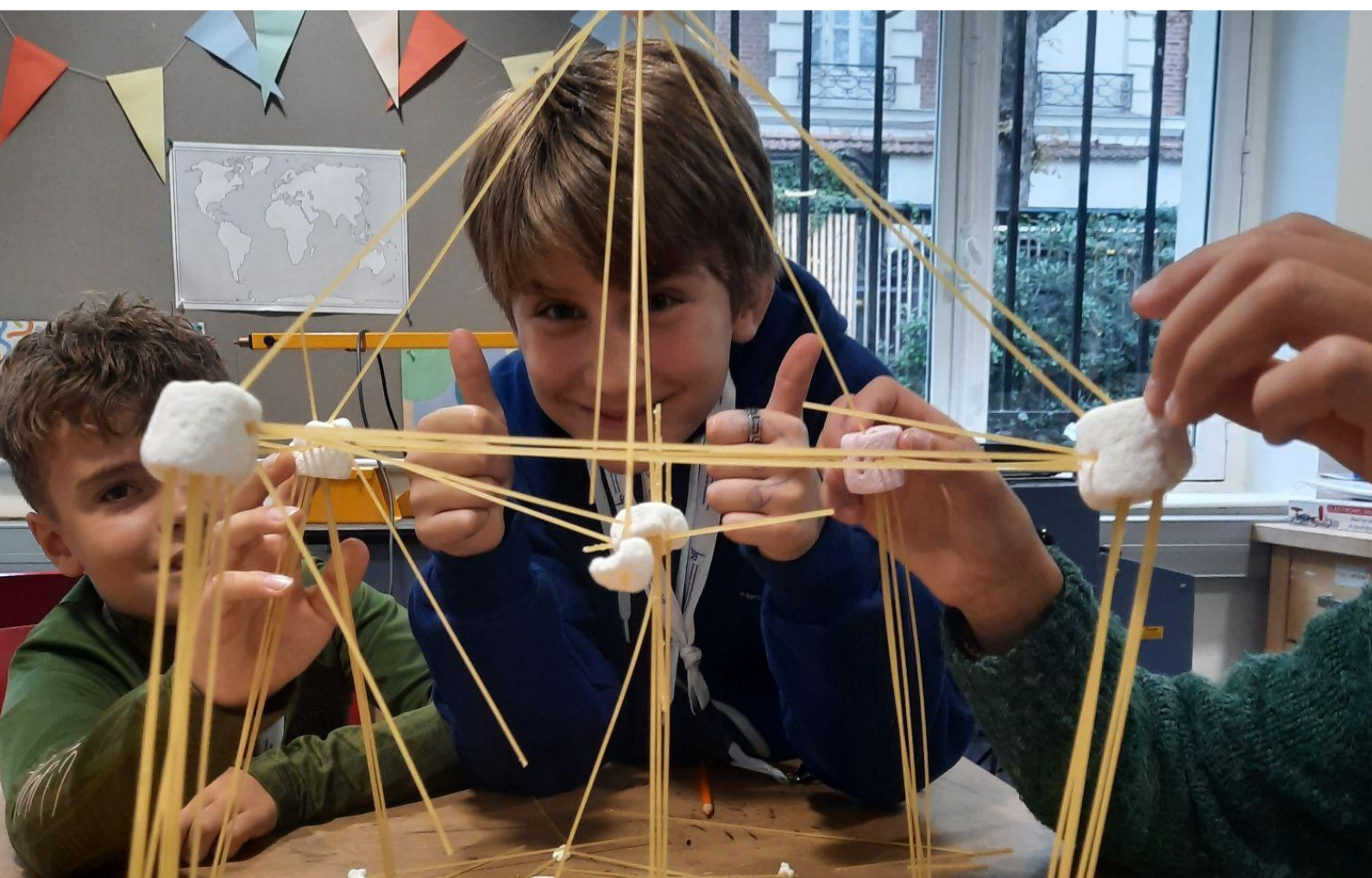


International School of Paris

Middle School Handbook 2026-27



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Please note that this Handbook should be read in conjunction with ISP's internal policies and handbooks, all of which can be consulted on the [ISP Parent Portal](#):

Link - <https://www.isparis.edu/welcome-to-parent-portal/school-policies>

Academic Integrity Policy	Information Technology (IT) Policy
Anti-bullying Policy	Learning Support Handbook
Assessment Policy	MYP Curriculum Guide
CAS Student Handbook	MYP eAssessment Guide
Child Protection Handbook	Privacy Notice for Students and Parents
Complaints Policy	Secondary School Attendance Procedures
Dress Code	Service as Action Student Handbook
Field Trip Policy and Procedures	

Throughout this handbook, the term 'Parent' is used inclusively to refer to any individual who holds legal responsibility for a student, including but not limited to parent(s), legal guardian(s), and caregiver(s) with official custodial authority.

Our Vision

Educating *for* complexity.

Our Mission

As the leading International Baccalaureate World School in France, we prepare our students to engage with and succeed in a complex world.

Our High Quality Learning Definition

High quality learning is a social and experiential practice. It sparks students' curiosity and stimulates their natural creativity. It inspires them to strive for excellence, and to take ownership of their own inquiry and research. It shapes the learner and the learning community, nurturing growth and new understandings.

A SOCIAL AND
EXPERIENTIAL
PRACTICE (SEP)



SPARKING
CURIOSITY AND
CREATIVITY (ICC)



TAKING OWNERSHIP
OF INQUIRY AND
RESEARCH (TOI)



STRIVING FOR
EXCELLENCE
(EXC)



SHAPING THE LEARNER
AND THE LEARNING
COMMUNITY (SLC)



NURTURING GROWTH
AND NEW
UNDERSTANDINGS (NGU)



Our Definition of Wellbeing

At ISP, wellbeing means **connecting and caring**.

Together we aspire towards wellbeing in the following ways:

- Emotional: cultivating an environment in which we know we can be ourselves.
- Physical: encouraging a balanced, safe, and healthy way of living.
- Relational: connecting, communicating, and maintaining support networks.
- Belonging: feeling part of our diverse and inclusive community.
- Responsibility: ensuring those who come after us can also be well.

Our Guiding Statements

1 Learning for Complexity

We prepare students for the opportunities and challenges of living in a dynamic, interconnected, rapidly evolving world.



Guiding Statements

These 7 Guiding Statements further articulate our Vision and Mission. They provide a set of commitments that make explicit why and how we will educate for complexity.

VISION: Educating for Complexity

MISSION: As the leading International Baccalaureate World School in France, we prepare our students to engage with and succeed in a complex world.

2 Embracing Diversity

We explore and celebrate differences and similarities to create an inclusive culture that can engage globally.



3 Inquiry, Innovation and Learning

We develop the values, skills and strategies to face complex issues in new and different ways.



4 Learning To Be Well

We understand the importance of balance in personal development and in building and maintaining safe, positive relationships.



5 Global Citizenship

We share a responsibility to act individually and collectively to create a fair and sustainable world.



6 Language Learning

We promote effective communication, the development of identity and the appreciation of other cultures through the learning of languages.



7 Experiential and Service Learning

We provide authentic and relevant learning experiences that shape our lives and impact the lives of others.



Our Student Code of Conduct

At ISP we are committed to a number of important Guiding Statements that form the foundation of our school culture and learning environment. One of the central Guiding Statements for our Student Code of Conduct is “Embracing Diversity: We explore and celebrate differences and similarities to create an inclusive culture that can engage globally”. In building a culture of inclusion, we must stand firmly against words and actions that reinforce harmful and oppressive systems.

ISP acknowledges that harm caused to another person, whether intentional or not, based on identity markers such as race, colour, ethnicity, caste, religion, gender identity, gender expression, sexual identity, national origin, citizenship status, socioeconomic status, age, language, or ability constitutes harm and abuse. Students at ISP are committed to upholding our values in words, actions, and behaviours in themselves and those around them. They also commit to standing against harmful or abusive targeting of any person. Violations of this commitment to embracing diversity will be addressed based on the procedures clearly outlined in the Student Handbook.

All ISP students are bound by the Information Technology (IT) Policy, which includes the responsible and appropriate use of technology. We acknowledge that identity-based harm and other forms of harm can occur through the inappropriate use of technology, including AI. This includes, but is not limited to, the creation and distribution of AI-generated images, the sharing of private information, or any form of online abuse.

Respect for oneself and for others extends from personal interactions to the classroom context, including academic integrity. Assessments should be a fair representation of a student's knowledge and understanding, and all students should have an equal opportunity to access the curriculum and be fairly assessed. ISP students commit to ensuring that all their submitted work is completed in line with ISP's Academic Integrity Policy, which involves the acceptable use of Artificial Intelligence and the input of individuals other than themselves.

By acknowledging this agreement, you are committing as a student and as a family to work to uphold our school's value of embracing diversity. This means you are committed to learning, growing, and listening to others to help make ISP the welcoming and inclusive community we strive to be. You are also joining into accountability for the words, actions, and behaviours that you enact as a member of the ISP community.

General Middle School Information

Overview

The Middle School at the International School of Paris is based on a closed campus separated by a short walk from the Primary and High School campuses in the 16th Arrondissement of Paris.



Middle School Campus (Grades 6 – 9)

45 rue Cortambert, 75116 Paris

+33 1 81 70 32 60 (Cortambert reception)

+33 1 81 70 44 10 (ISP main reception)

reception@isparis.net

The School Day

Timetable

		Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	8:50 - 9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
P1	9:00 - 9:45	English	PHE	Design	Humanities	World Languages
P2	9:45 - 10:30	Humanities			PSE	
Break	10:30 - 10:45	Break				
P3	10:45 - 11:30	Design	PHE	World Languages	English	Maths
P4	11:30 - 12:15					Humanities
Lunch	12:15 - 1:15	Lunch				
P5	1:15 - 2:00	French	Humanities	Science	Maths	Arts
P6	2:00 - 2:45		Science	English		
Break	2:45 - 3:00	Break				
P7	3:00 - 3:45	Advisory	Arts		French	Science
P8	3:45 - 4:30	Maths				

This is a sample timetable, for illustrative purposes only.

Lessons are scheduled over five days, Monday to Friday. The school day consists of eight 45-minute periods, some of which are combined into 90-minute double lessons. Students have one half-day (4 periods) of Physical and Health Education (PHE).

Start and End Times

The school day begins with homeroom time at 8.50 for all students. The normal school day finishes at 16.30 except on Wednesdays when students will finish at 14:45.

The school doors open at 8.30 and close at 17.30. Students may stay on campus for any Extended Curriculum Activity (ECA) but should not remain in school buildings after 16.45 without supervision from a member of staff.

Leaving Campus

Students must stay on campus for the whole day. From the start of the year, Grade 9 students work with the Wellbeing Team to gain the privilege of leaving the campus at lunchtime. Once this is implemented, parents will be asked to fill out a permission form.

Break Times

Morning and afternoon break

Morning break is from 10.30 until 10.45, and afternoon break is from 14.45 until 15.00. During this time, students can go outside, relax inside in designated spaces, or purchase food in the cafeteria. Students may also use this opportunity to check out books in the library.

Lunch break

Lunch break is from 12.15 until 13.15. Students have access to the cafeteria where they can buy food each day. Students who wish to purchase food must charge their student badge online and use this credit to pay for their meals. No cash can be used to pay for meals in the cafeteria.

Please note that food deliveries from external companies (Uber Eats, Deliveroo, etc.) are not allowed, and any family deliveries will only be tolerated on an exceptional basis.

Alternatively, students may come to school with a packed lunch each day. The school is equipped with microwave ovens, which the students can use to heat meals. Students should bring any plates, spoons, forks, etc. that they need. After eating lunch or snacks, students must ensure that the space they have used is left tidy and can be used by those following them. There are water fountains available for students in all buildings. Students should bring a water bottle to school with them to reduce the need for disposable cups.

Dress Code

All students must be dressed appropriately for school activities and the specific learning environment in line with our [School Dress Code](#).

Materials and Supplies

Student access to essential learning platforms

Technology plays a vitally important part in our pedagogical process. We use two main digital learning platforms and a host of other additional services, resources, and tools to enhance every student's educational experience. Aligned with our mission to prepare students to engage with and succeed in a complex world, some of the platforms and tools that students use for learning include Artificial Intelligence (AI) tools. This is done thoughtfully, ethically, and with learning at the centre. Students, with teacher guidance, may use AI to explore ideas, refine their thinking, and engage with complex problems, while always developing their own voice and understanding. Our goal is also to help students question AI outputs, recognise bias, and use these tools critically and responsibly. Where AI is used with students at ISP, it is through platforms we have selected and vetted, such as Flint, our secure educational AI platform.

Student accounts for these platforms are created using the least possible amount of personal data. In most cases, just the student's name and an email address created for them by the school. In Secondary School, we encourage students to take personal ownership of the accounts; teachers support students throughout their educational journey to accomplish this by utilising the Approaches to Learning skills (AtLs) and promoting digital citizenship.

The core learning platforms for Middle School are:

- **Google Workspace** – used throughout the school for communication and collaboration.
- **ManageBac** – the main learning platform, including a parent portal.

Students in all grades should bring their laptops to school, as teachers will be expecting them to be able to access technology in lessons. If there is any reason that a student is unable to do this, please contact IT Support at itsupport@isparis.net.

Mobile phones should be off and away during school hours. Students are not permitted to use their mobile phones on campus at any time unless specifically directed by a member of staff. No laptops or other devices are permitted to be used in the library at break or lunchtimes. The library is reserved for reading, board games or quiet conversation. Any student wishing to use their laptop for a school-related activity may use the designated classrooms. Students should keep their devices in their bags during lessons, unless they are required to use them to complete a task set by the teacher.

All students at ISP should be aware of the positive impacts that technology can have on their learning, and be careful to access their devices in positive ways. Any inappropriate use of technology can have negative consequences on learning and could mean that the student loses their right to use phones, tablets or computers in school. Students should ensure that they are aware of our [Information Technology \(IT\) Policy](#) for technology and that they follow these guidelines at all times.

Other equipment

Students should bring to school:

- notebooks, or ring-binder files and loose-leaf paper;
- for Mathematics and Science classes, please bring notebooks with 5mm squares (*'petits carreaux'* in French), and lined notebooks for other subjects;
- pens (blue and black);
- pencils (graphite and colour);
- an eraser and a pencil sharpener;
- a set of basic mathematical instruments (ruler, protractor, compass, calculator, etc); and,
- a small translating dictionary if their first language is not English.

Textbooks

The school will provide access to textbooks for the academic year, either physically or electronically. Students are responsible for looking after the materials provided by the school; if books are lost or damaged, students will be charged for their replacement.

Correction fluid

The use of correction fluid is not allowed in IB examinations, and therefore, its use is discouraged in school.

Calculators

Students in Grades 6 to 8 should have a scientific calculator. Students in Grade 9 require a graphic display calculator (GDC), specifically the Texas Instruments TI-83.

Guidelines for Physical and Health Education (PHE)

PHE kit

The school requires all students in Middle School to have an ISP PHE kit. Students should wear the ISP t-shirt and hoodie, appropriate shorts or sweatpants, and appropriate sports shoes for physical activities.

Parents will be contacted if a student repeatedly fails to bring the correct kit for their PHE lessons; this may lead to students having privileges removed.

Transit to and from sports facilities

Students in Grades 6 to 9 will often travel off-site for PHE lessons. We have use of PHE facilities (such as different stadiums, basketball courts and astro-turf pitches) in and around Paris, and will access these at different times of the year. Students should behave responsibly when representing ISP, respecting other members of the public, and listening carefully to staff, especially when travelling on buses and walking through the city.

Weather and PHE clothing

PHE classes will go off campus year-round, even when the weather is colder or rainy. Students should dress appropriately for the weather.

PHE safety

All PHE teachers have first-aid training. When off-site, they always have a first aid bag with basic supplies, such as ice packs and plasters, and a mobile phone so that they can contact the school if there are any injuries.

To support PHE safety:

- Students must be appropriately dressed for the activity, wearing the ISP hoodie, and other items as set out in the [School Dress Code](#);
- Students must bring their own safety equipment when advised to do so: for example, mouth guards or shin pads. Students and parents will be informed in advance of any additional equipment required;
- Students must follow the safety rules at all times;
- Students must have suitable sports shoes — not fashion trainers or Uggs which lack support and cushioning;
- Students are not allowed to play with equipment before or after sessions without teacher permission and supervision;
- Students should not wear jewellery, including earrings; and,
- Students should tie up their hair that is longer than shoulder length.
- Parents should inform the school nurse and PHE teacher if a student cannot participate in physical activity due to illness/injury, and may be required to provide a medical note.

Attendance and Punctuality

Regular attendance is a prerequisite for success in school; students who are not in class will miss important learning opportunities. Poor attendance can lead to underachievement, and this is especially true in the senior years as courses become more demanding. It is important, therefore, that we work together with families to ensure that every child is in school and is challenged to meet their full potential.

Detailed information about our attendance and punctuality procedures can be found [here](#).

In particular, it should be noted that students may not receive credit for a course if they miss more than 10% of the classes for that course, and may not be able to pass the year if they miss more than 40 half-days in any school year.

If a student is going to be absent from school, we ask that parents inform the school in advance by sending an email to reception@isparis.net, and copying the child's homeroom teacher on this email.

After an absence, students are responsible for completing all missing work:

- If a student is absent (unplanned) from school on the day an assessment task is to be completed, that student should see their teacher on their first day back to organise a time to catch up on the missed task;
- If a student has a planned absence from school on the day an assessment task is to be completed and/or turned in, then it is the student's responsibility to organise time with the teacher before the deadline to complete the assessment.

In some circumstances, such as student illness or wellbeing, or students having exceptional talent in the sports or arts, for example, parents may request an adapted timetable. While the school is generally supportive of this as long as medical or other evidence is provided, it may not always be possible to put this into place. Such requests are dealt with on an individual basis, and for logistical reasons, may not be able to continue into the following semester or academic year.

Lateness

Frequent lateness is a serious matter. Therefore, all latenesses will be recorded on a student's record of attendance, and the school will follow up with individual students and families to promote punctuality. This could involve the school revoking some student privileges or requiring parents and students to meet to reach agreements on punctuality. An absence is considered to exist when the student misses more than 1/3 of any given period.

Parents will be contacted by the homeroom teacher if a student is late more than twice in a given week. If the school notes that there is a recurring issue about punctuality, parents will be invited to a meeting to resolve the concern.

Partnership with our Families

We understand that our community is a highly mobile one and that many of us are living and working away from our extended families. Whenever possible we request that family travel plans respect the school calendar. It is also supportive of the school if parents schedule doctor, dentist and other appointments after school hours or during vacations. Should a student arrive late or need to leave early, parents must notify the school in advance. Students must not leave the site without permission and are required to report to reception before they leave.

In some cases, students may not be living with their parents or guardians, and it is important, for reasons of student safety and wellbeing, that the school is informed of this prior to any arrangement being made, and that clear communication protocols are agreed upon.

In the event of a student being identified as being at significant risk for health or wellbeing reasons, a safety plan will be developed and agreed upon in conjunction with parents and any relevant professional concerned.

If parents have concerns about their child not meeting the attendance requirements, they should contact the child's Homeroom Teacher or the relevant Grade Level Leader. We can usually resolve most attendance issues through collaborative dialogue.

Medical Excuse

Students who have been unable to meet the minimum requirement for class attendance (90% of class time), and have experienced a long-term absence resulting from an on-going medical situation, may be able to receive credit for their courses under a "Medical Excuse/MX", as a temporary measure, when the following conditions have been met:

- A support plan has been approved by the school, in partnership with the family, with the input of outside medical providers, before the student has exceeded the 10% absence. The purpose of this plan is to ensure that the student remains connected to regular school work to the extent possible, with the objective to resume normal class attendance at the earliest opportunity.
- Medical documentation must be provided by the family explaining that the student cannot attend school temporarily due to this ongoing medical situation
- The family has followed through on the agreed-upon plan and has maintained regular communication with the school and outside medical providers during the absences
- The student has kept up with any school assignments prescribed by the plan

It is important to note that:

- "MX" is used on a student's Semester report card and transcript to indicate that the school has approved a legitimate medical excuse which has prevented the student from submitting a significant portion of the assessment component for this term, and that credit is given for this course
- A medical excuse is only intended as a temporary measure: a student may NOT receive credit for a course for two or more consecutive semesters: an on-going excessive long-term absence (excused - even with a medical note - or unexcused) may prevent a student from moving to the next grade level.

Parental Absence

Please notify the school if you are planning to take a trip out of town for more than a day. The school office will require details of appointed guardians and emergency telephone numbers.

School Cancellation

Should it be necessary to close the school at short notice (for example, due to a public health emergency, severe weather, national emergency or transport strike), the school will notify every parent via email or by SMS. Should you have any concerns, please check your email before calling the school office.

Extended Closure and Home Learning

Students at ISP are normally expected to physically attend classes in line with French legal requirements. ISP is not a school that offers a distance learning programme to individual students under any circumstances.

If there is a situation in which classes, grade levels, campuses or the whole school are closed for any reason, ISP will offer Online Home Learning to students affected. In this case, the school will be considered to be in session, with teaching focus being on modifying the way in which the curriculum is delivered to students. Such arrangements may last for several weeks or months.

In the case where school is open as usual, the school is not able to offer Online Home Learning to students who are not able to attend. Students who do not physically attend class are considered to be absent from school.

Field Trips: Paris as a Classroom and Overnight Trips

The school organises a number of field trips, and those that occur outside of normal school time will require prior parental consent. During the school day, a teacher may take their class off campus for curricular activities, and these are considered to be regular class time.

Participants in school-organised trips are representatives of the school at all times. As such, they are expected to abide by school rules, to follow appropriate standards of behaviour and appearance and to demonstrate concern for the wellbeing of others. Whole grade field trips and curricular activities are included in school fees; however, some events, such as Model United Nations trips, are funded separately.

At the beginning of each year, the school organises overnight field trips for entire grades to various locations across France. These trips are very important to our community and support the integration of all students with their grade group. Parents are required to provide dietary, medical and other information prior to the trip (including religious or cultural dietary needs such as halal, kosher, or vegetarian observance), and also indicate whether, upon return to Paris, their child may go home independently or whether they will be picked up by an adult.

All trips are accompanied by adults, at least one of whom must be a member of the faculty. Staff may establish special rules and conditions in line with general school policy. Such special rules or conditions will be indicated in the trip information letter and may require written parental consent. Staff will establish reasonable curfews for students depending on their age. A full schedule of activities will be planned for all trips, and thus, students' free time will be limited. Whenever possible, late-night trip departures or returns will be avoided. Parents are asked to accompany their children to and from the meeting point.

Inappropriate behaviour (such as drinking alcohol, behaving dangerously, etc.), or any activity that will place themselves or others at risk will result in the student being sent back to Paris. Parents will be asked to collect the student from the activity, or they will be sent home at the parents' cost. The student may also face other disciplinary consequences.

The school expects all students to abide by the ISP rules and regulations and conduct themselves on field trips with maturity and respect for others as well as for the environment around them. Failure to do so jeopardises future field trips for themselves and other students.

In addition, there are specific expectations on a number of important issues:

- Safety is paramount. Field trip participants must follow all safety rules and regulations indicated by the Field Trip Leader (FTL). A student who willfully endangers their own or someone else's safety and welfare will be required to leave the field trip and return home at the parents' expense.
- Alcohol, smoking, or vaping is not permitted on field trips. Students who violate this rule will be required to leave the field trip and return home at their parents' expense.
- The FTL has the authority to require students to observe an evening curfew and to respect time limits on recreation offered during the day. The FTL will set out these time limits clearly for students, and students must adhere to these.
- Students are allowed access to handheld electronic games, portable computers/tablets, and mobile telephones. Please note that these items are carried entirely at the students' own risk, and they may only be used at times designated by the FTL.

Students are not allowed to leave the field trip group while unaccompanied or without the permission of the FTL.

Permission and Information Forms

During the year, the school will need to send out parental permission or information forms for a variety of activities. In addition, permission forms may be sent out to allow students to be off campus or at home during examination times. These forms, whether electronic or physical, must be signed by a parent or legal guardian before any student is allowed to participate in any designated activity.

The digital authentication tools we use may depend on the nature of the information or authorisation required and could include: Google Forms, Finalsité (web service provider) forms, YouSign or DocuSign documents. We consider responses given through these systems to be binding.

Sports and Extended Curriculum Activities

The school offers several sports as Extended Curriculum Activities (ECA), and students can sign up for these in September and January. All students are welcome to join age-appropriate sports ECAs regardless of ability. We wish to encourage participation so that we can have as many students representing ISP as possible.

Commitment to attend will be expected if a student signs up for an activity. If, for a valid reason, a student cannot take part in an ECA session, they must let their coach know as far in advance as possible and should not simply send a message with another student. If a sports event is cancelled, students will be notified by an official source. All school rules and expectations apply to sports ECAs.

The ISP Panthers

The school has a number of competitive sports teams, known as the ISP Panthers. Selection for these teams by the coaches and the Sports and ECA Director is made in the best interest of the squads and teams concerned.

Extended Curriculum Activities (ECA)

The extended curriculum activity programme is an important part of student life. Apart from a sports programme that will rotate during the school year, there are a variety of activities, including the school play, drama, homework club, student council, yearbook, literary magazine, community service, movie nights and all kinds of music classes and events. ISP also runs a successful Model United Nations (MUN) programme.

If you would like any information about the extended curriculum activities programme, please contact Carlos Silva, csilva@isparis.net, who, as Sports and ECA Director, coordinates all of these activities. Please note that if an activity takes place off campus and finishes outside of normal school hours, and we have ensured that prior notice is given to parents, students will be allowed to make their own way home from the off-campus site. A teacher will always be available to accompany students back to school if they wish. All school rules and expectations apply to ECAs.

Student Council

Students are represented by their peers in the Student Council. The Student Council is consulted on important decisions regarding students in the school and is mandated to represent individuals or groups of students. Students will be informed at the beginning of the school year about how they can apply to be part of the Student Council.

Student Wellbeing

The ISP student wellbeing team is dedicated to supporting each student by promoting positive attitudes, choices and behaviours. The wellbeing programme supports both the school's Mission and Guiding Principles and the IB Learner Profile. It aims to:

- develop transferable skills in compassionate thinking and self-management;
- develop skills to foster the peaceful resolution of conflict;

- promote the development of physical health, ethics and social behaviour;
- encourage lifelong learning;
- provide an environment where students feel secure and welcome;
- promote respect for the rights of everyone.

Our team encourages everyone in our school community to promote and maintain appropriate conduct, and this is characterised as behaviour which:

- values and respects the rights of others, including the right to learn;
- fosters a happy, safe and secure environment;
- recognises that each member of the community is unique;
- treats others fairly;
- expects members of the community to take responsibility for their actions;
- promotes compassion and tolerance;
- develops skills for a peaceful resolution of conflict;
- values and respects others and their differences;
- addresses inappropriate behaviour;
- upholds the school's Mission, Guiding Statements and ethos.

Support

The International School of Paris believes that education encompasses the whole child and their wellbeing. Teachers care for the individual student in a wider meaning than just academic growth: the primary responsibility for wellbeing lies with the individuals who are directly with the student at any particular time during scheduled activities.

The wellbeing team will address a range of concerns; this means providing support for students who are unable to benefit fully from the Middle School's programmes and so are not fulfilling their potential. The team will also work with students who need support managing their behaviour or whose approach to learning may be detrimental to others. Parents will be informed of, and/or engaged with, all interventions of a significant nature. ISP promotes a collaborative working process, and at any time parents may request a meeting with the wellbeing team to discuss their child's progress.

The Middle School Student Wellbeing Team

Student wellbeing is established and maintained through the agency of the wellbeing team, and this structure is set out as follows:

Vice Principal (Student Wellbeing)

The vice principal for student wellbeing coordinates the wellbeing team and ensures that the needs of both the individual and the community are balanced to support a positive, harmonious learning environment. The VPs and the wellbeing team have the choice of pursuing any combination of advisory, mentoring, counselling (including therapeutic) or community-building strategies to support individual student needs and the best interests of the learning community. A student's failure to maintain ISP's expectations for appropriate conduct may also lead to the engagement of structured sanctions.

Grade Level Leaders and the homeroom team

The Grade Level Leaders (Grades 6 & 7 and Grades 8 & 9) coordinate the homeroom teams in each grade. These teams provide a regular daily contact time for each class with a homeroom teacher dedicated to their wellbeing. The homeroom teacher is able to provide a range of general support strategies for everyday concerns (academic or personal/social) and is available to mediate issues between the student/parents and the school (for example, helping to schedule 3-way conferences).

Contacting a member of the team

In most cases, the homeroom teacher would be the first point of contact for parents with inquiries about their child's academic progress. The homeroom teacher will best know the students and will have a detailed knowledge of their daily routine. For example, the homeroom teacher will be able to request information from teachers/administrators about the curriculum or gather information about a student's progress or address social concerns. If parents need to speak with a homeroom teacher, they should call the school to schedule an appointment or send an email to the teacher concerned. If families have specific academic concerns, they are encouraged to contact the subject teacher in the subject of concern.

Key contacts

Families and students are welcome to contact any of the people below directly.

Vice Principal for Student Wellbeing — Ms Fiona Lee, flee@isparis.net.

Middle School Principal — Dr Royce Wallace, rwallace@isparis.net.

School nurse — ispnurse@isparis.net

Cortambert reception: +33 1 81 70 32 60.

All ISP staff members have email addresses, and parents can contact them directly about issues which concern their child. The Faculty and Staff Directory can be accessed through the contact information and directory page of the ISP website, www.isparis.edu, in the [Parent Portal section](#).

Personal and Social Education Programme

Middle School students follow a curricular PSE (personal and social education) programme. The content of the PSE programme addresses the following areas:

- Social interactions and healthy relationships;
- Health and sex education;
- Drugs and substance abuse;
- School life and family life;
- Self-awareness;
- Self-management skills;
- Digital citizenship.

The programme is a dynamic one, allowing us to address issues which arise throughout the year to support groups of students when difficult situations arise. The team aims to promote healthy, positive life choices and thus integrate students into our community through shared understanding, dialogue and cooperation.

Counselling Services

The school has two counsellors, one full-time, shared with the High School, and one part-time, dedicated to supporting students working with emotional, behavioural, social and psychological issues. Any student may approach the counsellor for support. Similarly, parents may request this service for their children. The school may also initiate a counselling programme as a response to legitimate and/or shared concerns. Where necessary, engagement with our counsellor (or recommended proxy) may be a requirement of enrolment or a required response following a student's failure to maintain ISP's expectations for appropriate conduct.

School Nurses

The school nurses are not only available to meet students' immediate medical needs but also to advise the Wellbeing Team on health-related issues. The nurses liaise with external organisations and ensure that ISP meets all our medical obligations with regard to French law. Our nurses also contribute to our Personal and Social Education programme on relevant issues such as sexual health education and substance use. They carry out health checks on each student every two years, and test eyesight, hearing and other potential areas of concern. Please see more information below about our approach to medical care.

Confidentiality

Any counselling or mentoring programme initiated by the school or parents will have agreed-upon and clearly understood boundaries of confidentiality. Any information divulged and required to be addressed by the Wellbeing Team will be treated as confidential within the team, except when a failure to disclose information would be detrimental to that student's wellbeing or education; or would mean that ISP would be in breach of the law; or that ISP would not meet its responsibility acting *in loco parentis*.

Responsibilities and Rights

All students and members of the community have rights and responsibilities, as follows:

Students have a right to:	Students have a responsibility to:
• learn in a safe and clean environment; • learn and play in a supportive environment; • be respected; • access adequate and appropriate facilities; • express their opinion; • express themselves in an appropriate manner; • privacy; • learning experiences which cater to individual requirements.	• actively promote safe and clean practices whilst at school; • participate in school activities to the best of their ability; • respect the rights of others; • care for school facilities in a respectful manner; • tolerate opinions of others; • express themselves in a socially acceptable way; • allow others their privacy; • respect the learning styles of peers; • report perceived bullying.
Parents have a right to:	Parents have a responsibility to:
• be respected by staff, students and the wider community; • be welcomed at our school; • have their child's full potential realised within the limitations of available resources; • meet with staff and discuss issues relating to school policy and procedure, their child's progress and reports; • have their opinions valued.	• show respect towards staff, students and the wider community; • model appropriate behaviour, including language; • be available to discuss their child's progress • ensure their child is sent to school prepared to be involved in the formulation and support of school policy; • support programmes developed by the school; • express themselves in a socially acceptable way; • allow others their privacy; • respect the learning styles of peers; • report welfare concerns.

All members of the community have the right to feel safe. Sometimes behaviour that takes place beyond the school campus, or outside of school times, has a considerable impact on others. If the school believes that such behaviour is having a negative impact on the wellbeing or learning of others, we reserve the right to respond appropriately.

Health & Safety

The school emphasises the importance of safety in all aspects of our operations and interactions. The wellbeing of our community, and particularly our students, is critical.

Child Safeguarding Policy

ISP is committed to maintaining the highest standards in the area of child protection and has a very clear Child Protection and Safeguarding Handbook addressing the school's and individuals' responsibilities to protect the children in our care. If any member of the community has any questions or concerns about child protection or our policy regarding it, they should contact the Vice Principal for Student Wellbeing, Ms Fiona Lee (flee@isparis.net), or the Middle School Principal, Dr Royce Wallace (rwallace@isparis.net).

Bullying (Child-on-Child Abuse)

ISP has a very clear stance on bullying. We state explicitly that bullying is not tolerated in any form or at any level.

Emergency Procedures

Fire drills and evacuation/lockdown exercises (typically unannounced) are carried out regularly throughout the year. Students and visitors should ensure that they are familiar with the different procedures that are posted around the school campuses. In the event of an emergency, students and visitors should always follow the instructions given by the security guards and members of staff.

Medical Care

If a student becomes unwell while at school, they must go to the sick room on campus. The School Nurse, or a nominated member of staff in the case of their unavailability, will evaluate the student's medical condition. No student should leave school because of illness without speaking to the nurse or their replacement, and students should also consult the nurse before contacting their parents to request to leave school. The school will notify the student's parents if a decision is made to send the child home.

Please note that if a student has a minor complaint, the School Nurse — and only the School Nurse — may administer medication. In the case of a more serious concern, the school will contact the parents and/or the SAMU (emergency medical service). In the case of an emergency, the school will contact the SAMU, and the French emergency medical team will make required medical decisions in concert with the family. Families who are new to the French medical system can request guidance from the school nurse on how SAMU and French emergency care work.

The school is insured for all school-related operations and persons in our care. The school is not liable for material damage or injury to others caused by your child, even if the event takes place on school grounds. It is important that your children are covered for their activities related to the school. Your household insurance policy may cover incidents involving your child for which you could be held personally liable (*responsabilité civile*). Please double-check to make sure you have adequate

insurance coverage before a problem occurs. If you do not have an assurance multi-risques, we recommend you purchase a student liability policy.

Security

We do all we can to offer a secure and safe environment. The school provides lockers for all students, and we strongly advise students to store their belongings in their lockers with a secure combination or key lock. We have security cameras in all our buildings, and a secure pass system on all external doors. The school cannot be responsible for any cost arising from the loss or theft of personal items on the campus. For safety reasons, any unattended belongings may be removed.

Students are asked not to bring unnecessary valuables into school, but if they do, these should not be left in school bags or in changing rooms, for example, during PHE. Rather, they should be locked in their lockers before the lesson begins.

All students' belongings should be labelled with their names. A lost and found box is kept on each campus, and we also ask students and others who find valuable items to hand them into reception. At specific times during the school year, any uncollected items are sent to a charitable organisation. Parents will be informed of this via email.

Digital Citizenship

At ISP, we take Digital Citizenship very seriously. It is incorporated into the Personal and Social Education curriculum, and workshops are held during the year for parents and students.

In addition to these, we have support tools for teachers and students, including a firewall optimised for educational use. For the system to be effective, students must be accessing online content through the school's wireless and internet connections, not through personal hotspots or alternative VPNs.

Prohibited Items

Students should not come to school in possession of anything which may pose a danger to themselves or others. Specifically, knives, other weapons and imitation weapons are forbidden. Students should not bring prescription or other drugs, alcohol, tobacco, or vaping materials to school.

Exceptional Care

If a student's wellbeing is at immediate risk, a school representative will notify parents and call the SAMU (the French emergency medical services). Should the Wellbeing Team consider a student to be unfit to attend school or a school event (such as a field trip), then parents may be asked to take that student home. Please note that the school has the right to search students and their belongings at any time during the school day to safeguard the wellbeing of individuals or the community.

Seeking Support

Should a student approach the school seeking support for the consequences of risky behaviours and/or choices, the school's primary responsibility is for the wellbeing of the student. The school will identify as quickly as possible the parameters of the support we can meaningfully offer and communicate these with the parents or carers of the student and those colleagues who are directly involved in the wellbeing of the student. Assurances can be sought to safeguard this support as a wellbeing process and not a disciplinary issue.

Specific Behavioural Concerns

The school has shared expectations for appropriate student behaviour. The behaviours below are not exhaustive but cover a range of issues that the school may have to address, such as drug abuse, substance abuse, violence at school, threatening violence, concerns about alcohol and tobacco, bullying and personal safety. Please note that repeated failures to manage behaviour will automatically raise the level of concern. Please refer to the [Student Code of Conduct](#) signed by all students and parents at the start of each school year.

Factors the school weighs before deciding the level

Two students who engage in the same behaviour will not necessarily receive the same response. Before deciding how to respond, the staff handling an incident consider the context.

Level 1

Minor concern

For example: demonstration of minor violence/aggression (pushing, verbal aggression); minor demonstration of disrespect to people or property (disrespect for ISP school rules), inappropriate use of mobile phone; disruption of class trip or activity; pattern of lateness to class.

Level 2

Moderate concern (or repeated Level 1)

For example: smoking tobacco, vaping, possession of smoking materials/vapes; demonstration of moderate violence/aggression; low-level bullying; passive acceptance of bullying (a student who knowingly chooses not to protect a victim or seek help for a victim of bullying); clear demonstration of disrespect to people or property; bringing any look-alike weapon to school; academic dishonesty; misuse of social media and technology; deliberate truancy from lessons.

Level 3

Serious concern (or repeated Level 1 or 2)

For example: possession or consumption of alcohol, distribution or sale of cigarettes or vaping materials, serious demonstration of violence/aggression (fighting/assault); serious bullying or intimidation; serious disrespect to people or property (theft, intentional damage to property, verbal sexual harassment, flagrant or willful disrespect for community members or rules); use of language or gestures which undermine ISP's commitment to diversity and inclusion *even when the intent is humorous*; bringing any weapon, or potential weapon, to school.

Level 4

Very serious concern (or repeated Level 1, 2 or 3)

For example: possession or consumption of illegal drugs, illicit prescription medicines, or abuse of dangerous substances; distribution, or sale of alcohol; serious physical assault, bodily harm; physical sexual harassment; repeated, inflammatory or abusive use of language which undermines ISP's commitment to diversity and inclusion; serious academic dishonesty.

Level 5

Most serious concern (or repeated Level 1, 2, 3 or 4)

For example: distribution or sale of illegal drugs, illicit prescription medicines, or dangerous substances; life-threatening violence; sexual assault; serious breach of ISP's commitment to diversity and inclusion.

Sanctions Structure

So that students, parents and teachers can understand and track the work being carried out by the Wellbeing Team, every student event that requires a staff intervention is allocated a descriptor, from Level 1 (minor) to Level 5 (most serious). Each intervention at Level 2 or above is recorded for a minimum of one school year, and at each level, there are different responses. In some instances a behavior at level four or five may be recorded for a longer period of time.

We adopt a staged approach, escalating both the seriousness of sanctions and the involvement of senior staff as incidents become more severe.

Level 1

Minor concern

Intervention: Advisory meeting with teacher or homeroom teacher; parents informed.

Examples of supports the school puts in place:

- A verbal reminder or redirection.
- A short conversation about what happened and what would help next time.
- A restorative conversation if another student has been affected.

Level 2

Moderate concern or repeated Level 1

Intervention: Advisory meeting with teacher and homeroom teacher and grade level leader; parents informed; reflection required; mentoring considered; possible loss of break

Examples of supports the school puts in place:

- A verbal reminder or redirection.
- A short conversation about what happened and what would help next time.
- A restorative conversation if another student has been affected.

Level 3

Serious concern or repeated Level 1 or 2

Intervention: Advisory meeting with grade level leader, vice principal and parents; reflection required; mentoring and/or counseling may be required; formative, loss of break time, structured loss of access to learning time.

Examples of supports the school puts in place:

- A formal meeting with the Grade Level Leader and parents.
- Assigned engagement with the school counsellor.
- A written behaviour support plan with specific goals
- A restorative conference involving the student, anyone affected, and an adult facilitator.
- Where attendance is the concern, an adapted timetable or Medical Excuse where appropriate.

Level 4

Very serious concern or repeated Level 1, 2, or 3.

Intervention: Advisory meeting with vice principal or principal, and parents; reflection required; mentoring and/or counseling required; internal or external suspension; re-registration may not be offered.

Examples of supports the school puts in place:

- A meeting with the Principal and parents.
- Mandatory engagement with the school counsellor as a condition of continued participation.
- A required restorative conference before re-entry to the affected setting.
- A safety plan agreed with parents and, where relevant, outside professionals.
- A re-entry meeting prior to returning to school
- Where the concern is wellbeing-driven, a Medical Excuse or adapted timetable.

Level 5

Most serious concern or repeated Level 1, 2, 3 or 4.

Intervention: Advisory meeting with vice principal, principal, head of school and parents; re-registration may not be offered; student may be immediately and/or permanently withdrawn from learning community.

Examples of supports the school puts in place:

- External professional support (therapy, medical, or social services) may be required as a condition of return.
- Reporting to French authorities under Rapport d'infraction en milieu scolaire where required by law.
- SAMU (15) or police (17) contacted immediately where there is risk to a person.
- Ongoing engagement with the Wellbeing Team and family to support reintegration where possible.

French Law

If a concern is serious enough under French Law to be reported to authorities, the Wellbeing Team will manage this with the prior approval of the head of school and, where appropriate, with due notification to parents. In this respect, the school will act vigorously to protect all individuals in the community from drugs, violence, weapons, sexual harassment or theft. Where a concern is serious enough under French law to be reported to the authorities, the Wellbeing Team manages this with the prior approval of the Head of School and, where appropriate, with due notification to parents. In this respect, the school acts vigorously to protect all individuals in the community from drugs, violence, threatening statements, weapons, sexual harassment, or theft.

Particular attention is drawn to our obligation as a school to report to the French educational authorities any serious incident committed by or against a student in or around school - (*Rapport d'infraction en milieu scolaire*).

Appeal

For any concern, the student or parents may appeal the level determined and/or the consequences. Please see the school's Complaints Policy for further details. In the case of level 5 concerns the Board of Trustees must be informed. The only purpose of an appeal to the Board of Trustees is in the case of procedural defects. Our work presumes full cooperation from all parties; in the case of non-cooperation, the school does reserve the right not to re-register the student for the following school year.

Student Badges

All students should come to school each day wearing their school badge on the school-issued lanyard so that they can be easily identified, if necessary. Students should wear their badge at all times during the day, unless safety is compromised, for example, during PHE lessons, or science experiments.

Road Safety, Motor Vehicles, Bicycles, and Scooters

All students should use marked road crossings provided when crossing the roads during or between school activities. Students may choose to come to school by bike or by scooter; however, students may not use their own mode of transport during school activities. Scooters and bikes left in school during the day should be securely locked. All use of bicycles and scooters must follow the French *code de la route*.

Communication

Good communication between home and school is essential. If parents would like to speak with a member of staff, we would always recommend that they reach out to the person most directly concerned in school. If the issue is about a specific class, then they should contact the teacher. If it is a more general issue, the homeroom teacher will be the person to contact. Please note that under law (*Droit à la Déconnexion*) all members of staff have the right to disconnect out of school hours. Therefore, parents may experience a delay in receiving a response to emails.

The following information will assist you in identifying where information may be found and with whom you may wish to speak.

School Information Systems

The school strives to model sustainable development, and this means taking active steps to reduce our carbon footprint. Therefore, we have paperless communication whenever possible, and this can be summarised as follows:

- **ManageBac:** ManageBac is the school's curriculum management system and a vital communication tool for all members of our community. Middle School students, teachers and parents all have individual ManageBac accounts. Parents are also given access to student reports via ManageBac. There are parent ManageBac tutorials available to watch on the parent portal.
- **Google Email:** The school provides every student with a personal Google mail account, recognisable by the @isparis.net address. This account is an essential communication route

between students and teachers, especially as it integrates with a range of Google applications that are in frequent use in the classroom.

- **Emails from “ISP NEWS”:** The school will email parents with news about specific events, special announcements, field trips or changes to our normal routine. In addition, all notices about electronic communication, including login details for the ISP Parent Portal (see below), are sent by email, so it is very important that your email address is valid and that you check your email account regularly for school news. Please note that the sender for most ISP-related regular mass emails will appear as “ISP News” or “ISP Communications”.
- **ISP Parent Portal:** ISP provides a resource for parents seeking more detailed information about school activities. Parents are strongly encouraged to login to this secure area of the school website. The Parent Portal contains an electronic directory of staff contacts, archive of emails, curricular and school policies and handbooks, learning resources, and much more. The login details will be sent at the beginning of the school year.
- **Weekly Newsletter:** This is a summary of recent and upcoming school events. In addition, there are links to the school calendars, as well as various important messages from the Head of School, Principals, Board of Trustees and PTA. We strongly recommend that you use this resource to keep-up with school events and activities.
- **ISP Website:** The school website (<https://www.isparis.edu/>) provides details of major events, recent news, and up-to-date curricular information. Some of this is password-protected and not accessible to the general public.

For further information about ISP’s communications systems or to provide feedback or suggestions for improvement, you are welcome to contact our communications team at communications@isparis.net.

Personal Information

It is very important for the school to have complete and up-to-date information about all of the students and those whom we may need to contact in case of emergency. Please send an email to reception@isparis.net in the case of changes or additions to any of the following details:

- home address or telephone number;
- parents’ and other contact details, especially mobile phone numbers and email addresses;
- medical information including vaccinations, operations, allergies and anything else of relevance.

For reasons of health and safety, parents should inform the school of any medication that their child is taking. For any health-related information, please also copy ispnurse@isparis.net.

Please note, in particular, that it is very important that students’ names match that which is on their passport, so that school transcripts and academic reports are accepted by third-party schools and colleges. Students who go by a chosen or preferred name in daily life, for example, a culturally shortened form, a Western-equivalent name, or a gender-affirming name are welcome to do so at school. The official transcript will use the passport name; the chosen name is recorded for everyday use through the Wellbeing Team.

3-Way Conferences and Student-Led Conferences

Parents are always welcome to arrange conferences at school, and, likewise, the school may initiate a conference with parents at any time during the year. Midway through the first academic semester, time is set aside for 3-way (student, parent and teacher) conferences. During the second semester, the school organises student-led conferences. Conference bookings are made online, and parents will receive guidance in this process prior to each conference date.

Parent Teacher Association (PTA)

The school works closely with the PTA in order to understand the needs and perspective of the parent body. Five annual meetings take place between the Secondary School Leadership Team and the PTA Grade Representatives. These consultative meetings are held in a spirit of openness, allowing both constituencies to understand the other's reasoning and perspectives on different school matters.

Alumni Visits to School

Former students may make short visits during the day with permission of the Principal or the Vice Principal for Student Wellbeing. Requests must be made at least five days in advance to the ISP Alumni Coordinator, Mr Philip Anderson (alumnisphere@isparis.net), and all guests must identify a currently enrolled student who will be responsible for them during the time spent in school. The accompanying student is also responsible for ensuring that the visit causes no disruption to lessons. Visiting students will need to wear their visitor badge at all times. Prior to the visit, parents must complete and return an insurance waiver. Please note that at certain times in the school year, for safety, organisational or security reasons, we are not able to accommodate student guests.



Primary School

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**High School
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