2026
2027
High 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.

Mission & Vision

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

Imagining and designing a better world together.

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1. Guiding Statements & Introduction

Welcome Message:

Dear Families,

Welcome to the High School at ISL Qatar, where learning is both a personal journey and a shared adventure. Whether you are new to our school or returning for another year, we are pleased to partner with you in supporting your child through these formative years.

Our community is truly international, with students and families joining us from all over the globe. Each student brings their own story, aspirations, and path–and it is this diversity that makes our school so vibrant and dynamic. Some students come with clear goals for university, others are still discovering their passions; some will pursue the IB Diploma Programme pathway, others will follow the High School Diploma pathway. Both pathways are rigorous and meaningful, preparing students for success in life beyond school, whatever direction they choose.

What unites us, across cultures and academic journeys, are ISL Qatar's shared values: Belonging, Grit, Kindness, and Integrity. These principles shape who we are and how we work together. They guide our approach to learning, relationships, and community life–ensuring that each student is known, challenged, and supported to grow into their best self.

We encourage you to take the time to explore this handbook, our course guidebooks, and other important handbooks and documentation that is linked below. They contain important information about our academic programs, learning and behavioral expectations, and the many ways we support students throughout their high school experience. In particular, we invite you to review the section on Pastoral Learning, which reflects our strong belief that well-being, character, and personal development are essential components of a meaningful education. A shared understanding of these priorities helps us work together to create a safe, respectful, and engaging environment for all.

Thank you for entrusting us with this important chapter of your child's education. We are honored to be on this journey with you.

Scott Schaffner
Head of High School

2. 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.

Position	Summary of Responsibilities
Dr. Sean Areias Head of School sareias@islqatar.org	All academic and non-academic matters. Implementation of school policy, learning and teaching, strategic thinking, financial planning, fund-raising, accreditation, international organizations, human resources, marketing and PR, admissions, student and staff welfare, parental liaison, student support services, professional learning, non-academic and support services, school publications, technology, library, health, and safety.
Joanne Gillan Director of Learning, Analytics & Innovation jgillan@islqatar.org	Design and development of the whole school professional learning program. Leadership to support whole school operations for the continuous development of our identities as learners and best practices in the classroom. Leads the collection, analysis, and planning with learning data. Provides motivation, inspiration, and support to staff to innovate, pilot and incubate new methods and projects with potential meaningful learning impact within the scope of the school's mission and strategic directions.
Scott Schaffner Head of High School sschaffner@islqatar.org	Student welfare and discipline, curriculum development, staffing and timetable, staff duties and cover, professional learning and staff evaluation, policies and procedures, assessment and reporting, external examinations procedures, admissions, parental liaison, budget planning and implementation, strategic thinking, extra- curricular activities and school trips.
Leigh Anne Toller Head of Middle School ltoler@islqatar.org	Student welfare and discipline, curriculum development, staffing and timetable, staff duties and cover, professional learning and staff evaluation, policies and procedures, assessment and reporting, external examinations procedures, admissions, parental liaison, budget planning and implementation, strategic thinking, extra- curricular activities and school trips
Roula H. Ismail Head of Primary rismail@islqatar.org	Student welfare and discipline, curriculum development, staffing and timetable, staff duties and cover, professional learning and staff evaluation, policies and procedures, assessment and reporting, admissions, parental liaison, budget planning and implementation, strategic thinking, extra-curricular activities and school trips.
Marwa Nsouli Head of Early Years mnsouli@islqatar.org	Student welfare and discipline, curriculum development, staffing and timetable, staff duties and cover, professional learning and staff evaluation, policies and procedures, assessment and reporting, admissions, parental liaison, budget planning and implementation, strategic thinking, extra-curricular activities and school trips. Extended Wh
Extended Whole School Leadership: WLT	
Joris Deckers Leader of Tech Hub jdeckers@islschools.org	All matters related to the school's technology infrastructure, covering hardware, software, and network systems, while also guaranteeing the current upkeep of all technology equipment and software in accordance with the international school's standards, while ensuring that all stakeholders can readily access technical support for any technology-related issues.
Joe Toler Director of Athletics and Sports jtoler@islqatar.org	All matters related to the development and maintenance of a comprehensive athletics and activities program, including interschool events and broad extra-curricular program across the school that allows each student and staff to participate in a variety of challenging and meaningful activities

Reinette Evert Head of Inclusion& Student Wellbeing& Inclusion revert@islqatar.org	All matters related to the development and implementation of student support strategies, fostering an inclusive environment, and ensuring student well-being, while collaborating with various stakeholders and maintaining alignment with educational standards.

High School Key Contacts		
Role	**Name**	**Email**
Head of School	Dr. Sean Areias	SAreias@islqatar.org
Head of High School	Scott Schaffner	SSchaffner@islqatar.org
Dean of Students and Pastoral Care	Vanessa Zilio	VZilio@islqatar.org
IB Diploma Program Coordinator	Heather Saur	HSaur@islqatar.org
Personal Project Coordinator & G9/G10 Class Registration	Moneeb Minhas	MMinhas@islqatar.org
CAS/EE/TOK Coordinator	Nirupama Keshav	nkeshav@islqatar.org
Service as Action & Community Projects	Maha Al Mourtada	MAlMourtada@islqatar.org
G9 Level Leader	Siddartha Pathasarathy	spartha@islqatar.org
G10 Level Leader	Moneeb Minhas	MMinhas@islqatar.org
G11 Level Leader	David Broodryk	DBroodryk@islqatar.org
G12 Level Leader	Lisa Bastedo	lbastedo@islqatar.org

3. Learning in the High School

Learning Framework: IB MYP & DP

Our high school curriculum is built upon the internationally recognized frameworks of the International Baccalaureate (IB): the Middle Years Programme (MYP) in Grades 9–10 and the Diploma Programme (DP) in Grades 11–12. These programs emphasize holistic education, nurturing not only academic development but also personal, emotional, and social growth. Both frameworks equip students with the skills, knowledge, and mindset needed to thrive in a complex and interconnected world.

MYP (Grades 9–10)

The MYP provides a broad and balanced education that supports students in making meaningful connections between their studies and the world around them. It also provides a challenging framework for students in Grades 9 and 10, preparing them for the academic rigor of the IB Diploma Programme (DP) and fostering a holistic approach to learning.

- **Disciplinary and Interdisciplinary Learning:** Encourages students to explore concepts and ideas within and across subject areas, fostering deeper understanding.
- **Global Contexts:** Frames learning within global themes to promote international-mindedness and cultural awareness.
- **Approaches to Learning (ATL):** Emphasizes skill development in areas such as communication, critical thinking, collaboration, research, and self-management.
- **The Personal Project:** In Grade 10, students undertake the MYP Personal Project, an independent research project that allows them to explore a topic of personal interest. This project fosters creativity, inquiry, and self-management, and serves as a valuable preparation for the Independent Study in the DP.
- **Subject Offerings:** Please refer to the linked Grade 9/10 Subject Guide. For specific questions regarding course selection in grades 9 & 10, please contact Mr. Minhas (mminhas@islqatar.org).
- **Math Policy:** Please refer to the HS Math Department Policy here, for information specific to Math courses and placement

IBDP (Grades 11–12)

All students at ISL Qatar take IB Diploma Programme (IBDP) courses. These are challenging two-year classes that prepare students for university and life beyond school. At the end of the two years, all students sit at least three formal examinations assessed by the IB organisation.

At ISL Qatar, there are two official pathways that lead to graduation:
- The High School Diploma Pathway
- The IB Diploma Pathway

The High School Diploma Pathway

ISL Qatar is accredited by the New England Association of Schools and Colleges (NEASC), a respected international organisation. This means our High School Diploma is recognised and accepted by universities around the world.
Students earn the High School Diploma by completing 24 credits during Grades 9–12 and achieving at least a grade 2 (out of 7) in two IB examinations.
All students who meet these requirements are awarded the High School Diploma.

The IB Diploma Pathway

The IB Diploma is an internationally standardised and academically rigorous pathway.
Students take six IB subjects (three at Higher Level and three at Standard Level). In addition, they complete three core requirements of the Extended Essay, Theory of Knowledge, and Creativity, Activity, and Service.
To be awarded the IB Diploma, students must meet specific IB criteria, including successful performance across all subjects and completion of the core components. The awarding of the IB Diploma is determined and awarded by the IB organization.
For more details about graduation requirements and course offerings:
- Course Guide 2026-27
- Transcript Handbook 2026-27

IB Diploma Pathway and Exam Registration Policy

ISL Qatar is committed to supporting each student in achieving meaningful and appropriate academic outcomes. While the IB Diploma Programme (DP) is a rigorous and rewarding pathway, enrolment into the DP and registration for IB examinations are not automatic.

Selection of the IB Diploma pathway at the end of Grade 10 is based on a students' evidence of academic and behavioural readiness as well as their capacity to meet the demands of the programme. Decisions regarding entry into the DP are made by the High School Leadership team based on a holistic review of each student's:

- Academic achievement and progress across subjects
- Approaches to Learning (ATL) skills
- Ability to manage workload and meet deadlines
- Teacher recommendations and professional judgement.

The IB Diploma Programme requires students to be active and constructive members of the learning community. Admission to the Diploma Programme pathway is therefore dependent not only on academic readiness but also on a student's **demonstrated ability to contribute positively to the learning environment**. Students who engage in behaviours that significantly disrupt learning, negatively affect the educational experience of others, or demonstrate an unwillingness to meet school expectations may not be approved for entry into the Diploma Programme and will be enrolled in the High School Diploma pathway.

Course Readiness and Placement (Grade 11)
Ensuring appropriate course placement is essential to student success in the DP. In particular: Mathematics and Language course levels are determined by subject teachers in accordance with the ISL Mathematics Department Policy and ISL Language Policy.

IB Examination Registration (Grade 12)
Registration for IB examinations is a significant decision and is not automatic. Final decisions regarding exam registration are made collaboratively by the IBDP Coordinator and the Head of High School, based on a comprehensive review of each student's readiness to successfully complete the programme. This review includes, but is not limited to:

- Anticipated grades at the end of Grade 11
- University predicted grades
- Mid-term report grades
- Internal and external assessment results
- Completion of key IB requirements (e.g., Extended Essay, Theory of Knowledge essay)
- Demonstrated Approaches to Learning (ATL) skills
- Ability to meet deadlines and manage workload
- Adherence to the academic integrity policy

Our goal is to ensure that students are set up for success. In some cases, data may indicate that focusing on the High School Diploma–an essential qualification required by the Ministry of Education–is the most appropriate academic path. This decision is made with care and professionalism, always prioritizing the long-term well-being and achievement of the student.

Resouces:
Math Policy
Language Policy
Middle Years Programme (MYP) - International Baccalaureate®
Diploma Programme (DP) - International Baccalaureate®
Course Guide

4.Teaching & Assessment Philosophy

The High School's approach to assessment is grounded in a culture where students focus on growth, understanding, and meaningful feedback rather than on single grades or numerical outcomes. We believe that when learners engage deeply with the learning process by reflecting on their progress, acting on feedback, and striving for continuous improvement, their achievement naturally follows.

By prioritizing learning engagement over grade-driven habits, we maintain academic rigor while also supporting student well-being. This balanced approach empowers students to build independence, resilience, and the reflective habits essential for success in the High School and in their future learning pathways.

Reporting periods

Mid-Year Progress Report

A mid-year report is issued to communicate current progress. This grade does not appear on official transcript unless a student transfers to a new school mid-year. It reflects the evidence available at that point in time.

End-of-Year Official Grade

Only the end-of-year grade is recorded on the official ISL Qatar transcript. This grade represents the student's achievement over the full academic year. Teachers review all evidence of learning before determining the final level.

The final grade of (1–7) is based on:

- The complete body of work produced throughout the year
- Most consistent and most representative performance
- Professional judgment aligned with IBDP grade descriptors and MYP grade descriptors.
- Patterns of achievement demonstrated across varied assessment types

Annual progression

Progression at the end of each year in the High School is based on each student demonstrating sufficient evidence of learning such that, in the opinion of their teachers, they will be able to successfully access the curriculum at the next grade level.
Evidence will be gathered by analyzing the grades awarded at the end of the academic year, level of engagement in class and attendance.
Where a student receives a grade of 3 in any one subject or their attendance falls below the stipulated minimum of 90%, the student may be required to repeat the year. This would result in the recording of a 'failing condition' on the Ministry of Education database.

Resources:

Diploma programme assessment - International Baccalaureate®
The IB Teaching Style - International Baccalaureate®
Benefits of IB for students - International Baccalaureate®

5.Ministry of Education (MoE) Equivalency Requirements

Qatar is home to a vast number of schools, each offering a variety of curricula. Starting in 2025, the Ministry of Education (MoE) in Qatar requires all high school students to obtain an official equivalency certificate in an attempt to standardize academic performance across diverse curricula and ensure fairness in grading and recognition, particularly related to university admissions and scholarships. ISL Qatar offers two recognized pathways for MoE equivalency, the IB Diploma and the High School Diploma. To understand what the Equivalency Requirements for High School Diploma and International Baccalaureate Diploma, please click here

Arabic, Islamic, and Qatar History

Arabic Language, Islamic Studies, and Qatar History are the three compulsory subjects mandated by the Ministry of Education (MOE):

- All students must take Qatar History until Grade 9, which is the final year for this subject.
- All Arab students (registered with an Arab passport) must take Arabic A.
- All Muslim students (registered as Muslim) must take Islamic Studies.

Regarding Arabic language levels and the studying language of Islamic Studies and Qatar History, students are categorized into four groups:

- **Student A**: An Arab and Muslim student.
- **Student A+**: An Arab student with ministry exception approval and a Muslim.
- **Student B:** An Arab but not a Muslim student.
- **Student B+:** An Arab student with ministry exception approval but not a Muslim.
- **Student C:** A non-Arab but Muslim student.
- **Student D:** A non-Arab and non-Muslim student.

Based on these classifications:

- **Student A:** Must take Arabic A, Islamic Studies in Arabic, and Qatar History in Arabic.
- **Student A+:** Must take Arabic B, Islamic Studies in Arabic or English, and Qatar History in Arabic or English.
- **Student B:** Must take Arabic A and Qatar History in Arabic.
- **Student B+:** Must take Arabic B and Qatar History in Arabic or English.
- **Student C:** Can take Arabic (level depends on years of study), must take Islamic Studies in Arabic or English, and Qatar History in Arabic or English.
- **Student D:** Can take Arabic (level depends on years of study) and must take Qatar History in Arabic or English.

Additional Notes:

- If a student from any group (A, B, C, D) takes Arabic and Literature during the MYP, they must take Arabic A in the DP.
- If a student from groups A+, B+, C, or D takes Arabic Acquisition during the MYP for 3 years or more, they must take Arabic B in the DP.
- If a student from groups C or D takes Arabic Acquisition during the MYP for 2 years or less, they can take Arabic Ab initio in the DP.

6.High School Counseling

The High School counseling department at the International School of London–Qatar consists of two dedicated counselors who serve students in Grades 9–12, with caseloads divided alphabetically by last name to ensure personalized support.
Rooted in a student-centred approach, the department offers social-emotional, academic, and university counselling. The team draws on recognised international school counselling and college counselling guidance, including the work of ISCA, IACAC, and NACAC, where relevant to our school context.

Through the use of Unifrog, a leading platform for career and college guidance, counselors help students and families make informed decisions about their post-secondary plans. Committed to internationally recognized best practices, the department strives to empower every student to achieve their full potential as lifelong learners.
Families can read more about the university application process in Beyond High School: A University Application Handbook (link to handbook).

7.Pastoral Care

“All children have the right to be protected from harm, to feel safe and to be safe in school.”
– Keeping Children Safe in Education (KCSIE), UK Department for Education

Commitment to Student Wellbeing

At ISL Qatar, we believe that wellbeing, belonging, and personal development are central to every student’s success. In the High School, we build a culture of care that prioritises character, resilience, and respectful relationships. Our pastoral systems are inclusive, proactive, and student-centred, supporting young people to thrive academically, socially, and emotionally.

All staff at ISL Qatar are trained in safeguarding and child protection procedures. Concerns about student safety or wellbeing are recorded and followed up through the school's approved reporting systems and safeguarding procedures. Pastoral leaders review attendance, behaviour, wellbeing, and other student support information regularly so that concerns are identified early and followed up appropriately.

Any concern about a student's safety or wellbeing should be shared immediately with the Designated Safeguarding Lead or a member of the Safeguarding Team. Students and families may also speak to a trusted adult at school, who will ensure the concern is passed on through the correct safeguarding process.

Our pastoral work is woven through every aspect of school life and is underpinned by the ISL Qatar Core Values:

- **Belonging** – we create inclusive communities where everyone feels known and valued.
- **Integrity** – we act honestly and responsibly.
- **Grit** – we persevere through challenges and setbacks.
- **Kindness** – we treat others with empathy and respect.

These values guide our approach to relationships, behaviour, leadership, and learning. We embed them deeply through daily interactions and our Community Time Programme, which is a cornerstone of our pastoral provision.

Student Expectations and Positive Culture

The following expectations and guidelines are specific to student behavior in the High School. They are designed to reflect the developmental needs of adolescents and the academic and social responsibilities of students in the Middle Years Programme (MYP) and Diploma Programme (DP). These guidelines work in conjunction with the school's overall Behaviour Policy, which provides a comprehensive framework for all grade levels. All members of the school community are expected to consult and adhere to the full Behaviour Policy, which can be accessed via [insert link or reference location].

The High School's approach to behaviour is grounded in **restorative practice** and **positive reinforcement**. We believe that young people should be guided to make good choices, take responsibility, and repair relationships when mistakes occur.

High School students are expected to:

- Strive to live our school's Core Values by:
- Showing respect for others, themselves, and the school environment.
- Demonstrating integrity in their work and actions.
- Persevering through challenges with grit and resilience.
- Act with kindness in words and behaviour.
- Contribute to a learning culture of inclusion and belonging.

Levels of Intervention & Student Support

We use a **tiered behaviour response** to support and guide students:

Level 1 – Teacher-led:
- Classroom reminders and discussion
- Behaviour or Positive Notes logged on Toddle
- Break-time reflection, if required
- Initial parent contact (copied to Grade Level Leader (GLL)/Dean).
-

Level 2 – Grade Level Leader (GLL) / Dean of Students:
- GLL-led meeting or intervention
- For behavioral incidents a Student Statement Sheet is used to record the student response and explanation of incident
- Use of Positive Behavior Trackers or pastoral check-ins
- Further communication with home

Level 3 – Dean of Students / Head of High School:
- Thursday after-school Reflection (Dean's Reflection)
- Parent meetings and formal letters
- Suspension from school (see below).

Student Accountability

We uphold student dignity while enforcing clear boundaries. For serious and/or repeated incidents, consequences can include:
- **External Suspension** – student remains at home; parents are informed in writing
- **Reintegration Meeting** – held with Dean, GLL and parent(s); student must submit a written reflection aligned with school values

The following behaviours are examples of serious concerns that may lead to significant disciplinary action and may affect a student's continued enrolment at the school:
- Physical aggression, physical altercations, or inappropriate physical contact, real or perceived
- Violations of our Core Values
- Academic dishonesty
- Violation of Qatari Law
- Repeated defiance of, or inability to follow, school rules and/or Core Values.

The examples provided above are illustrative and not exhaustive. The High School Leadership Team retains the discretion to determine appropriate consequences – including **expulsion and/or non-reenrollment** based on the context and severity of each situation, ensuring that responses are consistent with the values and expectations of our school community. It is important to note that the school reserves the right to decline re-enrollment in such circumstances.

University Disclosure

As a member of the International School Counselor Association (ISCA) and the International Association for College Admission Counseling (IACAC), ISL Qatar upholds ethical standards in the college admission process, as outlined by NACAC's Guide to Ethical Practice.

In line with ethical college counselling practice, ISL Qatar may be required to disclose significant disciplinary actions or serious conduct concerns as part of a student's university application process, whenre this is requested by an institution or required by the relevant application process. This may include academic dishonesty, suspension, or other serious breaches of the school's Code of Conduct. Students and families will be informed where such disclosures are made.

Academic Integrity

In alignment with the International Baccalaureate Organization (IBO) expectations, ISL Qatar upholds the highest standards of academic integrity. Academic integrity means ensuring that all submitted work is authentically the student's own and that any sources, including artificial intelligence (AI) tools, texts, ideas, images, or data that are not original, are properly cited. Students must be transparent about any use of AI in the completion of assignments or assessments. Students sign an Academic Integrity Policy each year as a reminder of their commitment to honesty and their understanding of the consequences.

Violations of academic honesty include but are not limited to:

- **Plagiarism**: Presenting another person's work, words, or ideas as one's own without proper acknowledgment.
- **Collusion**: Unauthorized collaboration with another student, resulting in work that is not independently produced.
- **Duplication of work:** Submitting the same piece of work for different assessments.
- **Misrepresentation:** Fabricating data, sources, or academic credentials.

Breaches of academic honesty are taken seriously and will be addressed in accordance with school disciplinary procedures. Students will be supported in learning the skills of responsible research, citation, and ethical scholarship throughout their high school journey.

Resource: IB Academic Integrity Policy

Attendance and Punctuality

- Students must maintain a **minimum of 90% attendance.**
- We use Toddle to track attendance:
- **Green:** 90%+
- **Amber:** 80–89%
- **Red:** below 79% (risk of repeating the year and MoE escalation)
-

Punctuality is recorded per lesson. Persistent lateness is followed up with:

- Escalation via GLL or Dean
- Parental meetings if needed

Parents have access to their child`s attendance records through the Toddle App, and it is expected that both students and families monitor attendance regularly.

Attendance and punctuality appear in student reports and university references. We apply the Behaviour Levels of Intervention and escalation as listed above.

Phone Policy:

In line with the Qatar MoE Circular 227/2024, and to support focus, wellbeing, and safety:

- Phones must be switched off and stored in bags throughout the school day.
- This includes trips, events, breaks, and extra-curricular activities (ECAs).
- No student may use a phone during the school day
- For illness/emergency please contact the Front Office
- If students are unwell, they should visit the school nurse who will make a medical assessment. Following this, parents may/may not be contacted to collect the student.

Medical exceptions for phone use require formal documentation and approval through the School Nurse and Dean.

Failure to comply:

- **First Offence:** The device will be confiscated, and a behavior note will be logged in Toddle. The device will be returned to the student at the end of the school day.
- **Repeated Offences:** The student will be referred to the Dean. Additional consequences may include placement on a Phone Tracker, requiring the device to be handed in at the beginning of each school day and collected at dismissal, participation in a reflection session, and parental notification. Parents may also be required to collect the device from the school.
- **Continued Non-Compliance:** Further violations may result in more serious disciplinary action, including suspension and/or non-reenrollment or the loss of mobile phone privileges on campus.

Dress Code

Students must wear clothing that is respectful, modest, and aligned with Qatari cultural expectations:

- Shoulders must be covered
- No shorts or leggings
- Trousers, or skirt with leggings/tights underneath for girls
- Tops must have high necklines and not be opaque
- No offensive or inappropriate slogans/images.

Students who are not in compliance with the school dress code will be asked to change into appropriate attire. If suitable clothing is not available, they may be required to remain out of class until appropriate dress is brought from home.

At the school's discretion, students may be permitted to return to class wearing a school-issued orange T-shirt, which must be returned to the school on the following day.

All dress code infractions will be recorded in Toddle as a behaviour note. Repeated violations may result in additional disciplinary measures, including meetings with parents, loss of privileges, or suspension.

Community Time

Community Time is a key component of the school's pastoral programme, supporting student wellbeing, engagement, personal development, and academic growth. Research shows that students who feel connected to their school community and have strong relationships with trusted adults are more likely to demonstrate higher levels of engagement, achievement, attendance, and resilience.

Aligned with ISL Qatar's 2026-2027 thematic goal, **Strengthen Engagement for All,** Community Time provides a structured opportunity for students to build positive relationships, develop self-awareness, strengthen learning habits, and contribute meaningfully to the school community.

Through Community Time, students are supported in setting goals, reflecting on their progress, developing effective learning strategies, and taking increasing responsibility for their personal and academic growth.

Community Time includes:

- **Social and Emotional Learning (SEL)**
- **Digital Safety and Citizenship**, including online safety, cyberbullying prevention, digital footprints, and responsible technology use
- **University and Career Guidance (UCG)**
- **Assemblies and House Activities**
- **What I Need (WIN) Time** for academic reflection, goal setting, enrichment, intervention, and personalised support

The programme aims to ensure that every student feels known, supported, and connected; develops positive relationships; demonstrates ownership of learning and behaviour; contributes actively to the school community; uses feedback effectively; and develops the skills, dispositions, and habits necessary for lifelong learning and success.

Counselling, Inclusion, and Wellbeing

ISL Qatar High School has a counselling team that provides academic, social-emotional, and university guidance. Counsellors work with students and families in a supportive and respectful way. Counselling is confidential within appropriate professional boundaries; however, information may need to be shared if there is a concern about a student's safety, the safety of others, or a legal or safeguarding obligation.

- Provide 1:1 support and group sessions
- Support transitions (new joiners, graduation, mid-year moves)
- Collaborate with teachers on wellbeing strategies

Inclusion and Learning Support at ISL Qatar aims to help students access learning as independently and successfully as possible. Support may include classroom strategies, targeted intervention, student support plans, access arrangements, collaboration with teachers and families, and referrals for further assessment when needed. Support is reviewed regularly and is based on available evidence, student need, and the resources and programmes available within the school.

The Inclusion and Student Wellbeing team works with students, families, teachers, and external professionals where appropriate. Support may include reasonable adjustments, targeted interventions, personalised planning, referrals, and review meetings. The type and level of support provided depends on the student's needs, available evidence, school-based capacity, and any relevant policy or regulatory requirements.

Where a student's needs change significantly, or where available evidence indicates that the school may no longer be able to meet a student's needs safely or appropriately within the current programme, the school will work with the family to review the student's support plan and placement. This may include updated assessments, external professional input, additional support requirements, or discussion of whether another educational setting may be more appropriate.

English as an Additional Language support is available for students who are developing academic English. Support is based on each student's language profile and may include classroom strategies, targeted language support, collaboration with subject teachers, and regular review of progress. Families will be informed where additional EAL support is recommended.
Further details will be provided by the team in collaboration with families.
For any questions, please reach out to your child's Grade Level Leader, the Dean of Students, or the High School Counsellors.
Together, we build a community where every student feels safe, valued, and empowered to succeed.

Bring Your Own Device (BYOD)

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.

Behavior Policy

Visitors Policy

Health Services

Facilities

Extra-Curricular Sports, Activities, & Service

Athletic & Activities Handbook

PHE Uniform Policy

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,

Scott Schaffner
Head of High School