

Early Years and Primary Handbook 2026-2027



International School of Nice

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Welcome

Welcome to the Primary Years at the International School of Nice. I look forward to working together with you as part of our vibrant international learning community.

This handbook provides information about our International Baccalaureate framework for the Early and Primary Years, as well as an overview of daily life at ISN. It outlines your child's learning goals and explains how the IB Programme is implemented within the classroom.

Within the caring and supportive environment of the Primary School, your child will be encouraged to participate actively in a wide range of learning experiences and to make the most of the opportunities available throughout the year. Our approach is centred on creativity, inquiry, and meaningful learning. The curriculum is organised around clear outcomes that promote student agency, curiosity, and independence.

The Primary School is dedicated to the holistic development of every child during these important formative years. Our goal is to ensure that students develop the knowledge, skills, understanding, and attributes they need to become confident, caring, and internationally minded learners.

By recognising each child's unique strengths, interests, and needs, we create a supportive learning environment that prepares them not only for future academic success, but also for active and responsible participation in an ever-changing global community.

My teachers and I are always available to answer any questions or provide further information at any time.

We are delighted to work with your children and to support them on their learning journey. It is our mission to listen to their ideas and interests, and to use these as a foundation for building an enriching, engaging, and meaningful curriculum.

I look forward to the new academic year ahead.

Clare Moor

Early Years and Primary School Principal/Whole School Assistant Head

clare.moor@isn-nice.com

Early Years and Primary

The Primary School caters for children aged 3 to 11 and is located in a dedicated wing of the school, designed specifically to meet the needs of younger learners. This purpose-built area includes an Early Years classroom with its own outdoor learning space, a makerspace, an outdoor classroom, and a playground.

English is the primary language of instruction throughout the Primary School, with all pupils also receiving a daily French lesson. The school library features a dedicated Primary section, where children enjoy weekly library sessions led by the school librarian.

Each child belongs to a homeroom class under the guidance of a homeroom teacher, who delivers the core curriculum within the framework of the International Baccalaureate (IB) Primary Years Programme (PYP). Homeroom teachers provide instruction in Language, Mathematics, Science, Social Studies, Drama, and Visual Arts. Specialist teachers deliver lessons in Music, Physical Education (PE), French, Library, and English as an Additional Language (EAL), ensuring students benefit from a broad, balanced, and enriching educational experience.





Vision

Our vision is to prepare today's learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world.

Mission

INSPIRE our diverse community of learners to take a proactive role as responsible global citizens

SUPPORT students to achieve their individual potential and become well-rounded life-long learners

NOURISH the minds and spirit of our community in a safe, respectful and caring environment

ISN Values



B

Belonging

R

Respect

I

Integrity

C

Courage

K

Kindness

Our Vision, Mission and Philosophy

VISION

ISN's vision is to prepare today's learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world.

MISSION

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PHILOSOPHY

ISN places the student at the centre of the learning process.

ISN utilises a range and balance of teaching styles to allow each student to fully develop as a whole person.

ISN nourishes a family atmosphere and community spirit in our learning environment.

ISN implements non-discriminatory practice and inclusive education.

ISN involves all constituencies – students, teachers, parents, and administration in achieving the success of our goals.

ISN inspires and empowers our students to make a positive difference to their world.

ISN actively inspires students to have empathy and compassion with people everywhere.

ISN nourishes an appreciation of the life and culture of the host country and the international community as a whole.

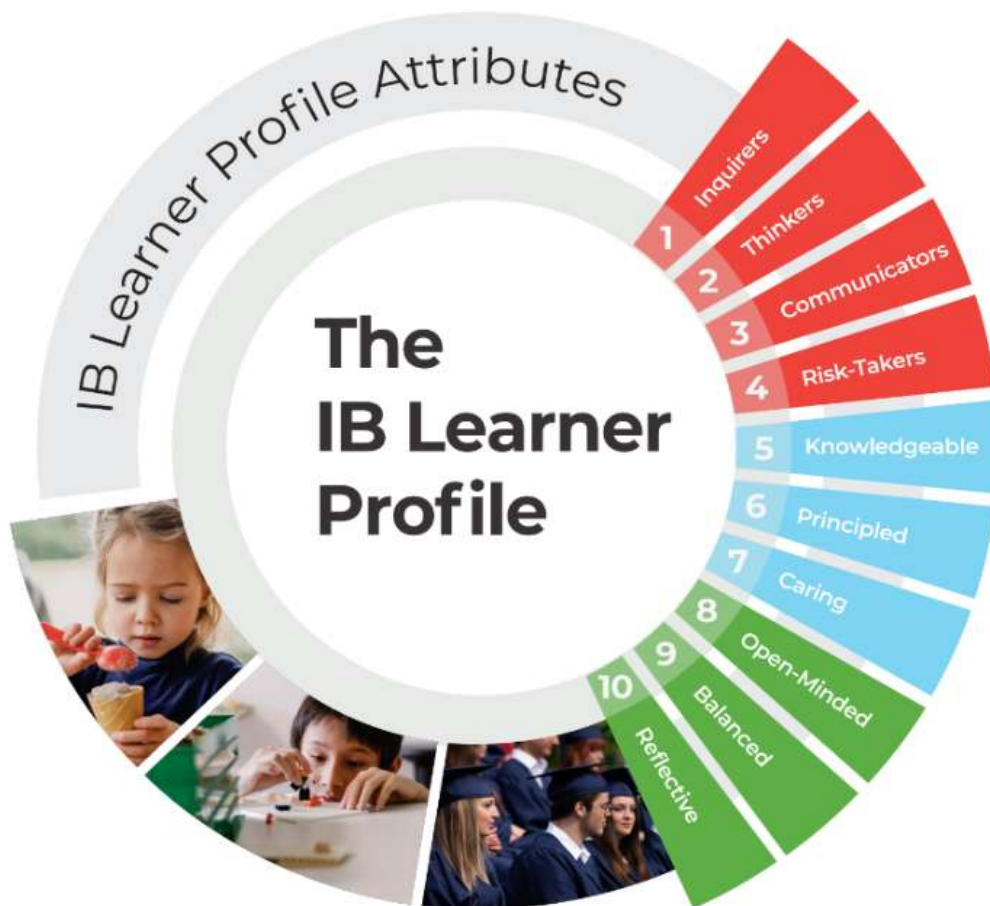
ISN students as IB World School students embrace the IBO Mission Statement, and uphold its aims as defined in the Learner Profile.

The IB Learner Profile

At the heart of the programme is the Learner Profile.

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:



IB learner Profile

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-Takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives- intellectual, physical, (spiritual) and emotional-to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Student Placement

At ISN, the primary guideline for student placement is **the child's age on 1 September** of the academic year.

Placing students in an international school requires careful consideration. Children join ISN from a wide range of national and international education systems, each with different curricula, teaching approaches, and starting ages. In addition, school years begin at different times across the world, and year groups are often identified using different naming conventions. These factors make direct comparisons between education systems challenging.

Our experience has shown that a child's age is the most reliable guide for placement, ensuring they learn alongside peers at a similar stage of cognitive, social, and emotional development. While age is the primary criterion, previous educational experience and individual learning needs are also taken into account to support a successful transition into our school community.

Individualised Learning

A defining feature of the Primary School is our commitment to meeting the individual needs of every child. With a maximum of **24 students per class**, teachers are able to provide personalised support that nurtures each child's academic progress, while also promoting their social and emotional well-being.

English as an Additional Language (EAL)

Students whose first language is not English are supported through our specialised **English as an Additional Language (EAL)** programme, available from **Grade 2 to Grade 5**. Support may be provided through individual instruction, small-group lessons, or in-class assistance, depending on each student's level of English proficiency and learning needs.

French Language Learning

French is an integral part of the Primary curriculum and is taught to all students. Lessons are differentiated to meet individual needs, with classes ranging from beginner to bilingual levels, enabling every child to develop confidence and competence in French.

Acceptance of a child into any grade in the Primary School is based on their chronological age on the **first of September**, and/or previous completed grade or level. For example, to enter Grade 2, a child should be 7 years old by the first of September. Adaptations are made for exceptional circumstances; children coming from countries in the southern hemisphere, children who have been promoted/demoted to a different grade. Adaptations are made with consultations with the parents and teachers involved and are always made for the benefit and well-being of the child.

The Primary School is comprised of 8 grade levels:

Early Years

Young Explorers..... Children of 3/4 years of age
Pre-Kindergarten..... Children of 4/5 years of age

Primary

Kindergarten Children of 5/6 years of age
Grade 1 Children of 6/7 years of age
Grade 2 Children of 7/8 years of age
Grade 3 Children of 8/9 years of age
Grade 4 Children of 9/10 years of age
Grade 5 Children of 10/11 years of age

Promotion

Within the Primary school annual promotion occurs each September. The time spent in any one grade is governed both by the child's age and the rate of development. It may be necessary to make an **exception** to the normal year-to-year progression of a child, but this is **unusual**. In all cases, the final decision rests with the Director after consultation with the Primary School Principal, class teacher and parents.



The IB Primary Years Programme



At ISN we offer the IB Primary Years Programme. The Primary Years Programme (PYP) for students aged 3 – 11, is a transdisciplinary curriculum which draws the individual disciplines together into a coherent whole, while preserving the essence of each subject. It focuses on the development of the whole child, addressing social, physical, emotional and cultural needs. At the same time, it gives children a strong foundation in all the major areas of knowledge: mathematics, social studies, drama, language, music, visual arts, science, personal and social education, and physical education. The PYP strives to help children develop an international perspective - to become aware of and sensitive to the points of view of people in other parts of the world.



These themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world. The six themes are also transdisciplinary. The students explore each theme by looking at a 'unit of inquiry' In each unit of inquiry teachers pose a series of open ended questions that encourage students to explore all of its aspects.

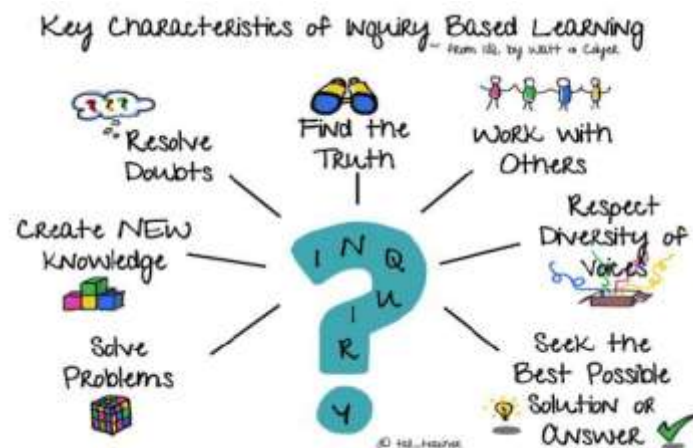
They include the following specified concepts:



Students look for answers to these questions in a variety of ways. They conduct surveys and analyse the results; they collect data, plot graphs, and look for patterns. They observe and measure physical characteristics, and develop and test hypotheses.

Your child will:

- develop a deep understanding of important concepts
- conduct research into knowledge which has local and global significance
- acquire and practice a range of essential skills
- be encouraged to develop positive attitudes towards learning, the environment and other people
- have the opportunity for involvement in responsible action and social service



Teaching and Learning

At ISN, we are committed to **structured, purposeful inquiry** that places students at the centre of their own learning. We believe children learn best when they are encouraged to ask questions, investigate ideas, and construct their own understanding. Teachers act as facilitators, guiding learning through open-ended questioning and meaningful experiences that inspire curiosity, critical thinking, and independence.

Our classrooms are designed to engage and motivate learners through rich, hands-on experiences that promote deep conceptual understanding. We aim for learning that is meaningful and enduring, enabling students to make connections between different areas of knowledge and apply their understanding to real-world situations.

The learning environment is one where curiosity is valued, collaboration is encouraged, and students are supported in developing the knowledge, skills, and dispositions needed to become confident, lifelong learners. A variety of teaching approaches and flexible grouping strategies ensure that learning is appropriately challenging and responsive to the needs of every child.

Language

At ISN, we believe that language is fundamental to learning and underpins every aspect of the Early Years and Primary Years Programme. Students learn **language, about language, and through language**, developing confidence as communicators while fostering a lifelong appreciation of literature and literacy.

The IB Primary Years Programme (PYP) organises language learning into five developmental phases, with progress supported across four interconnected strands:

- Listening and Speaking
- Viewing and Presenting
- Reading
- Writing

To support this progression, ISN has developed its own Language Scope and Sequence, outlining the key learning expectations in oral, written, and visual communication. This ensures that language learning is purposeful, progressive, and integrated throughout the curriculum.

Mathematics

The PYP provides a developmental framework for mathematics, enabling students to build understanding through a carefully sequenced progression of concepts and skills. Learning is organised into the following key areas:

- Number
- Statistics
- Measurement
- Geometry

Within these areas, students also develop their understanding of concepts such as algebra, fractions, the four operations, money, time, and problem-solving.

Wherever possible, mathematics is taught within the authentic context of the current Unit of Inquiry, allowing students to see meaningful connections between mathematics and the world around them. When this is not appropriate, mathematics is taught as a discrete subject to ensure that essential knowledge and skills are developed systematically.

To support high-quality mathematics teaching, ISN follows the **White Rose Maths** scheme, which provides a coherent, mastery-based approach. Lessons are carefully differentiated to meet the needs of all learners, ensuring that every child is appropriately supported and challenged as they develop confidence and fluency in mathematics.

STEAM (Science, Technology, Engineering, Arts and Mathematics)

At ISN, STEAM is an integrated approach to learning that brings together **Science, Technology, Engineering, the Arts, and Mathematics** to encourage inquiry, creativity, collaboration, and problem-solving.

By combining these disciplines, students develop a deeper understanding of concepts through authentic, real-world learning experiences. They are encouraged to ask questions, design solutions, test ideas, and reflect on their learning, developing the critical thinking and resilience needed for the future.

All Primary classes have regular access to our fully equipped **Spaceroom**, where children are inspired to design, build, create, and explore through hands-on learning. As a **LEGO® Education partner school**, we use innovative resources that encourage playful learning, storytelling, engineering design, and computational thinking. These experiences nurture curiosity and creativity while developing students' confidence to think independently and solve problems collaboratively.

Music

Music is an integral part of the Primary curriculum and contributes to the creative, emotional, and personal development of every child.

All Primary students receive **two 45-minute music lessons each week** with our specialist music teacher. Lessons are designed to develop musical skills, creativity, self-expression, confidence, and an appreciation of music from a variety of cultures and traditions.

Younger students (Early Years to Grade 2) enjoy music lessons within their homeroom environment, while students in Grades 3 to 5 learn in our purpose-built music room located in the main school building.

Students also have the opportunity to extend their musical learning through individual instrumental lessons with our experienced peripatetic music teachers.

French

As an international school in France, we believe that learning French provides valuable linguistic, cultural, and social opportunities for all students. French is an essential part of the Primary curriculum and helps children engage confidently with the local community while developing multilingual skills.

All Primary students receive **one French lesson every day**. Lessons are carefully differentiated to meet students' individual language needs and are closely linked to the Units of Inquiry whenever appropriate, creating meaningful cross-curricular connections.

Students who are new to French begin by developing practical communication skills and an understanding of French culture. As their proficiency grows, they expand their speaking, listening, reading, and writing skills, becoming increasingly confident and independent users of the language.

Students who are native or fluent French speakers follow the curriculum guidelines of the **French Ministry of Education**. While maintaining these national expectations, the programme also reflects the international nature of ISN by integrating language, culture, and social studies within the IB Primary Years Programme wherever possible.

French is taught by two specialist teachers from **Early Years through to Grade 5**. In Early Years, lessons are delivered to the whole class. From **Kindergarten to Grade 5**, students are grouped

according to their language proficiency, ensuring that beginners and more advanced or francophone learners receive teaching that is appropriately challenging and supportive.



Example of Primary Whole Year Programme of Inquiry

	Who We Are	How We Express Ourselves	How the World Works	Where We Are in Place & Time	How We Organise Ourselves	Sharing the Planet
Early Years (Young Explorers+ Pre-kindergarten)	Relationships define who we are		We learn about the world through what we see, hear and feel	Our personal journey shapes who we are	People make decisions that impact systems around them	
Kindergarten	Playing traditional games from different cultures helps us learn new skills and make friends	Stories are shared and understood through diverse voices, perspectives, and creative expressions.	We use tools and machines to solve problems, create and improve the world around us.	Exploring the past helps us understand the present and the world around us.	Visual systems are used to communicate and influence decisions in communities.	Our choices affect how people and nature live together.
Grade 1	The choices we make can help us feel good, connect with others and learn how to be our best selves.	Understanding and expressing emotions in diverse ways fosters empathy, personal agency, and wellbeing	Materials have different properties that influence how we use and innovate with them.	Where and how people live is influenced by time, place, and needs.	Food systems link people and the environment from farm to fork.	Living things have features that help them survive and live in harmony with nature.
Grade 2	Understanding how our body systems work helps us make choices that support our health, well-being and relationships.	Stories and traditions help us understand and express the beliefs and values of people and cultures.	We explore space to understand patterns, systems, and possibilities beyond Earth.	People adapt and change their environment to meet their needs.	Money systems influence choices, relationships, and communities.	Fair use of resources supports peaceful, sustainable communities.
Grade 3	Our food choices influence our health, identity and how we grow as individuals and members of a community	Celebrations and traditions express diverse identities, values, and ways of life.	We use light and sound to understand and interact with our world.	Exploration changes our understanding of the world.	Communities develop systems that shape the way people live and interact.	Living things depend on each other and people must protect ecosystems.
Grade 4	Exploring diverse cultures enhances our understanding of ourselves and others, fostering empathy and global competence.	Exploring different perspectives inspires creativity and deepens expression.	Our understanding of forces helps us to innovate and design solutions.	Ancient civilisations help us understand how societies grow and change.	Market systems reflect community needs, wants, and decision making.	Choices about energy use shape the future of the planet.
Grade 5	Understanding the changes we experience helps us care for our physical and mental well-being and shape our identity	Changes in communication over time influence how we express, interpret, and connect with others.	Understanding Earth's systems and materials helps us respond to natural disasters.	Revolutions arise from a desire for change and leave lasting impacts on society.	Informed action within systems creates impact in local and global communities.	Respecting rights and responsibilities supports peaceful and just communities.

Physical Education

At ISN, we believe that Physical Education plays a vital role in promoting children's physical, social, emotional, and intellectual development. Through an engaging and varied programme, students develop the knowledge, skills, and confidence to lead active and healthy lifestyles while learning the importance of teamwork, resilience, and fair play.

All Primary students receive **two 45-minute Physical Education lessons each week**, taught by our team of specialist PE teachers. The programme includes a wide range of activities, such as gymnastics, dance, team games, athletics, and the development of fundamental movement skills, ensuring that every child has the opportunity to succeed and enjoy being physically active.

Our specialist PE teachers teach across both the Primary and Secondary schools, providing continuity in teaching and supporting a smooth transition as students move through the school. Lessons take place in our well-equipped gymnasium and outdoor sports facilities, allowing children to experience a variety of learning environments throughout the year.

To ensure that all students can participate safely and comfortably, children should come to school wearing the appropriate PE uniform on their designated PE days. For health and safety reasons, students who are not dressed appropriately may be unable to take part in practical activities.



Essentials: Personal, Social and Emotional Learning

At ISN, our Essentials programme supports children's personal, social, and emotional development. Guided by the school's Pastoral Director, the programme helps students build an age-appropriate understanding of health and wellbeing, relationships, economic awareness, and responsible citizenship.

Each day, students take part in dedicated Essentials activities for at least **20 minutes**. The programme is also embedded across the wider curriculum, including Science, Geography, Physical Education, and ICT, allowing children to apply their learning in meaningful and relevant contexts.

Outdoor Learning

At ISN, we recognise the importance of providing children with regular opportunities to extend their learning beyond the classroom. Outdoor learning encourages curiosity, creativity, collaboration, and wellbeing, while helping students make meaningful connections with the natural world.

In Early Years, children benefit from a purpose-built classroom with its own dedicated outdoor area, allowing them to choose when they wish to take their learning outside.

Primary students also have access to a purpose-built Outdoor Classroom, which is timetabled into weekly learning for all classes. This space includes a sandbox, mud kitchen, reading tower, STEAM area, and stage area, providing rich opportunities for imaginative play, inquiry, performance, and hands-on exploration. Students are also encouraged to grow their own herbs and vegetables, developing responsibility and an understanding of sustainability.



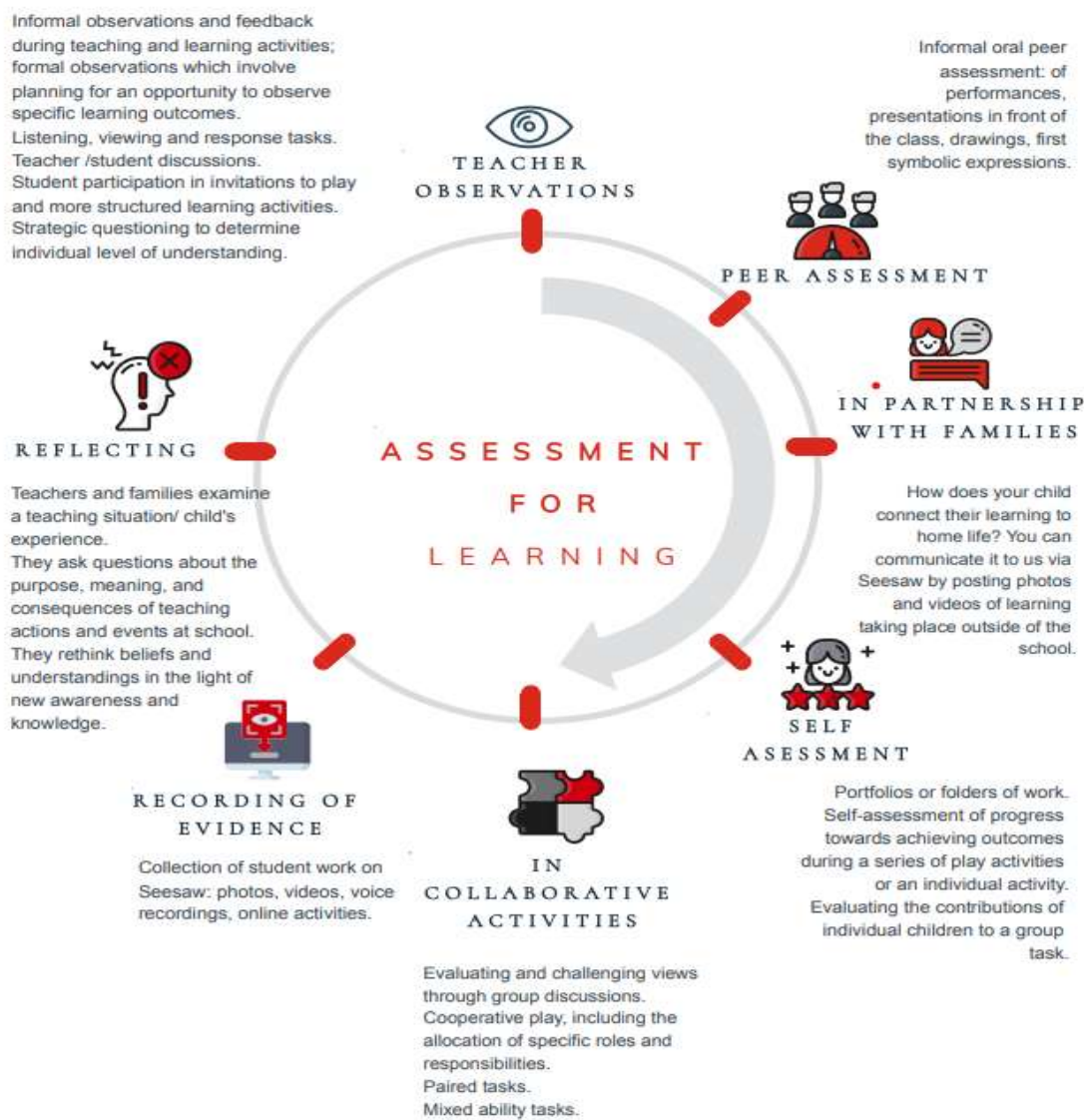
Each Primary classroom has its own outdoor area, easily accessible through sliding doors, enabling teachers to incorporate outdoor learning naturally into daily lessons. Throughout the year, ISN also participates in Globeducate Outdoor Learning events, further enriching students' experiences and encouraging them to learn actively within and beyond the school environment.

Assessment for Learning

Pupils are assessed in various ways throughout the school year. At three stages throughout the year, children in grades k-5 are given formal assessments in maths, writing and reading.

Parent-Student-Teacher Conferences are held in **October** and **March**. These meetings provide an opportunity for parents and students to discuss progress with individual teachers. Please note that school is closed to students on these conference days.

Written reports are shared with families throughout the year. A mid-term reports is issued in **October** while full written reports are provided in **January** and at the end of **June**.



REACH- ISN support programme

English as an Additional Language (EAL)

ISN provides specialist English as an Additional Language (EAL) support for students who join the Primary School with little or no prior knowledge of English. The programme is designed to help students develop the language skills and confidence needed to access the curriculum successfully and participate fully in school life.

All students in Grade 2 to 5 are assessed on arrival at ISN. If EAL support is needed, then small group instruction is provided outside of the classroom and is lead by a specialist teacher. Depending on their level of English proficiency, students may need to receive small group instruction until they have developed the language skills necessary to work independently within the mainstream classroom. Clear entry and exit criteria ensure that support is provided for as long as it is needed.

Please note that the EAL programme is subject to an additional fee.

Neurodiversity Support

ISN is committed to providing an inclusive learning environment where every child has the opportunity to succeed. We offer specialist support for students with identified learning differences or additional educational needs that may impact their learning, independent of acquiring English as an additional language.

Support is available for a limited number of students and is tailored to meet individual learning profiles. If a class teacher has concerns about a child's progress, they will consult with the school's Special Educational Needs Coordinator (SENCo), who may carry out classroom observations and recommend appropriate next steps.

Parents are involved throughout the process, and any support provided is planned in partnership with families to ensure the best outcomes for each child.

Please note that this specialist support programme is subject to an additional fee.

Safeguarding and Wellbeing

ISN is committed to safeguarding and promoting the wellbeing of every child. Child abuse and neglect are serious concerns worldwide and are violations of a child's human rights. They also present significant barriers to a child's physical, emotional, social, and educational development. The International School of Nice supports the principles of the United Nations Convention on the Rights of the Child, of which France is a signatory.

Counsellor

ISN has an experienced, qualified, full-time in-house mental health counsellor who supports individual students and families.

The counsellor may also provide workshops on topics such as anxiety, behaviour management, self-esteem, eating difficulties, and other wellbeing-related issues.

To ensure privacy and confidentiality, the counsellor has a dedicated space for meeting with students.

Student Life and Wellbeing

Wellbeing is essential to students' academic success and personal development. Pastoral care at ISN ensures that students are supported in a safe, caring, and respectful environment where they can thrive.

The Director of Pastoral Care works closely with the safeguarding lead, counsellor, homeroom teachers, and section heads to monitor students' wellbeing and support their integration into school life. This collaborative approach helps ensure that concerns such as bullying, anxiety, low mood, or disengagement are identified and addressed as early as possible.



Home Learning

At ISN, we believe that home learning should reinforce classroom learning while encouraging curiosity, independence, and a love of learning. Our approach focuses on meaningful, inquiry-based activities rather than large amounts of written work.

Children are encouraged to read regularly for both enjoyment and information, as we believe developing a lifelong love of reading is one of the most valuable habits a child can acquire.

Home learning is set **Monday to Thursday**. Homework is not routinely assigned at weekends, although additional tasks may occasionally be given if a child has missed lessons or if the class teacher feels further practice would be beneficial.

Typical home learning may include:

- **Daily reading** (at least 10 minutes each day)
- **Phonics or spelling practice**
- **Times Tables Rock Stars** (approximately 5 minutes per day)
- **Mini Maths** activities (10–20 minutes) to consolidate number skills
- **Unit of Inquiry** research and opportunities to take meaningful action related to classroom learning
- **French home learning**, when appropriate

All home learning information, resources, and instructions are shared with families through **Seesaw**, where updates are posted daily.

If difficulties arise in completing home learning, parents are encouraged to contact the class teacher via Seesaw or email so that appropriate support can be provided.



School/Home Learning Platform-Seesaw

At ISN, we use Seesaw, which is a **digital portfolio system that allows students to engage in learning activities and share their work with their teacher and their family**. The communication tools allow families to comment on student work and receive progress updates from teachers.

Each child has their own log in which will be sent by the homeroom teacher. Please check this regularly for class updates; curriculum overviews; field trips; home learning tasks as well as seeing your child's achievements in school.



GENERAL HELPFUL INFORMATION FOR PRIMARY

School Hours

Grade	Drop Off	Regular Class Time	Pick Up	School Buses Departure
EY	08.15-08.30	08.30	15.40-16.00	16.00
1-5	08.15-08.30	08.30	15.40-16.00	16.00

Arrival and Collection Procedures

Early Years

The Early Years classroom has its own dedicated entrance located on the side of the school car park. This allows parents of children aged **3–5 years** to drop off and collect their children safely each day, while also providing an opportunity for brief communication with the class teacher when needed.

Morning Arrival

The school opens at **8:15 am**. Please note that there is **no staff supervision before this time**, and students should not arrive before 8:15 am.

Between **8:15 am and 8:30 am**, Primary students should wait in the Primary playground. At **8:30 am**, teachers will welcome the children and escort them into school to begin the day.

To encourage independence and ensure a calm start to the school day, parents are asked **not to accompany their child into the school building**.

The school gates close at **8:40 am**. If your child arrives after this time, a parent or guardian must:

- Ring the school bell.
- Allow the child to proceed independently to their classroom.
-

Arriving on time is important. Late arrivals can disrupt both the child's learning and the learning of the rest of the class.

Primary students are dismissed at **3:40 pm**.

Children travelling by school bus will be escorted to their designated bus. Students being collected by parents should wait in the Primary playground until they are collected.

For safeguarding reasons, parents are asked to wait **outside the main gate**. Children will be dismissed by staff and should not be collected directly from their classrooms.

Any child who has not been collected by **3:55 pm** will be escorted to the Main Reception, where they will remain under staff supervision until collected.

Changes to Collection Arrangements

If your child's usual collection arrangements change, please notify the school **no later than 11:00 am on the day of the change**. Whenever possible, we ask that you inform us at least one day in advance.

Please email **all three** of the following:

- **Head of Primary:** clare.moor@isn-nice.com
- **Class Teacher**
- **School Reception:** isn@isn-nice.com

To ensure the safety of all students, requests received after **11:00 am** cannot be guaranteed, as teachers may not receive late messages during the school day.

For the same reason, Reception is unable to accept telephone requests to change collection arrangements after **11:00 am**, except in genuine emergencies.

Late Collection

If you are unexpectedly delayed, your child will remain safely supervised at the Main Reception until you arrive.

We kindly ask parents to collect their children promptly at the end of the school day. Teachers often have meetings and professional responsibilities after school, and timely collection also helps to ease congestion during the Secondary School dismissal period.

Absences and Attendance

Regular and consistent attendance is essential for students' academic progress, personal development, and successful participation in school life. Students are expected to attend all scheduled lessons each day, and attendance is carefully monitored by class teachers through the school management system.

ISN recognises that absence may occasionally be unavoidable due to illness, transport difficulties, or family bereavement. All absences must be reported by parents in writing by emailing attendance@isn-nice.com and **copying in the child's homeroom teacher**.

Families are asked not to extend school holiday periods. Absences caused by extended holidays will be recorded as unauthorised. Wherever possible, medical, dental, and other appointments should be arranged outside regular school hours.

Consistent attendance ensures that students benefit fully from classroom learning, collaboration with peers, and the continuity of the school programme.

Early Dismissal

If your child needs to leave school before the end of the school day, the following procedures must be followed:

1. Parents or guardians must email the **Head of Primary** (clare.moor@isn-nice.com) and attendance@isn-nice.com **before 11:00 am** on the day of the early dismissal, explaining the reason for the request.
2. The school reserves the right to determine whether the request is appropriate.
3. Parents or authorised guardians must report to Reception and **sign their child out** before leaving the school premises.

These procedures help us ensure the safety and wellbeing of all students.

Students Who Are Unwell

If your child is unwell or has a fever, they should remain at home until they have fully recovered. To help prevent the spread of illness, students should not return to school until they have been **fever-free and symptom-free for at least 24 hours** without the use of medication.

Parents are required to inform the school immediately if their child has been diagnosed with a contagious illness. In some cases, the school may request a medical certificate confirming that the child is no longer contagious before they return to school.

If a student becomes ill during the school day, every effort will be made to contact a parent or guardian. **For this reason, it is essential that emergency contact details remain accurate and up to date.** During the admissions process, parents are asked to provide emergency contact information, enabling the school to contact an alternative adult or seek medical assistance if necessary.

Parents should also inform the school of any allergies, medical conditions, or ongoing health needs that may affect their child's wellbeing while at school.

Medication

The school is **unable to administer medication**, including paracetamol and other over-the-counter medicines.

If a student requires prescribed medication during the school day, parents should contact the school in advance to discuss appropriate arrangements in accordance with the school's medical policy.

Parents must inform the school of any medical/allergies/impediment for their child(ren) every year to Homeroom teachers.

Each student is required to pass a medical examination at least once a year and to provide a medical certificate, which will be classified in the file of the pupil, specifying any inaptitude that may influence the participation in sports activities.

All students must be up to date with all required vaccinations and have the necessary vaccination certificates with the dates of validation and revaccination.

In case of emergency, parents understand that the school is authorised to have their children transported to the nearest hospital offering the appropriate care.

Any failure to abide by these rules renders the student and the family responsible by law.

Dress Code/Uniform

The personal appearance of ISN students should reflect a respect for their school and the multicultural community. A compulsory uniform for all Early Years and Primary students is in place and should be purchased from the school's supplier's website in preparation for the new school year.

The mandatory uniform consists of for the top half either a:

- logoed ICS short or long sleeved polo tshirt or logoed ICS red long or short sleeved tshirt
- logoed ICS navy zipped hoodie

For the bottom half, students are requested to wear navy trousers, skirt, shorts or dress (no jeans or tracksuit bottoms)

We will not accept beach shorts or tennis style skirts.

Footwear should be appropriate for Outdoor learning activities-we request no flip flops, tongs, or beach type shoes should be worn, along with no open toe sandals.

For PE lessons, students are to come to school wearing the school PE kit and trainers on their designated PE days.

Pupils who do not follow the uniform policy will be asked to wear our worn uniform supplies.

School Supplies

A school supplies list is issued at the beginning of each academic year. Please ensure that all items are clearly labelled with your child's name and brought to school each day.

Parents are encouraged to check their child's supplies regularly, particularly at the start of each term, to ensure that any items needing replacement are replenished.

We recommend that students use a **backpack** for school. Wheeled bags are discouraged, as they take up considerable space in classrooms and corridors and cannot be easily stored on classroom pegs.

School Bus Service

ISN offers a daily school bus service. Information about bus routes, timetables, and fees is available through the PYSAE app or by contacting bus@isn-nice.com.

The buses operate along established routes with designated bus stops. Unfortunately, door-to-door collection is not available.

To ensure the safety, security, and comfort of all passengers, students are expected to follow the School Bus Code of Conduct. Failure to comply with these expectations may result in suspension from the bus service. Please note that bus fees are non-refundable in these circumstances. Pupils in primary are not able to buy daily bus tickets without prior authorisation from the Primary Principal.

Bus Departure Times

- **Daily buses:** Depart at **4:00 pm**.
- **Late bus (Mondays and Thursdays):** Departs at **5:30 pm**, serving the Nice to Monaco route for students attending after-school activities.

Details of bus stops and timetables are shared with families at the beginning of each school year.

Snacks and Lunches

Students may either participate in the school's catering service or bring a packed lunch from home.

School Lunch Service

The school catering service is available to all students. Information about registration, contracts, and fees is provided in the school starter pack. Monthly menus are published on the school website.

Students using the canteen are issued with an electronic meal badge once their catering contract has been completed. Please note that **daily meal tickets are not available**.

Home Lunches

Students bringing a lunch from home eat under staff supervision in the cafeteria. Microwave ovens are available for heating food if required.

Packed lunches should contain healthy food choices. **Fizzy drinks, sweets, and confectionery should not be included.**

If a lunch is accidentally forgotten, a lunch ticket can be purchased through the school. To support healthy eating habits, parents are asked **not to bring fast food into school** for their children.

Healthy Snacks

Children should bring a healthy snack to enjoy during the afternoon break.

Suitable options include:

- Fresh fruit
- Cheese and crackers
- Dried fruit
- Yogurt
- Muesli or cereal bars
- Cut vegetables

Please avoid sending crisps, chocolate, sweets, or large packets of biscuits as snacks.

Nut-Free School

ISN operates a **Nut-Free Policy** to help protect students with severe allergies.

Please ensure that your child's snacks and packed lunches **do not contain nuts or nut products**, including foods that may contain traces of nuts.

As part of our commitment to promoting healthy lifestyles, we also encourage families to avoid sending sweets or candy to school.

Birthdays

Birthdays may be celebrated in school. Parents are welcome to provide **individually wrapped small cakes or treats** for each child in the class. A small bag of sweets or treats may also be sent home with students if desired.

Please ensure that all birthday cakes and treats are **nut-free**, in line with the school's Nut-Free Policy.

Extra-Curricular and After-School Activities

Twice a year, ISN offers a programme of extra-curricular activities, which may include chess, yoga, arts and crafts, football, dance, and other sports. The programme is finalised and shared with families shortly after the start of each period. The two periods are September-January and February-June.

Activities are generally available for students from **Kindergarten to Grade 5** and usually take place on:

- **Mondays and Thursdays:** 4:00 pm – 5:15 pm
- **Tuesdays and Wednesdays:** 4:00 pm – 5:00 pm

A late bus is available on **Mondays and Thursdays only** for students participating in after-school activities.

Communication

Regular communication between school and home is essential. ISN communicates with families in a variety of ways, including email, Seesaw, the school website, and official school social media channels such as Facebook and Instagram.

Emergency Closure

If the school needs to close at short notice due to severe weather, transport strikes, health emergencies, or other exceptional circumstances, parents will be informed through Seesaw, email, and parent WhatsApp groups. A message will also be left on the school answering machine.

Field Trips

Field trips are an important part of the ISN learning experience and may be linked to academic, cultural, sporting, or extra-curricular programmes. These trips enrich classroom learning and provide students with opportunities to explore the wider world.

A full brochure, including details and costs, is shared with families at the beginning of the academic year.

All field trips are supervised by ISN staff and are subject to the school's rules and expectations. Students are expected to demonstrate respectful and responsible behaviour before and during any trip. Participation in field trips may depend on a student's ability to follow the school's Code of Conduct.

Parents must ensure that their child has appropriate **responsabilité civile** insurance and mandatory health insurance.

Please note that deposits are non-refundable. Loss of personal property and cancellation by a student are not covered by the school. Families are encouraged to take out cancellation insurance to avoid financial loss if a student is unable to attend a trip.

Insurance

All students must be covered by multirisques scolaires insurance. This should include:

- Civil responsibility and medical coverage in France
- Loss or theft of personal belongings
- Medical assistance and repatriation for school trips abroad
- Cancellation and baggage cover for school trips

Parents are responsible for ensuring that appropriate insurance is in place.

Personal Items and Valuables

Children are responsible for any personal items they bring to school, including reading glasses, watches, lunch boxes, school bags, sports bags, and clothing. Please ensure that all coats, jackets, hoodies, and other belongings are clearly labelled with your child's name.

Toys **should not be brought** to school unless requested by the teacher for a specific class activity. For safety reasons, students must not bring dangerous items to school or onto school buses. This includes, but is not limited to, knives, replica weapons, paintball guns, toy guns, or any item that could cause harm or alarm.

Mobile Phones and Electronic Devices

Students are not permitted to use mobile phones, smart watches, Apple watches, or other electronic devices during the school day.

We understand that some students who travel by school bus or public transport may need to bring a mobile phone for safety reasons. In these cases, phones must be switched off on arrival and remain stored away throughout the school day.

If a student uses a mobile phone or electronic device during the school day without permission, it will be confiscated and returned at the end of the day.

Please note that the school cannot accept responsibility for the security, loss, or damage of mobile phones or other electronic devices brought onto school premises.

Parent-Teacher Association

All parents are automatically members of the ISN Parent-Teacher Association and are warmly encouraged to participate in school events and community activities.

The PTA Executive Committee, elected every two years in the Autumn, helps guide the work of the association and supports events such as Sports days, Graduations, International Food Fair, and Winter/Summer Fête.

An annual PTA subscription fee is payable at the beginning of each academic year.

Photographs and Videos

Throughout the school year, students may be photographed or filmed while participating in school activities and events. These images may be used in school brochures, newsletters, documents, displays, the ISN website, and official school social media channels.

If you do not wish your child's photograph or video to be used in school communications, please inform the Marketing and Communications Manager in writing at contact@isn-nice.com.

Tuition and Fees

Parents agree to the school's rules, terms, and conditions when signing the enrolment or re-enrolment contract.

All matters relating to tuition payments, refunds, entry or withdrawal during the school year, and additional fees should be discussed with the Director and Finance Manager.

