

2026

2027

**Primary
School**

Handbook

*Imagining and
designing a
better world
together.*

Core Values



We value diversity, inclusivity, and individual perspective, promoting acceptance and appreciation.



We try our best to be honest and to do what is right.



We foster passion, perseverance and a growth mindset to overcome challenges and meet our goals.



We promote empathy, compassion, and respect to foster a caring community.



Empowering learners to lead through compassion, collaboration, creativity and critical thinking.

Imagining and designing a better world together.

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WELCOME

A Message from the Head of Early Years and Primary

Dear Families,

Welcome to Primary School at the International School of London Qatar.

The Primary years are an exciting period of growth, curiosity and discovery. During these years, children deepen their understanding of themselves and the world around them while developing the skills, knowledge and dispositions that will support them throughout their lives.

At ISL Qatar, we believe children are capable, creative and full of potential. We strive to create a learning environment where every child feels a strong sense of belonging and is empowered to take ownership of their learning, develop meaningful relationships and contribute positively to their community.

Guided by our mission, Empowering learners to lead through compassion, collaboration, creativity and critical thinking, we support students in becoming confident learners, caring community members and internationally minded citizens.

As an IB World School, learning is shaped by the Primary Years Programme (PYP), which encourages children to ask questions, explore ideas, take action and develop conceptual understandings that extend beyond individual subjects.

We believe that the most successful learning journeys are built through strong partnerships between home and school. We look forward to working alongside your family as we continue to nurture curious, confident and compassionate learners.

Warm regards,

Marwa Nsouli

Head of Early Years and Primary

Hala Sweilem

Deputy Head of Primary

How to Use This Handbook

This handbook introduces our educational philosophy, our programme and the everyday practicalities of Primary School life.

- **Parts One to Three** explain what and how your child will learn, and how we assess and report on that learning.
- **Part Four** describes how we support wellbeing, inclusion and belonging.
- **Part Five** covers the practical information you are most likely to need day to day, including the school day, dress code, attendance and health.
- **Parts Six and Seven** describe our partnership with families and our community life.
- **Part Eight** sets out admissions, policies and key contacts.

Full school policies are available through the Parent Portal and the school website. Where a policy is referenced in this handbook, the policy document itself is the authoritative source.



ISL Qatar Senior Leadership Team

ISL Qatar is a vibrant, inclusive international school committed to high-quality learning and the development of the whole child. Our diverse and experienced Senior Leadership Team plays a key role in shaping the school's direction and ensuring a supportive, engaging environment for all students. Their leadership is guided by our core values and a strong commitment to building a connected and caring school community.

Senior Leadership Team: SLT		
Role	Name	Email
Head of School	Dr Sean Areias	sareias@islqatar.org
Director of Learning, Analytics & Innovation	Joanne Gillan	jgillan@islqatar.org
Head of Early Years and Primary	Marwa Nsouli	mnsouli@islqatar.org
Head of Middle School	Leigh Anne Toller	ltoller@islqatar.org
Head of High School	Scott Schaffner	sschaffner@islqatar.org
Director of Multilingual and Intercultural Learning	Roula H. Ismail	rismail@islqatar.org
Extended Whole School Leadership: WLT		
Role	Name	Email
Leader of Tech Hub	Joris Deckers	jdeckers@islschools.org
Director of Athletics and Sports	Joe Toler	jtoller@islqatar.org
Head of Inclusion & Student Wellbeing & Inclusion	Reinette Evert	revert@islqatar.org
Early Years Key Contacts		
Role	Name	Email
Head of School	Dr Sean Areias	sareias@islqatar.org
Head of Early Years and Primary	Marwa Nsouli	mnsouli@islqatar.org
Assistant Head of Primary	Hala Sweilem	hsweilem@islqatar.org
Primary School Counsellor	Lone Petersen	lpetersen@islqatar.org
Primary School Counsellor	Arta Bajqinca	lpetersen@islqatar.org



LEARNING IN PRIMARY

How We Define Learning

Learning is a joyful, dynamic process of discovery, inspiring innovation and transformation, whereby learners connect and engage purposefully with the world. Learning is most meaningful when students:

- Ask questions
- Explore ideas
- Make connections
- Reflect on experiences
- Apply understanding in meaningful contexts
- Take action based on their learning

The IB Primary Years Programme

The Primary Years Programme provides the framework for learning across Grades 1 to 5. Rather than learning in isolated subjects, students explore significant ideas and real world issues through inquiry. Our goal is to help children develop deep understanding rather than simply acquire information.

The PYP supports students in developing knowledge, conceptual understanding, skills, agency and action.

International-Mindedness

As a diverse international community, we encourage students to appreciate multiple perspectives and develop respect for different cultures, languages and experiences. International-mindedness is embedded throughout learning and community life and helps prepare students to contribute positively to an interconnected world.

Student Agency

At ISL Qatar, students are active participants in their learning. Agency involves students having voice, choice and ownership over aspects of their learning journey.

Students are encouraged to:

- Ask meaningful questions
- Make decisions and set goals
- Reflect on their learning
- Advocate for themselves and others
- Take responsible action

Agency develops progressively across the Primary years and is visible in the classroom, in assessment, in student leadership and in the ways students contribute to community life.

The Primary Curriculum

Literacy

Literacy extends beyond learning to read and write. Students develop the ability to communicate effectively, think critically, analyse information and express ideas through a variety of forms and contexts.

Learning experiences include reading, writing, speaking and listening, viewing and presenting, and research and information literacy.

We aim to foster both strong literacy skills and a lifelong love of reading.



Mathematics

Mathematics helps students make sense of the world around them. Students develop conceptual understanding through exploration, problem solving, reasoning and application.

Mathematics learning focuses on number, pattern and function, measurement, data handling, geometry and problem solving.

We seek to develop confident mathematicians who think flexibly and apply mathematical understanding in meaningful contexts.

Inquiry Across Science and Social Studies

Students investigate significant concepts and real world issues through inquiry. Learning may involve research, experimentation, discussion, observation, data collection, investigation and community connections.

These inquiries encourage students to think critically, consider multiple perspectives and develop deeper understanding.

Specialist Learning

Students also participate in specialist programmes including:

- Physical and Health Education
- Visual Arts
- Performing Arts and Music
- Library
- Arabic
- Additional Languages

These experiences enrich the curriculum and provide opportunities for students to develop creativity, confidence, communication and physical wellbeing.

Information about Physical and Health Education kit can be found in Part Five.

Language Pathways

A Typical Day in Primary

TUESDAY	S M W Th	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Block 1 7:35-8:20 (45 min)	Block 1 7:35-8:25 (50 min)	Homeroom	Homeroom	Assembly	Islamic/Wellbeing	Homeroom
Block 2 8:20-9:05 (45 min)	Block 2 8:25-9:15 (50 min)	Homeroom	Qatar History	Homeroom	Homeroom	Homeroom
Block 3 9:05-9:50 (45 min)	Block 3 9:15-10:05 (50 min)	Art	Homeroom	Arabic and QHE	Homeroom	Homeroom
Break 9:50-10:25 (35 min)	Break 1 10:05-10:35 (30 min)	Break	Break	Break	Break	Break
Block 4 10:25-11:10 (45 min)	Block 4 10:35-11:25 (50 min)	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Block 5 11:10-11:55 (45 min)	Block 5 11:25-12:15 (50 min)	Homeroom	PHE	PHE/Swimming	Homeroom	Homeroom
Block 6 11:55-12:40 (45 min)	Break 2 12:15-12:50 (35 min)	Break	Break	Homeroom	Break	Break
	Block 6 12:50-13:35 (45 min)	Islamic/Wellbeing	Homeroom		Homeroom	Homeroom
	Block 7 13:35-14:20 (45 min)	Languages	Languages		Languages	Languages
	Dismissal 14:20-14:25 (5 min)	Dismissal	Dismissal		Dismissal	Dismissal



Growing Through Primary

Lower Primary: Grades 1 and 2

The Lower Primary years build upon the curiosity and agency developed in the Early Years. Students continue to learn through inquiry while developing increasing independence and foundational skills. Play remains an important context for learning while students engage in increasingly complex inquiry experiences.

Particular emphasis is placed on literacy development, mathematical thinking, social relationships, self-management, communication and confidence.

Students are encouraged to organise their materials, take responsibility for routines, work collaboratively, reflect on learning and develop problem solving strategies.

Upper Primary: Grades 3 to 5

As students move through Upper Primary, they become increasingly independent learners. Greater emphasis is placed on critical thinking, decision making and taking action.

Students are encouraged to manage responsibilities, initiate inquiry, conduct research, collaborate effectively, lead projects and contribute positively to the community.

Leadership opportunities may include classroom responsibilities, student leadership roles, service learning, community projects and the PYP Exhibition. We believe leadership is about positive influence, empathy and responsible action.

The Grade 5 PYP Exhibition

The Exhibition is the culminating experience of the Primary Years Programme. Grade 5 students engage in an in depth inquiry into an issue of local, national or global significance.

Through the Exhibition, students:

- Conduct sustained inquiry and research
- Investigate authentic issues
- Work collaboratively
- Consult with mentors and experts
- Apply their Approaches to Learning skills
- Take meaningful action
- Present their findings to the community

The Exhibition is not simply a final project. It is an opportunity for students to demonstrate the knowledge, skills, understandings and dispositions they have developed throughout their Primary years, and it marks an important milestone as they prepare to transition to Middle School.

Dates for the Exhibition and the community presentation are published in the school calendar.



ASSESSMENT AND REPORTING

Our Approach to Assessment

At ISL Qatar, assessment is an integral part of learning. It is not simply a way of measuring achievement, but a process that helps students understand themselves as learners, celebrate growth, identify next steps and take increasing ownership of their learning journey.

Assessment informs teaching, supports student agency and strengthens the partnership between home and school. It enables us to understand not only what students know and can do, but also how they think, collaborate, communicate, solve problems and apply their learning in meaningful contexts.

Assessment is most effective when it is:

- Meaningful and purposeful
- Embedded within learning
- Responsive to student needs
- Developmentally appropriate
- Inclusive and equitable
- Focused on growth and progress
- Supportive of student agency

Assessment is not something that is done to students. It is a collaborative process involving students, teachers and families working together to support learning and development.

How We Monitor and Document Learning

Learning is monitored continuously throughout the school year. Teachers gather evidence through classroom observations, discussions, student reflections, learning engagements, collaborative tasks, inquiry projects, conferencing and demonstrations of understanding.

This evidence gives teachers insight into each student's conceptual understanding, skills development, learning dispositions, wellbeing and engagement, strengths and interests, and any areas requiring support. It allows teachers to respond to student needs, adapt learning experiences and provide timely support and challenge. Documentation makes that learning visible. Throughout the Primary years, students and teachers collect evidence that demonstrates progress and growth over time, which may include:

- Digital portfolio entries and inquiry journals
- Learning reflections and self assessments
- Photographs and videos
- Project work and presentations
- Writing samples and mathematics investigations
- Creative work

Making learning visible goes beyond displaying finished products. It helps students understand what they are learning, why they are learning it, how they are learning, what progress they are making and what their next steps might be. Teachers create deliberate opportunities for students to articulate thinking, explain reasoning and reflect upon their growth.



Students as Partners in Assessment

Students are active participants in the assessment process. Agency develops progressively throughout the Primary years as students learn to reflect, identify goals and make decisions that support their growth.

Students are encouraged to reflect regularly, set personal goals, monitor progress, identify strengths, seek and act upon feedback, and share their learning with others.

Reflection

Reflection is a fundamental component of learning. Students are regularly encouraged to think about what they have learned, how they have learned it, what challenged them, which strategies were successful, what they would like to improve and what they might do next.

Reflection may take the form of learning journals, conferences, written reflections, peer discussions, goal setting activities and digital portfolio reflections. These experiences help students develop metacognitive skills and become increasingly aware of themselves as learners.

Feedback for Learning

Feedback is one of the most powerful influences on learning. At ISL Qatar, effective feedback is timely, specific, constructive, actionable and focused on growth.

Feedback is provided through teacher conferences, written comments, peer feedback, reflection conversations and learning discussions. Students are encouraged not only to receive feedback but to use it to improve their learning and inform future goals.

Toddle Portfolios

Toddle is our platform for documenting, sharing and celebrating learning. Each student develops a digital portfolio that captures key moments in their learning journey throughout the year.

Portfolio entries may include learning reflections, inquiry work, projects, videos and photographs, creative work, goal setting activities and evidence of growth over time. Toddle allows students, teachers and families to engage in ongoing conversations about learning. The portfolio becomes a living record of each student's experiences, achievements and growth.

Guidance on accessing Toddle is provided at the start of the school year. We encourage families to engage with Toddle regularly and to use it as a starting point for conversations about learning at home.

What Assessment Looks Like at Each Stage

In Grades 1 and 2, assessment focuses on helping students build confidence, develop foundational skills and begin to understand themselves as learners. Teachers gather evidence through observation, play based learning experiences, classroom discussions, inquiry tasks, reading and writing workshops, mathematical investigations and student reflections. Students are gradually introduced to self assessment, reflection and goal setting in age appropriate ways.



In Grades 3 to 5, students become increasingly independent and reflective learners. Assessment opportunities may include inquiry projects, research tasks, presentations, collaborative investigations, written responses, performance tasks, student led discussions, and self and peer assessment. Students take increasing responsibility for monitoring their own progress and setting learning goals, which prepares them for the transition to Middle School.

How and When We Report to Families

Reporting communicates student growth, progress and achievement to families. It aims to celebrate success, share learning progress, promote reflection, strengthen the partnership between home and school and support future growth. Reporting includes a combination of formal and informal opportunities throughout the year.

Reporting at a Glance

Reporting opportunity	When	Who attends	Purpose
Ongoing Toddle reporting and feedback	Throughout the year	Viewed at home by families; posted by students and teachers	A continuous window into your child's learning as it happens, through portfolio entries, reflections and teacher feedback
3-Way Conversations	Start of Term 1	Student, parents and homeroom teacher, together	To share what we each know about your child, agree learning goals for the year and set a shared direction from the outset
Celebrations of Learning	Throughout the year, at the end of a Unit of Inquiry	Students, the class community and families where applicable	To share unit learning with an authentic audience and celebrate growth, creativity and effort
Mid Year Report	End of Term 1	Written report, no meeting	A formal written overview of progress at the halfway point, covering conceptual understanding, Approaches to Learning and next steps
2-Way Conversations	Following the Mid Year Report	Parents and teachers	To discuss the written report in person, respond to questions and agree how home and school will support the next stage of
Student Led Conversations	Term 2	Student leads; parents attend; teacher facilitates	For your child to walk you through their own portfolio, explain how they have learned and reflect on their growth
End of Year Report	Last day of the school year	Written report, no meeting	A summative overview of the year's learning, growth and achievement, and a record for the year ahead

Exact dates for each reporting point are published in the school calendar.



Understanding the Different Conversations

Families new to ISL Qatar sometimes find the names of our conversations confusing. The difference is simply who is in the room and who leads.

3-Way Conversations bring your child, you and the homeroom teacher together at the start of the year. Your child takes part rather than waiting outside, because goals set with a child are far more likely to be goals a child owns. These conversations may cover academic progress, wellbeing, learning habits, strengths and interests, and next steps.

2-Way Conversations are between parents and teachers. They follow the Mid Year Report and give you the opportunity to discuss it directly, ask questions and agree how we will work together for the remainder of the year.

Student Led Conversations put your child in charge. As students develop greater agency, they take an active role in communicating their own learning: sharing achievements, reflecting on strengths and challenges, explaining their learning processes and celebrating personal growth. The teacher is present to facilitate rather than to lead. These experiences develop confidence, ownership and accountability, and allow you to hear directly from your child about their educational journey.

The most meaningful conversations occur when students, teachers and families all contribute their perspectives.

Written Reports

Families receive two formal written reports each year: a Mid Year Report and an End of Year Report.

Reports provide a holistic overview of student learning and development, including conceptual understanding, academic progress, Approaches to Learning, Learner Profile development, social and emotional growth, areas of strength and next steps for learning.

Reports are published through Toddle and remain available to families thereafter.

Ongoing Reporting Through Toddle

Not all reporting waits for a scheduled point in the calendar. Toddle allows learning to be shared with families as it happens, through portfolio entries, photographs, reflections and teacher feedback.

We encourage families to engage with Toddle regularly rather than only at reporting points, and to use what they see there as a starting point for conversations at home. The formal reports and conversations described above build on this ongoing record rather than replacing it.

Assessment as a Partnership

Assessment is most powerful when students, teachers and families work together. Through ongoing communication, reflection and shared understanding, we support each student's individual journey and celebrate growth over time.

At ISL Qatar, assessment helps students understand not only what they have learned, but who they are becoming as learners.



WELLBEING, INCLUSION AND BELONGING

Our Commitment to Wellbeing and Belonging

At ISL Qatar, we believe that learning and wellbeing are inseparable. Students learn best when they feel safe, valued, connected and empowered. Wellbeing is not a separate programme or initiative; it is embedded within every aspect of school life. Our approach to wellbeing is proactive, preventative and relationship based. We work intentionally to create learning environments where students feel safe and secure, known and understood, respected and valued, connected to others, challenged and supported, and empowered to take ownership of their learning.

Belonging is one of the core values that defines our community. Students thrive when they feel that they matter, that their voices are heard and that they are accepted for who they are. Belonging is fostered through positive relationships, inclusive classroom communities, student voice and agency, community celebrations, collaborative learning, respect for diversity, and shared values and expectations.

Relationships are the foundation of this work. Teachers take time to know students as individuals and to understand their strengths, interests, personalities and aspirations. Trusting relationships create the conditions that allow students to take risks, explore ideas and develop confidence as learners.

Social and Emotional Learning

The Primary years are a critical period for social and emotional development. Students are supported in developing the skills and dispositions that allow them to understand themselves, build healthy relationships and respond positively to challenges.

Social and emotional learning supports students to:

- Understand and manage emotions
- Develop self awareness and self confidence
- Demonstrate empathy
- Establish positive relationships
- Make responsible decisions
- Resolve conflicts constructively
- Develop resilience and perseverance

Emotional Regulation

Teachers support students in developing emotional regulation strategies by helping them recognise emotional responses, identify triggers and challenges, develop coping strategies, build self awareness, use reflection to guide future choices and seek support when needed.

As students progress through Primary School, they become increasingly responsible for understanding and managing their own wellbeing.

Resilience and Grit

Grit is one of our core values. Resilience develops when students are given opportunities to face challenges, persist through difficulties and learn from mistakes. Students are encouraged to embrace challenges as opportunities for growth, reflect on setbacks, develop problem solving strategies, persevere when learning becomes difficult and build confidence through effort and practice.



Pastoral Care

We believe that students who feel safe, happy, recognised and connected are more likely to be, and to feel, successful. Pastoral care refers to the holistic systems, structures and relationships that support students' emotional, social, physical, ethical and academic development.

A key element of our pastoral approach is the use of restorative practices. We view relationships as central to community wellbeing and, when challenges arise, we focus on understanding, reflection, accountability and repairing relationships. Through restorative conversations and problem solving, students are supported to:

- Reflect on their actions and decisions
- Understand the impact of their behaviour on others
- Develop empathy and perspective taking
- Resolve conflicts respectfully
- Repair relationships when harm has occurred
- Learn strategies to make positive choices in the future

This approach prioritises learning, growth, responsibility and relationship building rather than punitive consequences.

While pastoral care is embedded in all aspects of school life, the following programmes have student wellbeing at their core:

- Counselling and short term wellbeing support
- School Nurse and Health Services
- Homeroom routines and wellbeing learning
- Fox Athletics and Activities
- Inclusion, learning support and academic support services
- Student and Fox Council

All ISL Qatar staff play a vital role in supporting student wellbeing, serving as mentors, guides, role models, advocates and trusted adults. Leadership of our pastoral systems is shared across the Head of Early Years and Primary, the Assistant Head of Primary, the Head of Inclusion and Wellbeing, and the Primary School Counsellor. Names and contact details for each of these roles are listed in Key Contacts in Part Eight.

How Student Support Works in Primary

Most student needs are first noticed through everyday classroom life: teacher observation, learning evidence, student voice, parent input, attendance, behaviour, wellbeing indicators or information shared by previous teachers and specialists. When a concern emerges, we aim to respond early, document what we notice, involve the right people and review whether the support is making a difference.

Support usually begins in the classroom through strong relationships, clear routines, high quality teaching, differentiation and reasonable adjustments. Some students may need short term targeted support, such as small group work, check ins, learning strategies, counselling input or additional communication with families. A smaller number of students may need more individualised planning, regular review meetings, specialist advice or external assessment.

Movement between levels of support is not automatic or permanent. Decisions are based on evidence, professional judgement and ongoing review. A student may need more support for a period of time and less support later as confidence, independence or



wellbeing improves. Families are important partners in this process, and the school will involve parents when additional support, external advice or further review is needed.

Support decisions are reviewed using a range of information, including classroom evidence, assessment data, attendance, engagement, student voice, parent input and specialist recommendations where available. The aim is always to understand the student as fully as possible and agree next steps that are realistic, proportionate and in the student's best interests.

Where a concern spans more than one area, for example learning, language, behaviour, medical needs or emotional wellbeing, staff work together so that support is coordinated rather than fragmented.

Our goal is to respond early, keep communication clear and make sure students are not left waiting for support when a pattern of need is becoming visible.

Safeguarding concerns are handled differently from the pastoral, academic and counselling routes described above. Please see Safeguarding and Child Protection later in this Part.

Counselling and Student Support

Students may experience a range of social, emotional and personal challenges throughout their school journey. School counsellors and wellbeing specialists work collaboratively with students, families and staff to provide guidance and support when needed.

Support may focus on friendships, emotional wellbeing, self esteem, change and transition, conflict resolution, managing worry and stress, and personal development. The wellbeing team works proactively to strengthen resilience and support positive mental health across the school community.

Inclusion and Learning Support

Inclusion is a fundamental part of our identity as an international school. We believe every student deserves equitable access to learning, participation and belonging, and that diversity strengthens our community and enriches learning for everyone.

We strive to create learning environments where students feel respected and valued, experience both success and challenge, have equitable access to opportunities, develop confidence in their abilities and contribute meaningfully to the community.

Learning Support

Learning Support specialists work alongside classroom teachers to help remove barriers to learning and increase student independence and success.

Support may include:

- Collaborative planning between teachers and specialists
- Classroom accommodations and adjustments
- Small group or targeted intervention
- Individual learning goals and support plans where appropriate
- Monitoring progress and reviewing support over time
- Consultation with external specialists when required

Our goal is not simply to provide support, but to help students develop the confidence, skills and strategies needed to become increasingly independent learners.



English as an Additional Language

We celebrate multilingualism and recognise the important role language plays in identity and belonging. Students learning English as an additional language are supported through programmes designed to promote language development while ensuring full participation in learning.

Support may include language scaffolding, small group instruction, targeted support from specialists, collaborative planning between teachers and opportunities to use and celebrate home languages.

We encourage students to value and maintain their home language while developing proficiency in English.

Our Commitment and Capacity to Support

ISL Qatar is committed to supporting a diverse range of learning, language, wellbeing and behavioural needs. We believe that students are most successful when support is provided early, barriers to participation are addressed and families and school work together in partnership.

Our approach is guided by a commitment to inclusion, belonging and equitable access to learning. We aim to identify strengths, understand needs and provide support that enables students to participate meaningfully in school life and make progress towards their goals.

Decisions about support are guided by the individual needs of the student and the school's ability to provide an appropriate, safe and effective educational programme within the resources, expertise, staffing and facilities available.

In some circumstances, a student's needs may exceed the level of support, specialist provision or supervision that the school can reasonably provide. This may include situations where:

- A student is unable to access the curriculum despite sustained and appropriate support.
- A student requires a level of specialist intervention, therapeutic provision or supervision beyond that available within the school setting.
- A student's needs significantly impact their ability to participate safely and successfully in school life.
- A student's behaviour presents an ongoing and significant risk to their own safety, wellbeing or learning, or to that of others, despite reasonable adjustments and support measures.
- Where concerns arise regarding the suitability of the school's provision, the school will work closely with families to review available information, consider additional support strategies and explore appropriate next steps.

In exceptional circumstances, where the school determines that it cannot provide an appropriate, safe or effective educational programme for a student, an alternative educational setting may be recommended. Such decisions are made carefully, based on evidence, professional judgement and consultation with families, with the student's wellbeing, learning and long term success at the centre of the process.



Safeguarding and Child Protection

The safety and wellbeing of students is our highest priority. ISL Qatar is committed to safeguarding and promoting the welfare of all children and young people, and to creating a culture where students feel safe, respected and protected.

Safeguarding is everyone's responsibility. All staff receive safeguarding training and are required to respond appropriately to concerns relating to student safety and wellbeing. Safeguarding is embedded throughout school life and informs our policies, practices and decision making.

Students are encouraged to seek help from trusted adults, speak up when they have concerns and contribute to a culture of respect, safety and care for others.

It is important for families to understand that safeguarding concerns are managed differently from academic, behavioural, attendance or pastoral concerns. Where there is concern that a student may be at risk of harm, abuse, neglect, exploitation or any other significant wellbeing risk, staff follow the school's safeguarding procedures immediately.

Where appropriate, safeguarding concerns may involve consultation with designated safeguarding staff, external agencies or local authorities in accordance with school policy and legal requirements.

Families and visitors with a safeguarding concern should contact a member of the safeguarding team immediately.

For full details, please refer to the Child Protection and [Safeguarding Policy](#).

Supporting Transitions

Transitions are an important part of the Primary years. Students may experience transitions when joining the school, moving between grade levels, changing friendship groups, taking on new responsibilities or preparing for Middle School.

Teachers support these transitions through relationship building, communication and structured opportunities that help students feel prepared and confident.

Particular attention is given to:

- Grade 1 students transitioning from Early Years
- Students who are new to the school
- Grade 5 students preparing for Middle School

Technology, Digital Citizenship and Devices

Technology is used purposefully throughout the Primary years to enhance inquiry, creativity, collaboration and communication. It may be used to support research, develop digital literacy, create and share learning, collaborate with others, reflect on learning and document growth.

Alongside technical skills, students are taught to become responsible digital citizens. We guide students in developing safe online practices, respectful digital communication, ethical decision making, critical evaluation of information, and a healthy balance between online and offline experiences.



Bring Your Own Device

Students are expected to bring a personal learning device to school each day to support learning, collaboration, creativity and access to digital resources. Full details, including technical specifications, device requirements, exemptions and onboarding procedures, are available in the school's BYOD Policy at islqatar.org/admissions/byod-policy.

Device requirements

- Students must bring a fully charged device that meets the technical specifications published in the BYOD Policy.
- The device must be capable of supporting the school's learning platforms, assessment requirements, safeguarding controls and network access requirements.
- Parents are responsible for ensuring that any device purchased meets the published specifications before purchase and is ready to use in school.

Expectations for use

- Devices are provided for educational purposes and should be used as directed by teachers.
- Students are responsible for the care, security and readiness of their device at all times.
- Students must bring their device fully charged and ready for use each school day.

Network access and security

- Only devices that comply with the school's published technical, safeguarding and security requirements may connect to the school network.
- Access to school systems may require the installation of school managed security certificates, configuration profiles or other approved security measures.
- Devices that cannot support the school's safeguarding, filtering, identity or network requirements will not be permitted to access school network resources.
- The use of VPNs, hotspots or other methods designed to bypass school safeguarding measures is prohibited.

Mobile Phones and Smart Devices

- Mobile phones and smart watches are not permitted in Primary School. Any such item brought into school will be held safely and returned at the end of the day.
- In line with school expectations and Ministry guidance, mobile phones may not be used during the school day unless expressly authorised by a staff member for learning purposes.
- Smart watches and other personal connected devices must not be used to access communications, messaging or online services during the school day.

If Expectations Are Not Met

Students without a compliant or operational device may be unable to access online learning resources, may be required to complete work in alternative formats where possible, and may be recorded under organisation and preparedness expectations.

Repeated non compliance may result in follow up by the Grade Level Leader or Deputy Head of Primary, parent contact and agreed actions to ensure compliance, or escalation to the Head of Early Years and Primary in line with the school's Levels of Intervention.



EVERYDAY LIFE IN PRIMARY

The School Day

Gates open	7:00 am
Primary students wait in the atrium until	7:25 am
The school day begins	7:40 am
Attendance taken	8:00 am
Dismissal, Sunday, Monday, Wednesday and Thursday	2:25 pm
Dismissal, Tuesday	12:40 pm

Please note that Tuesday is an early finish.

Late arrivals and absences are recorded on your child's report.

Changes to collection. If your child is to be collected by someone else, or at a different time, please tell the class teacher as early as you can. After 11:00 am, please telephone the school office rather than emailing, so that we can be certain the teacher receives the message before dismissal.

Dress Code and Physical and Health Education Kit

Our dress code supports a sense of belonging and shared identity. Students are expected to wear the correct uniform each day, and the correct Physical and Health Education kit on the days their class has PHE.

Everyday Dress Code

We ask students to dress in a way that respects both the learning environment and life in Qatar. The purpose of our dress code is not to limit anyone's taste in clothing, but to support the work of the school through reasonable expectations that carry a sense of dignity and pride.

In practice, this means:

- Clothing should provide appropriate coverage and allow your child to take part comfortably in every school activity, including sitting on the floor, moving actively and playing outdoors.
- Shorts and skirts should be an appropriate length for a school setting, reaching approximately mid-thigh or longer.
- Shoulders should be covered, and clothing should not be see through or revealing.
- Clothing should carry no slogans or images that are offensive or inappropriate for a school community.
- Shoes should be secure and suitable for an active day; sliders and flip flops are not practical for the playground or the stairs.

Where a student arrives dressed in a way that falls outside these expectations, we will handle it quietly and respectfully, and we will contact you if a change of clothing is needed. Please do talk this through with your child at home before the first day, particularly with our older students, so that it is a family conversation rather than a correction at school.



Physical and Health Education Kit

Students come to school already dressed in their PHE kit on the days their class has Physical and Health Education. Your child's PHE days are shown on the class timetable shared at the start of the year.

On PHE days, please send your child in:

- Their PHE kit
- Trainers they can fasten themselves and that are safe to run in
- A water bottle and a hat

Swimming, Grades 1 to 3. On swimming days, children should arrive already wearing their swimming costume under their kit, and bring goggles, a towel and a full change of clothes.

Attendance and Absence

Regular attendance is essential for successful learning and participation in school life. Because learning within the PYP is collaborative and inquiry based, consistent attendance allows students to engage fully in ongoing inquiries, develop strong peer relationships, build learning routines, participate in collaborative experiences and benefit from continuity in learning.

Families are encouraged to schedule holidays and non essential appointments outside of school hours wherever possible.

Inform your class teacher when your child will not be able to attend school. This can happen via Toddle.

Health, Clinic and Medication

Our school clinic is staffed throughout the school day and works closely with teachers and families to support student health and wellbeing. Clinic contact details are published on the school website and the Parent Portal.

Reporting illness. If your child is unwell and will not be attending school, please inform the class teacher in the first instance. Where your child has an infectious illness, please also contact the school clinic so that the nursing team can advise on the appropriate period of absence and take any steps needed to protect other students.

When to keep your child at home. Children who are unwell recover better at home and are less likely to pass an illness to others. As a general guide, please keep your child at home until they have been free of fever, vomiting or diarrhoea for at least 24 hours without the use of medication. For chickenpox, conjunctivitis, hand, foot and mouth disease and other communicable illnesses, the clinic will advise on the period of absence. A doctor's note is required before a child returns to school after recovering from a communicable illness.

If a child becomes unwell or is injured during the school day. Students are seen by the school nurse. Where a student is unwell, injured or unable to continue the school day comfortably, parents will be contacted and are expected to collect their child promptly. Please ensure the school holds current contact numbers and that someone is contactable during the school day.

Medication in school. All medication is stored in the clinic and administered by the nursing team. Medication must not be kept in school bags or classrooms.



Where your child requires medication during the school day, please provide it to the clinic in its original packaging, clearly labelled with your child's name, together with written instructions from the prescribing doctor. Medication cannot be administered without these.

Simple pain and fever relief. With parental approval, the clinic will administer paracetamol or similar over the counter medication.

Exemption from school activities. A medical report is required where a student is to be excused from Physical and Health Education, swimming or any other school activity on health grounds. Please provide this to the clinic.

Allergies and our nut free campus. ISL Qatar is a nut free campus. Nuts and products containing nuts must not be brought into school in snacks, lunches, birthday treats or shared food of any kind. This applies to every member of our community and is in place to protect students with severe allergies.

If your child has an allergy or a medical condition requiring ongoing management, please ensure the clinic is informed and that any care plan or emergency medication is provided and kept up to date.

Immunisation and medical records. Immunisation and medical record requirements form part of the admissions process. Families joining the school should follow the guidance provided by the Admissions Team, who can also advise on updating records for students already enrolled.

Snacks and Lunch

Students have two eating times during the school day: a morning snack and lunch. On Tuesdays, when the day finishes at 12:40 pm, students have a morning snack only. Please send your child with a healthy snack for each eating time.

What to send. A simple guide is to check the first three ingredients on the packet. If sugar, or another form of sugar such as glucose syrup, appears among them, the item is better kept for home. Please avoid sweets, chocolate, biscuits, cakes and sugary drinks.

Good choices include fresh fruit and vegetables, sandwiches or wraps, cheese, yoghurt, eggs, plain crackers and cold pasta or rice dishes.

Please note that we have no heating facilities for food brought from home. Anything sent from home should be ready to eat as it is, or packed in an insulated container if you would like it to stay warm.

Water bottles. Please send your child with a named, refillable water bottle each day. Water is available for refilling throughout the school.

Nut free campus. ISL Qatar is a nut free campus. Nuts and products containing nuts must not be sent into school in snacks, lunches or shared food of any kind. Please check labels carefully.

Canteen. The canteen will share full details of hot meals, snacks and how to order at the start of the school year.



Birthdays. The class teacher will share how birthdays are marked in their classroom. In general, please keep celebrations simple. All treats must be nut free, and other allergies may be present in the class, so please check with the teacher before sending anything in.

Belongings and What to Bring

Every day. A named water bottle, a morning snack and lunch, a reading book and folder, and a fully charged learning device. On PHE days, students come dressed in their PHE kit as described above.

Labelling. Please label everything with your child's full name, including water bottles, lunch boxes, uniform items, jackets, hats and devices. Unnamed items are very difficult to return.

Library books. Students borrow books from the library each week and are responsible for returning them on time. Please help your child keep library books in their bag and in good condition. Families may be asked to replace books that are lost or damaged.

Lost property. Unclaimed items are held in lost and found, situated close to the atrium.

Please leave at home. Toys, trading cards, electronic games, valuables and money. Mobile phones and smart watches are not permitted in Primary School and will be held safely and returned at the end of the day if brought in. The school cannot take responsibility for personal items brought into school.

Extra Curricular Activities

Fox Athletics and Activities offer students opportunities to pursue interests, develop new skills and build friendships beyond the classroom. Activities are booked through SchoolsBuddy.

[ISLO Foxes Handbook](#)

Transport

The school operates a bus service. For routes, registration and fees, please contact the front office.

Campus Access and Visitors

To ensure the safety and security of students and staff, all visitors must follow established campus procedures. Visitors may be required to sign in on arrival, wear visitor identification, adhere to safeguarding expectations, remain in designated areas and be accompanied by staff where appropriate.

These procedures help maintain a safe learning environment for all members of the school community.



FAMILIES AS PARTNERS

A Shared Commitment

Education is most successful when students, families and educators work together in partnership. The Primary years are a time of tremendous growth, increasing independence and expanding horizons, and strong home school connections play a vital role in supporting students academically, socially and emotionally.

Parents and caregivers remain a child's most influential teachers. The values, experiences, aspirations and support provided at home contribute significantly to a student's development and success. We view families as valued partners whose understanding of their child enriches our ability to create meaningful learning experiences.

Together, families and educators help students to develop confidence and independence, build positive relationships, cultivate resilience and perseverance, develop strong learning habits, take increasing ownership of learning, explore their interests and contribute positively to their community. When students experience consistency between home and school, they are more likely to feel secure, engaged and empowered to succeed.

How We Communicate

We are committed to open, respectful and timely communication that keeps families informed and connected to their child's learning journey.

Families should engage regularly with the following channels:

Channel	What it is used for
Toddle	Classroom inquiry updates, portfolio entries, evidence of learning, home learning
Parent Portal	Official school information, records and documents
Email	Direct correspondence with teachers and the Primary Office
Newsletters	Weekly and termly school and Primary updates
School website and calendar	Term dates, events and published policies
SchoolsBuddy	Extra curricular activity sign up and information

Families are also kept connected through 3-Way and 2-Way Conversations, Student Led Conversations, Celebrations of Learning, information sessions, workshops and community events. These are described in full in Part Three.

We encourage families to communicate openly with teachers and to share information that may help us better understand and support their child.



Toddle: A Window into Learning

Through Toddle, families can follow classroom inquiry journeys, view portfolio entries and evidence of learning, access updates, celebrate achievements, engage in learning conversations at home, and support goal setting and reflection.

Toddle allows families to see not only the outcomes of learning but also the thinking, inquiry and growth that occur along the way. We encourage families to use it as a starting point for meaningful conversations about learning.

Supporting Learning at Home

Learning does not begin and end at school. Families can support learning by encouraging curiosity and questioning, reading together regularly, discussing learning experiences, celebrating effort and perseverance, supporting organisation and routines, and encouraging independence and responsibility.

Supporting learning at home does not require families to become teachers. It involves creating an environment that values learning, celebrates growth and encourages children to explore their interests.

Home Learning

Home learning should be meaningful, purposeful and developmentally appropriate. It is designed to reinforce learning dispositions, encourage reading and literacy development, build independence, promote responsibility and organisation, and support inquiry and curiosity.

The nature and expectations of home learning evolve throughout the Primary years as students develop increasing independence and self-management skills. Teachers share home learning through Toddle in a timely manner to support learning at home.

Developing Independence Together

As students move through Primary School, families and educators work together to help students take responsibility for belongings and materials, manage home learning and commitments, organise their time effectively, communicate their needs appropriately, reflect on learning and behaviour, and solve problems independently where appropriate.

While adult guidance remains important, students are encouraged to develop the confidence and skills needed to take increasing ownership of their learning and their lives.

Getting Involved

Parent School Association

The Parent Support Association plays an important role in building community and fostering connections among families, students and staff. The PSA supports many school events, celebrations and initiatives while strengthening the sense of belonging that defines ISL Qatar.

Families are encouraged to participate in the PSA and to take an active role in community life.



Sharing Your Expertise

Families bring a wealth of knowledge, experience, cultures, languages and perspectives that enrich learning. Throughout the year there may be opportunities for families to share expertise related to student inquiries, participate in classroom learning experiences, support community events, contribute cultural perspectives, speak about careers and interests, and take part in service learning initiatives.

These experiences help students make authentic connections between learning and the wider world.

Parent Workshops and Information Sessions

Throughout the year, workshops and information sessions may explore topics such as inquiry based learning, the Primary Years Programme, literacy development, mathematical thinking, assessment and reporting, student wellbeing, digital citizenship and the transition to Middle School.

Raising a Question or Concern

Questions, concerns and feedback are a natural part of any educational partnership. Concerns are usually resolved most effectively when raised early and discussed directly with the people most closely involved.

Step 1. Contact your child's homeroom teacher or the relevant specialist teacher. In most cases this is the right first point of contact, as they are closest to your child's daily experience.

Step 2. If further support is required, contact the relevant Grade Level Leader or member of the Primary Leadership Team.

Step 3. If the concern remains unresolved, the matter may be referred to the Head of Early Years and Primary.

We are committed to listening carefully, responding thoughtfully and working collaboratively to find solutions that support student learning and wellbeing.

Parent Code of Conduct

Strong school communities are built on mutual respect, trust and collaboration. We ask all members of our community to engage with one another in ways that reflect our values of belonging, integrity, grit and kindness.

Families are expected to communicate respectfully with staff, students and fellow community members, and to work collaboratively towards positive outcomes for students.

By modelling respectful relationships, we help create a safe and supportive environment for everyone in our school community.



COMMUNITY LIFE AND CELEBRATIONS

Some of the most memorable experiences of Primary School are the moments when students come together to celebrate learning, build relationships, contribute to their community and develop a deeper understanding of the world around them.

Through shared experiences, students develop confidence, empathy, leadership and an appreciation for the diversity of our international community. They learn to appreciate different perspectives, build positive relationships, celebrate diversity, contribute to a shared purpose and take pride in their community.

Celebrations of Learning

Throughout the year, students have opportunities to showcase their thinking, reflect on their growth and communicate their understanding with authentic audiences. Learning celebrations may include inquiry showcases, student exhibitions, classroom presentations, learning fairs, publishing celebrations, student led experiences and digital showcases.

By sharing learning publicly, students gain confidence and develop a stronger sense of ownership and pride in their achievements.

Assemblies

Assemblies bring students together to celebrate achievements, build community and explore themes connected to our mission, values and learning. They provide opportunities for students to celebrate accomplishments, reflect on school values, develop public speaking skills and recognise contributions to the community.

Assemblies also strengthen connections across grade levels and create a shared sense of identity and purpose.

Student Leadership

We believe leadership is not defined by a title or position. Leadership is demonstrated through actions, relationships and service to others.

Students may develop leadership through student councils and leadership teams, eco and sustainability initiatives, service projects, peer support opportunities, classroom responsibilities, community action projects and student led events.

Service Learning and Taking Action

Service learning provides opportunities for students to connect learning with meaningful action and community contribution.

Students are encouraged to identify problems and opportunities, consider multiple perspectives, respond with empathy and compassion, take informed action and reflect on the impact of their contributions.

Service initiatives may occur within classrooms, across the school or in partnership with the wider community. Through these experiences, students begin to understand their responsibilities as local and global citizens and recognise that even small actions can create positive change.



Signature Community Events

Dates for all community events are published in the school calendar.

International Family Food Fair. One of the highlights of the ISL Qatar calendar. This celebration showcases the cultural diversity of our school and provides opportunities for families to share food, traditions and stories from around the world. It helps students develop cultural awareness, experience different traditions and strengthen community connections, and reminds us that our differences are a source of strength.

Souk Fest. A vibrant celebration bringing together creativity, innovation, entrepreneurship and community engagement. Students showcase ideas and projects, collaborate with peers, engage with families and the wider community, apply learning in authentic contexts and develop communication and leadership skills.

Qatar National Day. As a school located in Qatar, we recognise the importance of celebrating and honouring the culture, history and traditions of our host nation. Students explore Qatari heritage, national traditions, cultural identity, community values and historical perspectives through age appropriate learning experiences.

International Mother Language Day. Language is a powerful expression of identity and culture. This day celebrates the linguistic diversity of our community and the importance of maintaining home languages. Students share their linguistic backgrounds, celebrate multilingualism, explore different languages and cultures, and develop intercultural understanding.

Performances and creative showcases. Throughout the year, students share their creativity and talents through music performances, drama productions, dance presentations, visual arts exhibitions and creative showcases. These experiences allow students to express themselves, build confidence and communicate ideas in multiple forms.

Athletics and sporting events. Students may participate in house events, sports days, inter school competitions, athletics festivals, team sports and physical challenges. These experiences encourage collaboration, perseverance, sportsmanship and confidence. Success is measured not only by results but by effort, participation and a positive attitude.

Experiential Learning and Educational Visits

Through educational visits, outdoor learning experiences and field trips, students learn beyond the classroom, engage with authentic contexts, build independence, develop resilience, strengthen relationships and apply learning in meaningful ways.

These experiences often become some of the most memorable moments of a student's Primary School journey.

ADMISSIONS, POLICIES AND KEY INFORMATION

Alongside this handbook, the school maintains a range of policies and procedures that support student wellbeing, learning, safety and community life. Families are encouraged to familiarise themselves with the full policies available through the Parent Portal and school website.



Admissions

ISL Qatar welcomes students and families from diverse cultural, linguistic and educational backgrounds.

Admissions decisions are guided by the school's admissions procedures and consider factors such as age requirements, previous educational experiences, language proficiency, individual learning needs and the school's ability to support student success.

For detailed admissions information, families should contact the Admissions Office.

Class Placement

Class placement decisions are made thoughtfully and collaboratively, with the goal of creating balanced and supportive learning environments.

A range of factors is considered, including academic and learning needs, social and emotional wellbeing, peer relationships, language considerations, learning profiles, class balance and professional knowledge of individual students.

While families are welcome to share information they believe may support the placement process, requests for specific teachers or classmates cannot be accommodated.

Withdrawal and Transfer

Families intending to withdraw their child from ISL Qatar should notify the school as early as possible and follow the established withdrawal procedures.

Adequate notice supports continuity of learning, transition planning, preparation of school records and documentation, and effective communication with receiving schools where appropriate.

Further information can be obtained from the Admissions Office.

Where to Find Our Policies

The following policies are available through the Parent Portal and school website:

- [Child Protection and Safeguarding Policy](#).
- [Behaviour Policy](#).
- [Inclusion Policy](#).
- [Language Policy](#).
- [Bring Your Own Device Policy](#).



Key Contacts

Role	Name	Email
Head of School	Dr. Sean Areias	sareias@islqatar.org
Head of Early Years and Primary	Marwa Nsouli	mnsouli@islqatar.org
Assistant Head of Primary	Hala Sweilem	hsweilem@islqatar.org
PYP Coordinator	Erika Vargas	euargas@islqatar.org
Grade 1 Grade Level Leader	Holly Thertell	hthertell@islqatar.org
Grade 2 Grade Level Leader	Jana Bilal	jbilal@islqatar.org
Grade 3 Grade Level Leader	Emine Dogan	edogan@islqatar.org
Grade 4 Grade Level Leader	Kester Evans	keuans@islqatar.org
Grade 5 Grade Level Leader	Lee Taylor	ltaylor@islqatar.org
Head of Inclusion and Wellbeing	Reinette Evert	revert@islqatar.org
Primary School Counsellor	Lone Petersen	lpetersen@islqatar.org
Admissions Team	Admissions Office	admissions@islqatar.org
Clinic Team	School Clinic	Contact reception, +974 4433 8600
Transport Office	Front Office	Contact reception, +974 4433 8600
Finance Office	Finance Office	Contact reception, +974 4433 8600
Main School Reception	Reception	mail@islqatar.org, +974 4433 8600

Your child's homeroom teacher is your first point of contact for anything relating to your child's learning, wellbeing or daily school life. Please see [Raising a Question or Concern](#) in Part Six.

A Shared Commitment

The policies, procedures and expectations that guide our school are designed to support a learning community where students feel safe, respected, included and empowered to succeed. More importantly, they create the conditions that allow our mission, vision and values to come to life each day.

Through strong partnerships, shared expectations and a commitment to belonging, integrity, grit and kindness, we create an environment where every student can develop confidence, agency and a lifelong love of learning.

Together, we nurture compassionate, capable and internationally minded learners, prepared not only for the next stage of their education but for meaningful participation in an ever changing world.



At ISL Qatar, students are expected to bring a personal learning device to school each day to support learning, collaboration, creativity, and access to digital resources. Full details, including technical specifications, device requirements, exemptions, and onboarding procedures, are available in the school's [BYOD Policy](#).

Device Requirements

- Students must bring a fully charged device that meets the technical specifications published in the BYOD Policy.
- The device must be capable of supporting the school's learning platforms, assessment requirements, safeguarding controls, and network access requirements.
- Parents are responsible for ensuring that any device purchased meets the published specifications before purchase and is ready to use in school.
-

Mobile Phones and Smart Devices

- In line with school expectations and Ministry guidance, mobile phones may not be used during the school day unless there is an approved exception linked to learning, medical need, safety, or another authorised school purpose.
- Smartwatches and other personal connected devices must not be used to access communications, messaging, or online services during the school day.

Expectations for Use

- Devices are provided for educational purposes and should be used as directed by teachers.
- Students are responsible for the care, security, and readiness of their device at all times.
- Devices should support learning, collaboration, creativity, and responsible digital citizenship.
- Students must bring their device fully charged and ready for use each school day.

Network Access and Security

- Only devices that comply with the school's published technical, safeguarding, and security requirements may connect to the school network.
- Access to school systems may require the installation of school-managed security certificates, configuration profiles, or other approved security measures.
- Devices that cannot support the school's safeguarding, filtering, identity, or network requirements will not be permitted to access school network resources.
- The use of VPNs, hotspots, or other methods designed to bypass school safeguarding measures is prohibited.

Failure to Meet Expectations

Students without a compliant or operational device may:

- Be unable to access online learning resources.
- Be required to complete work in alternative formats where possible.
- Be recorded as a behavioral infraction in Toddle

Repeated non-compliance may result in:

- Follow-up by the Grade Level Leader or Dean.
- Parent contact and agreed actions to ensure compliance.
- Escalation in line with the school's behavior guidelines as set forth above



Health & Safety

Hot Weather

ISL Qatar is diligent in monitoring weather and air quality to ensure the safety of our children during the school year. Should the weather become unhealthy per our guidelines, we do not go outside. However, due to the limitations of our climate, we do go outside for play and activities whenever safe. **During our outdoor play months, children must have a water bottle and hat or cap with them at all times.**

During the hot weather months where outdoor play is prohibited, students must remain in designated classrooms and hallways. When available, PS students will be able to use the gym, atrium or MPH for indoor play during break times.

Child Protection and Safeguarding Policy

Student Wellbeing through Pastoral Care, Inclusion, and Academic Support.

Athletic & Activities Handbook

PHE Uniform Policy

Inclusion Policy

Behavior Policy

Visitors Policy

Health Services

Facilities

Extra-Curricular Sports & Activities, Week Without Walls, Service

Service Programs, Events, Performances & Excursions

Admissions Policy

Fee Regulations



International
School of London
Qatar

We hope this handbook has provided valuable insight into our school's programs and expectations across all divisions. At ISL Qatar, we value our partnership with families and are committed to supporting every student's growth as an internationally minded, lifelong learner.

Warm regards,

Marwa Nsouli
Head of Early Years and Primary