partnership agreement) families with a child already enrolled
2. international co-operation agreement (company partnership agreement) families
3. families with a child already enrolled
4. alumni children
5. international families
6. local families
7. ICS staff children

Families who are offered enrolment are asked to commit to the student's place within five working days from the date of the offer for the current academic year, and within ten working days for the subsequent academic year. A signed Financial Regulations contract, completed Swiss Residence Visa Form, and registration form along with the initial Capital Fund fee payment must be received within ten working days to reserve the place.

See Appendix 1 for further information about the Financial Regulations.

2.7 Offer to Be Placed on the Waitlist

On occasion, due to space and capacity constraints, an admissible applicant may be offered a place on the ICS waitlist. Once a place becomes available in a grade for which there is a waitlist, all applicants on the waitlist are considered for offers of enrolment.

Should an applicant be accepted and placed on the waitlist for a grade in a particular school year, they will remain eligible for an offer to enrol into that grade throughout the duration of that same school year. Applicants wishing to remain on the waitlist for a successive school year will be asked to submit updated supporting documentation for review, or to re-apply in full.

2.8 Denial of Admission

Admission to the school may be denied for reasons which include but may not be limited to the following:

- the inability of ICS to provide a suitable programme, services, or facilities for the applicant

- a reflection from the current or former school(s) that indicates consistently or significantly poor behaviour
- incomplete or deliberate omission of all necessary information and documentation related to the applicant's learning needs

3. Admission Principles

3.1 Consideration for Grade Placement

The ICS Age-Grade Placement Table is based on a 31 August birth date cut-off (see Appendix 2). In cases where applicants apply from a different education system or country, grade placement will be considered sequentially according to the programme in which they are currently enrolled or have completed in a curriculum system which provides substantial continuity to our programme. Unless there is significant evidence to suggest a student's needs will be best met in a different year group, all students will be placed into the academic year that corresponds to their date of birth. This is to ensure

that students are placed in a grade level that allows both learning needs and socio-emotional needs to be met. On occasion, counsellors and pastoral teams may be asked to review applications along with the Admissions team.

In exceptional circumstances where an applicant may have fallen behind in their education (due to illness, time spent abroad, etc), s/he may be placed in a grade lower than indicated on our placement table, after discussion with the family. This decision would only be taken when it appears most beneficial for the student.

An applicant would only be placed in a grade higher than their age group in exceptional cases. Factors considered for such an exception might include:

- the age-grade cut-off date in the student's country of origin
- the student's successful completion of the equivalent grade elsewhere in a curriculum system which would provide substantial continuity to our programme (Continuity of Programme)

Please note that no exceptions are granted to Preschool (Nursery - K2) students based on age or prior school experience.

The final decision on grade placement will be taken by the School based on all the information gathered through the application process. Grade Placement considerations outlined above are for guidance and will be adapted by the School as circumstances require.

3.2 English as an Additional Language Students (EAL)

3.2.1 English as an Additional Language in Primary

The Primary School (K2 - Grade 5) EAL Department aims to meet the specific needs of students for whom English is a second or additional language. For those students who need EAL support, this is offered as part of the curriculum and included in the tuition fees.

3.2.2 English as an Additional Language in Middle School and Senior School

As part of our application process in the Senior School, specialist language teachers assess the English level of new students to decide on an appropriate level of support. This assessment is completed through the student taking the International Diagnostic and Admissions Test (IDAT) online assessment.

For students who are developing their academic English but are no longer beginners, we offer English Language Acquisition (ELA) classes in Grades 6-8 and English for Academic Purposes (EAP) for students in Grades 9 and 10. Additionally, the EAL team provides support across other subjects to ensure students can access the learning equitably, regardless of their home language.

Language expectations increase as students move through the MYP and, therefore, we are not able to support English beginners in Grades 9 or 10. The level of academic English but also literacy and academic achievement in a students' home language are taken into consideration on application. These skills, alongside critical thinking, personal drive, and adaptability are essential for all learners in the upper school as the language level of the Diploma Programme is advanced, and students therefore need a proficient level of academic English in order to access learning in Grades 11 and 12.

3.3 Students with Learning Support Needs

Learning needs are reviewed by our learning support team and need not be a barrier to admission, as ICS can support a variety of learning styles while ensuring access to our curriculum. However, the grade-associated learning support programme is smaller than the grade itself and therefore the learning support programme may reach capacity earlier than the grade reaches capacity.

In order to ensure suitable support provisions, all relevant information regarding the student's learning, social/emotional and behavioural needs must be disclosed during the application process. If this information is not provided, or is inadequately or inaccurately provided, ICS reserves the right to refuse or terminate the student's enrolment, and/or charge additional fees relating to additional care and support services. Furthermore, should a student's needs change during their enrolment, parent(s)/guardian(s) may be required to obtain and share with ICS an external educational psychological evaluation. Please see Section 5.8 for the full enrolment agreement.

When Learning Support or EAL support is deemed necessary by the school, this shall be provided for up to 4 periods per week at no additional cost. Additional support will be subject to supplementary fees if it is available and agreed with the school.

Should a student's application be unsuccessful, and the family wishes to reapply for the subsequent school year, the application shall be reviewed at the discretion of the Head of School.

3.4 Extended Learning Needs Programme (ELNP)

The mission of the **Extended Learning Needs Programme (ELNP)** is to nurture individuals to become passionate, valued, and active members of both the school and the wider community. We are committed to providing equal opportunities for everyone to thrive, reach their full potential, and prosper in all aspects of life. Through dedicated support and inclusive practices, we empower students to embrace their unique strengths and contribute meaningfully to society.

The ELNP (Extended Learning Needs Programme) provides a high staff-to-student ratio to effectively address the unique needs of each student. Depending on their individual goals and requirements, students either participate in grade-level classes alongside their peers or receive tailored, small-group instruction from the ELNP teacher. Beyond academic support, the programme offers comprehensive instruction in social skills, life skills, vocational training, and independent living. The ASDAN programme is utilised as a supplementary resource to enhance the curriculum.

The ELNP will be individually discussed at the time of enrolment for those students who meet the criteria for admission. A separate fee structure is used for this programme that will be explored with families during the admission process.

4. Enrolment

4.1 Conditions of Enrolment

At ICS, we strive to create a culture of respect throughout the entire school. Students, staff and parent(s)/guardian(s) alike have the right to be in a safe, respectful community, and, importantly, a shared responsibility to uphold standards of behaviour that reflect this.

To guide this, ICS has developed a [Parent/Guardian Agreement](#) (see Appendix 4) and a [Rights and Responsibilities Framework](#) (see Appendix 5). It is an express condition of enrolment that the parent(s)/guardian(s) comply with the conditions laid out in the Agreement, and that they agree to share a mutual obligation with the school in supporting the student's compliance with the Framework.

4.2 Re-enrolment

Online re-enrolment invitations for the subsequent school year will be sent to currently enrolled families at the beginning of the month of February. All families who wish to re-enrol should complete the online re-enrolment procedure by the stated 26 February 2027 deadline. Families who do not meet the deadline requirements for re-enrolment are not guaranteed a place for the following school year. Families will be offered the opportunity to re-enrol their child for the following year unless:

- consultation with a student's parent(s)/guardian(s), Principals and Head of School concludes that the student can no longer benefit from the ICS educational environment
- there are overdue invoices on the student's account
- the student's parent(s)/guardian(s) have been unable to support the school sufficiently in its philosophy and community expectations in the previous year
- the student or parent(s)/guardian(s) have been unable or unwilling to uphold the behavioural standards laid out in the [Parent Agreement](#) and [Rights and Responsibilities Framework](#)
- the student's parent(s)/guardian(s) have been unable or unwilling to support the school in obtaining any necessary documentation should a student's learning needs change

The School reserves the right, after consultation with the student's parent(s)/guardian(s) and Head of School, to require that a student repeat a year in the same grade if there is insufficient evidence that the student is ready to successfully advance into the next grade. The decision of the Head of School is final in this matter.

Families who wish to withdraw their child for an academic year but secure a space upon their return must pay CHF 5'000 toward that future year's tuition. If they withdraw before the re-enrolment deadline (26 February 2027) of the year in which they are absent, that sum will be refunded. If they withdraw after 26 February 2027, that sum will not be refunded.

4.3 Continued Enrolment Conditions

Ongoing enrolment at ICS is subject to compliance by the student and parent(s)/guardian(s) with the [Parent Agreement](#) and [Rights and Responsibilities Framework](#). Maintaining enrolment when the standards outlined in these policies are not upheld is at the absolute discretion of the Head of School, with regard to the best interests of the other students, staff and the school community.

4.4 Termination of Enrolment

Creating and maintaining a culture of respect at ICS is of the utmost importance. As such, the Head of School reserves the right to dismiss or suspend a student from the school for unsatisfactory attendance, conduct or performance, or failure by either the student or parent(s)/guardian(s) to comply with the [Parent Agreement](#) and the [Rights and Responsibilities Framework](#).

4.5 Application Fees

An applicant's enrolment is subject to the terms and conditions set out in the [ICS Financial Regulations](#), approved by our Board of Trustees, and published annually. Application will only be processed upon payment of the application fees. Please see our [Financial Regulations](#) for further information relating to the Capital Fund Fee.

5. Regulations and Responsibilities

5.1 Swiss Regulations

In enrolling your child at ICS, you acknowledge that the laws under which the School operates are governed by the Canton of Zurich. 'Lex Aeppli' is a law that requires you to have proof of your international mobility or that your children are continuing a non-German education (see explanation below). Should your child enter the School from a local Swiss school, or from Kindergarten to Grade 4, the 'Lex Aeppli' rule may be applied. This means that after a five year period, your child must attend a local Swiss school, or you must seek an exemption from the Canton to continue studying at ICS. The School will notify you in the fourth year of your child's enrolment, of the impending requirement to notify the Canton if you seek an exemption or you are entering the local school system.

Families must also sign the Status Certification Form attesting to their international mobility in order for their child or children to be exempted from the Canton of Zurich curriculum participation policy as well as attesting to their children complying with the Swiss residence requirements.

5.2 'Lex Aeppli' (Status Certification Form)

The Zurich Cantonal Education Authorities ([Bildungsdirektion](#)) have established criteria which define whether children of families with residence in the Canton of Zurich may be admitted to non-German speaking, international schools entering from Kindergarten to Grade 4. If you do not live or do not plan to live in the Canton of Zurich, then this law does not apply. The new regulation took effect as of the 2014-2015 school year.

In order to qualify for admission to a non-German speaking school, families must meet one of the following conditions:

Option 1: The family plans to live in Canton Zurich only temporarily.

Option 2: A family currently living in Canton Zurich offers a plausible claim that it intends to move residence to a non-German speaking country.

Option 3: Parents whose child/ren were previously at school in a non-German speaking canton or country wish their child/ren to continue schooling at an international school here in Zurich.

If one or more of the above options (criteria) apply to the family's situation, then the family is requested to provide a brief explanation.

5.3 Swiss Residence Visa

For a stay over 90 days you will require an authorisation from the migration authority of the canton concerned. An application for authorisation accompanied by the relevant documents should be submitted to the said cantonal authority. Within 14 days after the arrival in Switzerland and before starting employment, citizens of EU-25/EFTA must announce themselves at the municipality of the place of residence and apply for residency permit. More information may be found [here](#). Obtaining a Swiss residence permit and any/all necessary documents to rightfully reside in Switzerland is at the sole responsibility of the parent/guardian. ICS does not support this process. ICS accepts C, B, and L visas only. Should the visa be in process, then documentation of registration at one's local Gemeinde (local authorities) and proof of the biometric appointment will be required.

ICS requests families to check the following Swiss residency options once their child/ren receive an offer of admission and prior to enrolling:

Option 1: Swiss Citizen

Option 2: Swiss Residency Visa Approved

Option 3: No Swiss Residency Visa

If families check Option 3, then child/ren may not commence on-campus learning at ICS until the residency visa status is approved.

5.4 Agreements between international operating companies and ICS

The company is an internationally operating company which, to pursue its company purpose, is at times required to employ qualified employees of the same corporate group from foreign countries. An important prerequisite for attracting such employees is the creation of adequate working and living conditions, one of which, among others, is the availability of appropriate educational facilities. Such employees usually remain in the Canton for only a limited period of time. Therefore, there exists the necessity to educate their foreign language speaking children in schools which assure, upon departure, the smoothest possible continuation in the same school system. The school specialises in teaching children of foreigners who stay in Switzerland for a certain period of time.

The company supports the school by an annual contribution (16% of annual tuition), and in consideration of the contribution, the school will give priority to children of the company's employees for available spaces over other applicants who are not covered by such an agreement.

5.5 Legal Matters

If legal matters arise which affect your child's enrolment (including changes to guardianship or residency), or which may impact your child's education, you are required to promptly advise the Head of School in writing. Hard copies of relevant legal documentation must also be provided. Unless advised otherwise, the School will proceed on the basis that both parents have equal parenting rights in relation to the student, and that both parents are jointly liable for payment of fees and charges. Unless provided with legal documentation to the contrary, the School will not accept an enrolment, nor a withdrawal of enrolment, unless consent of both parents is provided.

5.6 Privacy

In enrolling the student, the parent(s)/guardian(s) acknowledge and consent to the provisions of the School's Privacy Policy. To view the School's Privacy Policy please visit the ICS Privacy Centre [here](#).

5.7 Parent Agreement

Please see [Appendix 4](#).

5.8 Enrolment Agreement

- If a place at ICS is offered to the student, the parent(s)/guardian(s) will be required to complete and sign the Registration Form Agreement and relevant medical information forms, and submit payment of the 20% Capital Fund Fee. A copy of the Registration Form with the enrolment terms and conditions is available upon request.
- In accepting a position at ICS, the parent(s)/guardian(s) acknowledge that it is an express condition of enrolment that they and their child comply with the ICS Parent Agreement and the ICS Rights and Responsibilities Framework. The parent(s)/guardian(s) agree to share a mutual obligation with the school in supporting the student's compliance with the Framework.
- The parent(s)/guardian(s) acknowledge and agree to disclose all relevant information regarding the student, including any additional needs that may affect ICS' ability to educate, supervise, or care for the student.
- If this information is not provided, or is inadequately or inaccurately provided, ICS reserves the right to refuse or terminate the student's enrolment, and/or charge additional fees relating to additional care and support services and staff that may be required to be provided to the student, without prior notice to the parent(s)/guardian(s).
- The parent(s)/guardian(s) agree to provide further information relevant to learning, social/emotional and behavioural needs to ICS and/or obtain and share with ICS an external educational psychological evaluation if any additional needs arise or alter over time.
- ICS may contact previous schools attended by the student to obtain further information about the student.
- The parent(s)/guardian(s) state that they are the sole legal guardians of the student and are authorised to enrol the student at ICS. If this situation changes, the parent(s)/guardian(s) will immediately provide to ICS a written notice of the change, in addition to written consent from any other legal guardian of the student to the student's enrolment, or continued enrolment.

Appendix 1: ICS Financial Regulations 2026-2027

Please refer to the [Financial Regulations 2026-2027](#).

Appendix 2: ICS Age Placement Table

Age (31 August cut-off date)	ICS	Swiss (Zurich) on or before 31 July	USA	UK
24 months - 3 years old	Nursery	Daycare or Preschool (non-obligatory)	Toddler	Nursery
3 years old	Pre-Kindergarten	Daycare or Preschool (non-obligatory)	Pre-Kindergarten	Nursery/Early Years
4 years old	Kindergarten 1	Kindergarten 1	Pre-Kindergarten	Reception
5 years old	Kindergarten 2	Kindergarten 2	Kindergarten	Year 1
6 years old	Grade 1	Grade 1	Grade 1	Year 2
7 years old	Grade 2	Grade 2	Grade 2	Year 3
8 years old	Grade 3	Grade 3	Grade 3	Year 4
9 years old	Grade 4	Grade 4	Grade 4	Year 5
10 years old	Grade 5	Grade 5	Grade 5	Year 6
11 years old	Grade 6	Grade 6	Grade 6	Year 7
12 years old	Grade 7	Grade 7	Grade 7	Year 8
13 years old	Grade 8	Grade 8	Grade 8	Year 9
14 years old	Grade 9	Grade 9	Grade 9	Year 10
15 years old	Grade 10	Grade 10	Grade 10	Year 11
16 years old	Grade 11	Grade 11	Grade 11	Year 12
17 years old	Grade 12	Grade 12	Grade 12	Year 13

Appendix 3: Application Steps Overview

Step 1	Go to www.icsz.ch
Step 2	At the top left of the menu, click myICS then click Open Apply
Step 3	Create an account or turn your OpenApply profile into an application
Step 4	Read the applicant information
Step 5	Fill out the applicant's details
Step 6	Complete school details
Step 7	Specify students needs
Step 8	Upload applicant photo
Step 9	Complete family information
Step 10	Read ICS Privacy Notice
Step 11	Electronic signature
Step 12	Upload documents as per described in the Admissions Policy related to the applicant's intended grade level
Step 13	Submit application fee of CHF 500

Appendix 4: Parent/Guardian Agreement

Purpose and Application

At ICS, we are committed to providing a respectful learning environment that is safe, positive and supportive for all students, staff, families and visitors. As part of this commitment, we want to ensure that all parents/guardians of children at ICS have a shared understanding of the conduct expected of them when engaging with the school. This Agreement is intended to be read and understood by all ICS parents/guardians. The application of this Agreement is not limited to the school campus or school hours but rather, should be used as guidance whilst on the school premises, engaging in school related activities or representing the school.

Expectations of Parents in Our School Community

It is expected that parents in our school community will...	Parents and visitors to our school community demonstrate this by...
Communication • Be polite to others • Act as positive role models • Recognise and respect personal differences • Use the school's communication process to address concerns	• Speaking and behaving respectfully at all times • Being compassionate when interacting with others • Informing staff if the behaviour of others negatively impacts them or their family • Requesting a meeting to discuss concerns about their child's education, allowing staff time to prepare, and appreciating that their time may be limited
Collaboration • Ensure their child attends school ready to learn • Read the ICS Bulletin • Respond to teacher requests for discussion/meetings • Be involved in parent activities/events where necessary	• Taking responsibility for their child arriving and departing school safely and on time each day • Reading and encouraging their child to follow the Respectful Behaviour Framework • Supporting their child's learning needs at home
School Culture • Recognise every student is important • Contribute to a positive school culture • Work with staff to resolve issues or concerns • Respect people's privacy	• Acknowledging staff responsibility to support the whole community • Speaking positively about the school and staff • Avoiding negative comments or gossip about others (online or in person) • Understanding compromises may be necessary • Respecting the privacy of all community members and recognising the school cannot share confidential information

Appendix 5: Rights and Responsibilities of Students, Staff and Parents/Guardians

The behavioural expectations at ICS are based on an understanding that every member of the school community has both rights and responsibilities. This table outlines the universal rights of every member of the ICS school community, and the responsibilities that sit alongside those rights. The responsibilities are grouped into three categories: students, staff and parents/guardians.

Responsibilities are articulated to provide clarity on what behaviour is and is not acceptable within the school community. Any behaviour that is not in alignment with these responsibilities may be brought up for discussion with the Head of School.

Each person has the right to be themselves in the school free from discrimination, bullying or harm		
Student Responsibility	Staff Responsibility	Parent/Guardian Responsibility
1. To value and respect every single person for who they are. 2. To listen to others and respect different points of view. 3. To include peers and refrain from participating in any sort of activities that may cause harm to another person. 4. To seek help if confronted with bullying of self or others.	1. To value and respect every single person for who they are. 2. To listen to other members of staff, families and students and respond with sensitivity and care. 3. To encourage a judgement-free environment and take action if witnessing bullying or discrimination. 4. To take action if experiencing bullying or discrimination (by initiating a conversation with appropriate colleagues).	1. To value and respect every single person for who they are. 2. To listen to others and respect different points of view. 3. To approach school staff with respect and trust for their professional judgement. 4. To take action to protect children if confronted with bullying or discrimination. 5. To conduct conversations with other members of the school community with respect.

Each person has the right to feel and be safe		
Student Responsibility	Staff Responsibility	Parent/Guardian Responsibility
1. To act in a safe and sensible manner with consideration for others. This includes not participating in fights, arguments between others, bullying or any form of harassment. 2. To follow safety expectations. 3. To immediately report unsafe actions or situations.	1. To know and understand how to implement the relevant safety policies. 2. To give clear instructions about appropriate safety procedures. 3. To immediately respond to and/or report unsafe actions or situations.	1. To respect the School's policies and practices. 2. To report any known unsafe actions or situations immediately when they become aware of them. 3. To provide the School with yearly updates of their children's health profile at the beginning of each school year. 4. To provide for the general well-being of their children.

Each person has the right to equal opportunity		
Student Responsibility	Staff Responsibility	Parent/Guardian Responsibility
1. To treat others equally regardless of sex, gender, sexual orientation, race (including colour, nationality and ethnic or national origins), marital status, religious beliefs, political beliefs, or physical or mental disability or impairment.	1. To treat others equally regardless of sex, gender, sexual orientation, race (including colour, nationality and ethnic or national origins), marital status, religious beliefs, political beliefs, or physical or mental disability or impairment. 2. To approach conversations with students and their families with equal respect, regardless of background or situation. 3. To be aware of internal biases and be open to learning about how this affects their work.	1. To treat others equally regardless of sex, gender, sexual orientation, race (including colour, nationality and ethnic or national origins), marital status, religious beliefs, political beliefs, or physical or mental disability or impairment. 2. To be aware of internal biases when communicating with the school.

Each person has the right to participate in school life		
Student Responsibility	Staff Responsibility	Parent/Guardian Responsibility
1. To participate in various extracurricular activities both in and out of school hours. 2. To inform parents of school events and activities.	1. To participate in the School's decision making processes and foster student, parent, and community participation. 2. To participate in and implement extracurricular activities. 3. To contribute to information flows between the School, the parents and the community.	1. To participate in school community events. 2. To support and, when relevant, participate in the School's co-curricular programmes. 3. To maintain close contact with the school and read the School communication.

Each person has the right to achieve their individual potential		
Student Responsibility	Staff Responsibility	Parent/Guardian Responsibility
1. To strive to achieve their best by working consistently and with effort to their full potential. 2. To ask for help where needed.	1. To strive to achieve their best by working consistently and with effort. 2. To provide educational programmes and services which cater for individual needs. 3. To actively participate in professional learning to continually strive to improve professional practice. 4. To ask for help where needed.	1. To show daily interest in their children's work and efforts. 2. To provide encouragement for their children to achieve their best. 3. To foster positive attitudes towards education and achievement. 4. To ask for help where needed.

Each person has the right to be heard		
Student Responsibility	Staff Responsibility	Parent/Guardian Responsibility
1. To listen to peers and teachers and actively engage in discussions when required. 2. To respond respectfully to the requests of others.	1. To practise active listening with students, colleagues and families and provide space and time for discussion. 2. To encourage an environment of open communication by setting aside time to respond to other people's questions.	1. To practise active listening with school staff and engage in conversation in a respectful and open manner. 2. To encourage their children to communicate respectfully with school staff and their peers and learn to listen with empathy.

Each person has the right to privacy		
Student Responsibility	Staff Responsibility	Parent/Guardian Responsibility
1. To respect the right to privacy of other people online. 2. To refrain from connecting with ICS staff on social media. 3. To respect other people online as they would respect them in face-to-face interactions.	1. To practise responsible communication and protect their personal lives by refraining from connecting with students and ICS families on social media. 2. To respect other people online as they would respect them in face-to-face interactions.	1. To refrain from connecting with ICS staff on social media. 2. To respect other people online as they would respect them in face-to-face interactions. 3. To be mindful of their relationship with ICS in online communications and respect the schools reputation.

Each person has the right to cultural cohesion, understanding and awareness*		
Student Responsibility	Staff Responsibility	Parent/Guardian Responsibility
1. To behave with respect to people from all cultural backgrounds. 2. To celebrate every culture within the school. 3. To learn about, gain awareness of and become attuned to different cultures, ideas, religions and practices. 4. To bring to the attention of teachers any form of cultural discrimination or bullying.	1. To behave with respect to people from all cultural backgrounds. 2. To celebrate every culture within the school, and ensure the curriculum is aligned with this ethos. 3. To actively reject any form of cultural discrimination or bullying and take action if this is brought to their attention.	1. To behave with respect to people from all cultural backgrounds. 2. To encourage in their children cultural acceptance, awareness and cohesion with peers and teachers. 3. To actively reject any form of cultural discrimination or bullying and take action if this is brought to their attention.

**Definition of 'culture': 'Culture is the characteristics, knowledge and shared patterns of behaviour of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.'*

