Anglican International School Jerusalem

SECONDARY PARENTS' HANDBOOK
2026-2027

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1. WHAT IS OUR MISSION STATEMENT?

At AISJ, we strive to give your child the best possible environment for their educational and personal development. Our aims are to:

- Lead the way, every day to deliver the best world class education.
- Teach within the best methodology available and within the highest standards of Christian ethics and values.
- Value, care for and encourage every child to learn to the best of their ability and to prepare them to take their place as a world citizen.
- Value and professionally enhance every staff member.
- Assist every school family to partner in the learning experience of the child within this unique and special location.

2. ORGANISATION AND ADMINISTRATION OF THE SCHOOL

The Anglican International School, Jerusalem, is an internationally accredited, Nursery to Grade 12 School for students aged 2 -19. It is dedicated to preparing students to succeed throughout the world, in schools, universities, future responsibilities and careers, and it is founded upon Christian beliefs and values.

AISJ's mission is to create a student-focused academic and educational environment, which aspires to achieve excellence. It promotes Christian beliefs and values whilst respecting the rich and diverse communities within the school and in its unique location. Its goal is to empower all students to become responsible world citizens.

Within AISJ we believe that:

- Each member of the community should be valued as a uniquely created individual.
- Students should be encouraged and enabled to realize their own full potential.
- Our school environment must enable the whole being – spiritual, moral, emotional, intellectual, social and physical – to be nurtured and developed.
- Mutual respect and appreciation flow from a fostering of attitudes of honesty, integrity, care and social responsibility.
- The international nature of our community enhances the learning experiences and social interactions of our students, staff and families.
- Parental support and involvement are vital to the realization of a shared community vision.
- Effective learning is achieved through stimulating students' curiosity, creativity and enthusiasm.
- A spirit of co-operation, coupled with the development of individual study skills, self-discipline, and analytical thinking will equip our students for present and future learning.
- The Judaeo-Christian scriptures are the source for the school's framework of Christian beliefs and values.

3. HOW IS THE SCHOOL SET UP?

The Anglican International School, Jerusalem (AISJ) is an educational service provided by the Israel Trust of the Anglican Church (ITAC) for the diverse communities of the city. ITAC offers other services in Israel as detailed on its website. The ITAC Committee governs the affairs of ITAC and is accountable to the Council of CMJ (The Church's Ministry among Jewish people), International.

Three main groups are involved in operating the school:

- ITAC, which has the approval of The Vincent Society of the UK to use the Hanevi'im site and buildings
- The AISJ Board, which has delegated powers from CMJ Israel
- The Principal, who has powers delegated from the Board for the day to day management of the school

The school is governed by the Board, which consists of seven members, including the Director of CMJ-Israel (ITAC – Israel Trust of the Anglican Church), the Principal of AISJ, at least one staff member (elected by the staff) and at least one parent (appointed by the Director of CMJ-Israel).

The Principal of AISJ is accountable to the Board and subject to appraisal by the Board. The Principal is responsible for the employment, training, supervision, management and evaluation of all other staff. Recruitment, retention and welfare matters of all other staff are therefore a matter for the school management.

The Anglican International School Jerusalem is a Middle States Association accredited school and offers an MSA Programme and Graduation to all its High School Students.

Senior Leadership Team (SLT): School Principal: Mr. Devin Mitchell
Head of Elementary: Mrs. Michelle Loubser
Deputy Head of Secondary: Ms. Dana Mix

4. HOW DO I MAKE CONTACT WITH THE SCHOOL?

The first point of contact between parents and school in the Secondary School is your child's Homeroom teacher. The Homeroom teacher is responsible for the pastoral welfare of your son/daughter and will make contact with you as necessary via e-mail or telephone through the school. If you have a question or concern not directly related to a specific subject, please contact the Homeroom teacher who will initially answer your concerns and put you in contact with other members of staff if necessary. If you have a concern or question regarding a specific subject, please contact the subject teacher directly by email or by calling the school directly.

OUR HOMEROOM TEAM

Middle School

Mr. Antony Short
Middle Years 1
shorta@aisj.co.il

Mr. Jesse Slingerland
Middle Years 2
jesse.s@aisj.co.il

Ms. Leora Sacks
Middle Years 3
sacks.l@aisj.co.il

High School

Ms. Glory Brooks
Middle Years 4
glory.b@aisj.co.il

Mrs. Dalia Gerrish
Middle Years 5
gerrishd@aisj.co.il

Dr. Lisa Levy
Diploma Years 1
lisa.levy@aisj.co.il

Mr. Ehud Lax
Diploma Years 2
Ehud.l@aisj.co.il

Mrs. Rania Husseini
Diploma Years 2
husseinir@aisj.co.il

SECONDARY LEADERSHIP AND PASTORAL TEAM

Mr. Devin Mitchell
Principal
mitchelld@aisj.co.il

Ms. Dana Mix
Deputy Head of Secondary
mixd@aisj.co.il

Mrs. Dalia Gerrish
Dean of Students
gerrishd@aisj.co.il

5. WHO WILL BE TEACHING MY CHILDREN?

Last Name	First Name	Email Address	Position
Abu Toameh	Amir	amirat@aisj.co.il	MYP PE, After School Sports Clubs Coordinator
Afifi	Rawan	afifi.r@aisj.co.il	MYP Science, Lab Technician
Aud	Ofry	ofri.a@aisj.co.il	MYP Art, MSA Art
Brooks	Glory	glory.b@aisj.co.il	IB DP English B, MYP English, MY4 Homeroom
Capote	Alexia	alexia.c@aisj.co.il	Secondary Counsellor
Dinin	Shimon	dinins@aisj.co.il	General Science
Duvdevani	Uri	duvdevani.u@aisj.co.il	MYP Drama, Independent Study Coordinator
Galian	Rachel	galianr@aisj.co.il	IB DP & MYP Math
Gerrish	Dalia	gerrishd@aisj.co.il	Dean of Students, IB DP English A, IB DP CAS Coordinator, MY5 Homeroom, English Coordinator
Goldstein	Sara	sara.g@aisj.co.il	IB MYP Maths and Science, IN Department
Guez	Joelle	guezj@aisj.co.il	IB DP & MYP French
Halimi-Frank	Frederique	halimifrankf@aisj.co.il	IB DP & MYP French
Husseini	Rania	husseinir@aisj.co.il	IB DP & MYP Arabic, MYP Service Coordinator, DY2 Homeroom Teacher, Attendance Coordinator
Lax	Ehud	Ehud.l@aisj.co.il	IB MYP Product Design and Music, ManageBac Coordinator, DY2 Homeroom
Levi-Beiruti	Malika	malika@aisj.co.il	Secondary School SEN Coordinator & Modifications
Levy	Lisa	lisa.levy@aisj.co.il	IB DP Economics, IB DP ESS, IBDP Maths, IB MYP Humanities, DY1 Homeroom
Litoff	Judith	litoffj@aisj.co.il	Music & Special Events Coordinator, ICSA, Elementary French
Marchant	Naomi	naomi.m@aisj.co.il	IB DP Physics, MYP Science, Academic Advisor
Marks	Roxana	marksr@aisj.co.il	World Languages Coordinator, IB DP & MYP Hebrew
Mitchell	Devin	mitchelld@aisj.co.il	School Principal, RE
Mix	Dana	mixd@aisj.co.il	Deputy Head of Secondary, IB DP History, RE, Humanities Coordinator
Press	Robin	pressr@aisj.co.il	IB Diploma Coordinator, IB DP Art, TOK, Independent Study, Art Co-Coordinator, Extended Essay Coordinator
Qara'in	Joumana	qarainj@aisj.co.il	IB DP Biology & Chemistry, MYP Science, Science Coordinator
Sacks	Leora	sacks.l@aisj.co.il	MSA Math & MYP Math, MY3 Homeroom, Maths Coordinator
Saperia	Ayelet	ayeletds@aisj.co.il	MSA, IB DP & MYP Art
Schein	Cary	scheinc@aisj.co.il	MYP Science, Secondary Modifications & IN Exams Coordinator
Short	Antony	shorta@aisj.co.il	Head of Education Technology, MYP Design, Secondary Exams Officer, Design Coordinator, MY1 Homeroom
Singer	Penney	penney.s@aisj.co.il	IN Department
Slingerland	Jesse	jesse.s@aisj.co.il	IB DP History, Business Studies, IB MYP Humanities, MY2 Homeroom
Wienberg	Chana	chana.w@aisj.co.il	MYP PE
Yan	Meira	yanm@aisj.co.il	IB MYP Coordinator, MYP PHE, Personal Project Coordinator

*Parent-Teacher Conferences take place 2 times annually, once in the autumn and once in the spring (final dates to be confirmed). If you have any concerns about your child's academic progress in the interim, please contact their homeroom teacher in the first instance and they will be able to direct your inquiries.

6. WHAT DOES MY CHILD'S DAY LOOK LIKE?

Daily Schedule

Monday, Tuesday, Wednesday, Thursday:

Time	Event
7:45 – 8.00	Assembly/Homeroom
8:00 – 8:50	Period 1
8:50 – 9:40	Period 2
9:40 – 10:10	Pastoral/Clubs
10:10 – 10:30	*BREAK*
10:30 – 11:20	Period 3
11:20 – 12:10	Period 4
12:10 – 1:00	Period 5
1:00 - 1:40	*LUNCH*
1:40 – 2:30	Period 6
2:30 – 3:20	Period 7 (DY1 and 2 ONLY)

Friday:

Time	Event
7:45 – 7:50	Homeroom
7:50 – 8:50	Period 1
8:50 – 9:50	Period 2
9:50 – 10:20	*BREAK*
10:20 – 11:20	Period 3
11:20 – 12:20	Period 4
12:20 – 12:50	Assembly

7. WHAT ARE THE MOST IMPORTANT DATES TO REMEMBER?

Semester 1: Monday August 24, 2026 - Friday January 22, 2027

Holidays	**September 11th**
	September 21st
	September 25th—October 2nd
	November 11th Early Release 12 Noon
	November 12th—13th
	December 18th Early Release 12 Noon
	December 21st—January 1st
Semester 1 Examinations	**DY1 January 11th-15th TBC**
	MY4-5 January 18th-20th TBC

Semester 2: Monday January 25, 2026 - Wednesday June 23, 2027

Holidays	**February 15th—19th**	**April 21st—April 28th**
	March 19th Early Release 12 Noon	**March 12th**
	March 22nd—26th	**June 10th Early Release 12 Noon**
	April 20th Early Release 12 Noon	**June 11th**
Semester 2 Examinations	**June 4th—June 9th TBC**	
	June 14th—16th TBC	

Graduation	**Wednesday, June 23rd**

***All school events are published on the school website and notices sent by e-mail.** Please make sure that the school has your current e-mail address. The school calendar is available on the school website.

8. WHAT SORT OF DRESS IS ACCEPTABLE?

We do not have a school uniform but we do ask our students to dress in a respectful way. We live in a religious city. Please try to ensure that your child's dress does not cause offence to others. If a student arrives at school in prohibited clothing and does not have an appropriate change of clothes available, the student will be asked to change into the PE Kits made available in the Resource Center. If this becomes a consistent issue the Dean of Students will contact a parent or guardian in order to resolve the problem. More specifically in regards to dress:

Girls

Girls should not wear tops that are cut too low revealing the chest, or that are too short and revealing the stomach. 'Spaghetti' or thin shoulder straps are not permitted. Skirts and shorts should be modest and not too short reaching to mid-thigh length. No "off the shoulder" shirts or dresses are allowed. Bra straps should not be seen nor large portions of the back exposed.

Boys

Boys should wear their trousers at their natural waistline, not wear trousers so low that underwear is revealed. Boys are also not permitted to wear sleeveless t-shirts or singlets. Boys also should not wear shirts which reveal the stomach or chest. Boy's shorts should reach mid-thigh.

Boys and Girls

No pajamas may be worn to school; exception—Spirit Week. Students should not have sizable holes in any of their clothing. No sizable holes are permitted in shorts, pants or skirts above approved length. No shirts or other garments should be sheer or see-through. Alcohol and drug related clothing, including accessories or images of paraphernalia related to drugs and alcohol are not permitted to be worn. Hats and sunglasses should not be worn inside the building during lessons, assemblies or homeroom. If there is a hood on your sweatshirt or jacket, we ask that it not be pulled up over your head during lessons, assemblies or homeroom.

Clothing with political, religious, nationalistic messages or slogans printed onto them or clothes with images which might cause offence or be provocative either to staff or other students should not be worn. Accessories must not be provocative or suggestive in any way.

Military Uniforms and Nationalistic Regalia

Uniforms or nationalistic regalia (scarves/flags etc.) should not be worn on the school campus. No local security forces uniforms or other nationalistic regalia are allowed to be worn.

A brief note about Science lessons

Students undertake many experiments in their Science lessons at AISJ. We expect students to wear **closed shoes** when taking part in such experiments, to protect their feet in case of an accident. Flip-flops/sandals are not acceptable footwear during experiments and the Science teacher may ask the student to change shoes if possible, or not participate in the experiment if not.

Remember: AISJ is located in a very politically and religiously sensitive environment so we ask our students to be modest in their dress and appearance. In doing this we show respect for each other and we can all have a sense of belonging to the larger community around us.

9. WHAT ABOUT TECHNOLOGY?

If your child chooses to bring personal technology onto the school site (e.g. iPods, mobile phones, laptops, iPads or any other technical equipment) they do so at their own risk and AISJ cannot be held responsible for any loss or damage.

- MY1-5 students should not bring computers, laptops or other electronic devices with them to school as they will have access to computer labs, school laptops and other devices to help enhance their educational studies.
- In line with our 'Bring Your Own Device' Policy, DY1 and DY2 students are expected to bring a laptop or other approved device to school. This device should be used in class as directed by teachers. AISJ defines a "device" according to this policy as a laptop (Mac or PC) or a tablet with a keyboard attachment. DY1 and 2 students are expected to bring these devices ***every day*** to school.

At AISJ, we want to instill a sense of respect and personal responsibility into each of our students with regard to usage of mobile phones. **Students are not permitted to record, photograph or video other students or members of staff without their express permission. If a student is found to have broken this rule, the most serious sanctions will apply** (see the Behaviour Policy).

The 'Mobile Phone Use' policy is as follows:

- **No** mobile phone use is permitted for **MY1 – MY5** students during the school day for the whole year, including breaks and lunch. The phones should be off and locked in lockers or off in school bags. **No phones should be in pockets**. If a phone is seen, the student will be sent to turn it in to Mrs. Gerrish or Ms. Mix.
- DY1 and 2 students will be allowed to have mobile phones out ***only*** during break or lunch. At all other times they are to be off, in bags or in lockers. **No phones should be in pockets**. If a phone is seen at any other time other than break or lunch, the student will be sent to turn it in to Mrs. Gerrish or Ms. Mix.
- **Teachers are permitted to use mobile phones as an instructional tool during lessons, however phones can only be used at the expressed permission of the subject teacher.**

If you urgently need to contact your child, in the first instance we would ask you to please phone the school office (02 567 7200). A message can be delivered straight away and this prevents anxiety for your child and for our teaching staff.

Headphones and Speaker policy is as follows:

- **No** headphones or speakers should be seen throughout the school day for **all** Secondary students. If headphones or speakers are seen, the student will be sent to turn them in to Mrs. Gerrish or Ms. Mix
- Teachers may permit students to use headphones to complete coursework during lessons. However, headphones can only be used at the expressed permission of the subject teacher.
- One exception to the headphone policy applies to DY1 and 2 students who are taking online courses. These students are allowed the use of headphones while completing online coursework.

The procedure for returning phones, headphones and/or speakers is as follows:

- 1st offence, the student gets the phone/headphones/speakers back at the end of the day from the Dean of Students.
- 2nd offence, the parent or guardian must come collect the phone/headphones/speakers from the Dean of Students. It will be emphasized that a third offence would bring a disciplinary consequence for the student.
- 3rd offence, the student will receive a 'Lunch Detention' and the parent or guardian must again come collect the phone/headphones/speakers.

AISJ Acceptable Use Policy: Technology in the Classroom

The use of technology in the classroom is necessary to prepare students for the future. AISJ is committed to using technology in ways that promote learning, help students work in teams and learn effective communication and problem-solving skills. In order to maximize learning and reduce risks associated with the Internet, the following guidelines will be followed at AISJ:

AISJ:

- Teachers will be provided with training in the area of Internet safety.
- Internet sessions will be supervised by a teacher.
- Filtering software and/or equivalent systems will be used in order to minimize the risk of exposure to inappropriate material.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.

AISJ Students:

Computer Use in the Classroom

- Students will be provided with training in the area of Internet safety.
- Students will use the Internet for educational purposes only.
- Headphones may not be used during class unless the teacher has given permission.
- NO SOCIAL NETWORK sites may be accessed during class or in the Library.
- No Video games may be played during class or in the Library.
- Do not download music and videos unless it is part of a project and you have received teacher permission.
- No e-mail unless the teacher gives permission.
- The use of personal memory sticks (flash drive, USB drive) or other digital storage media in school requires teacher permission.

Personal Safety and Privacy

- When using the Internet, students must never give out their or anyone else's personal information such as first and last name, home address, phone number and image.
- Students must report to a teacher or school administrator any message they receive that requests personal information, is inappropriate, or makes them feel uncomfortable.
- Students must respect the privacy of other network users and should not attempt to access or alter the data or e-mail of any other user.

Accessing Inappropriate Material

- Students will not intentionally visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students must back out of any site that is transmitting unacceptable information or graphic material. Students should immediately report the accidental visit to the teacher. This will protect students against allegations that they have intentionally violated the Acceptable Use Guidelines.
- Downloading, storing, accessing, distributing, or printing files, graphics, or messages that are profane, obscene or that use language that is harassing, offends, or degrades others is prohibited.
- Students must not promote, access, or distribute information that is inconsistent with the policies of AISJ, Israeli Law or International Law.
- Students must be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

Copyright Infringement

- Students must be aware of software copyright laws.
- Students must not download, use, or transmit copyrighted material without written consent of the copyright holder.
- Students are responsible for knowing the definition of plagiarism and respecting copyright laws when using electronic resources such as Internet on-line databases.

Inappropriate Behavior

- Students must not violate the rules that govern the general use of technology and Internet etiquette as outlined in the AISJ Student Handbook (including but not limited to cell phones, digital cameras, PDA's). This might include the following topics: harassment, cyber bullying, profanity and threats.
- Students will treat others with respect at all times and will not undertake any actions that may bring the school into disrepute.

System Security

- Managebac, email and other passwords must be protected, not shared and should be changed on a regular basis.
- Any student who loses their password, or feels that an unauthorized person has accessed their account, must report it to a teacher or school administrator immediately.

Devices

- Please see the Student Device Policy above regarding devices.

Sanctions

- Misuse of the Internet may result in disciplinary action, including verbal and written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion.
- AISJ reserves the right to report any illegal activities to the appropriate authorities.

10. WHAT ABOUT ATTENDANCE?

We encourage all of our students to be present unless it is *essential* that they miss school. Studies show that a minimum attendance of 90% is required; attendance that is any less than 90% can be detrimental to a child's learning. We do appreciate that the international nature of our student body can affect attendance at school but we do hope that time away can be kept to a minimum.

Excused absences are limited to the following examples or categories:

- student illness (only when supported by parent's note, or ***doctor's note for absence longer than two days**);
- travel abroad with family where this is required by the parent's employer and where satisfactory alternative arrangements cannot be made for the care of the student. This category of absence cannot be excused in the student's year of graduation;
- appropriate major religious and national holidays not already observed by the school (such as Eastern-rite Christmas, the Feast of Eid, or Confirmation);
- weddings and funerals of immediate family members;
- emergency medical and dental appointments;
- curfews and closures;
- visa and passport applications (where the office concerned is not open out of school hours and the student is required to attend);
- other exceptional circumstances after agreement with the Head of Secondary or the Principal.

Absences for any other reasons will only be considered excused **at the discretion of the School Principal**. The school reserves the right to cite absences for reasons not listed above as unexcused on a child's attendance record. The number of unexcused absences each semester will be recorded on the reports. Students who have 18 or more *unexcused* day absences for an academic year may be required to repeat that year. Semester reports will not be issued in such cases.

Informing the school of an absence on the day of school:
Parents are expected to email the Homeroom Teacher, the Dean of Students, the Attendance Coordinator and/or phone the school receptionist, 02 567 7200, **before 9:30 am** if a student is absent from school, for it to be considered excused. Absences will only be considered excused if it falls within the explanations listed above. Absences without notes will be treated as unexcused.

Informing the school of an absence ahead of time:

- Parents must ask permission ***at least two weeks*** in advance in order for an absence to be given proper consideration. They should apply in writing using the 'Application for Leave of Absence' form which can be accessed via the website. The form should be sent to the homeroom teacher either in hard copy or via e-mail.
- The Head of Secondary will respond to parents in writing within a week of receiving the application form.
- There is no entitlement to any term time holiday or special leave.
- Each application will be considered individually and decided at the Head of Secondary's discretion – AISJ does not have a blanket policy. In general holidays and special leave should only be agreed as an exception, not a norm.

Setting work for students during periods of absence from school
Certain categories of absence are excused by the school and other categories are unexcused. The school policy on attendance (above) describes the difference between the two categories. It is the school policy not to set work for unexcused absences. **Additionally, the school is under no obligation to allow students to make-up assessments missed during unexcused absences.** However, in the case of excused absence teachers will set work if it is requested or deemed essential. Teachers will post class assignments on the school's curriculum management program, ManageBac. It is the responsibility of the student to keep up with their classwork during any absence.

After school

- Students who are absent for the day will not be permitted to participate in afterschool activities or clubs.
- Students who do not have afterschool clubs must leave the school at the end of the school day. The library is open for Secondary students to study quietly after school until 16:00. Clubs typically finish by 16:30. All students should be off campus by 16:30.

11. WHAT ABOUT PUNCTUALITY?

Students are allowed on campus beginning at 7:30. If a student walks or takes public transportation they must enter the school grounds through the Pedestrian Gate. **All** students are expected to be present by 7:45 am for morning registration in their homeroom class. ***Attendance to homeroom is required as it is part of the AISJ school day.*** Students who are not present at this time, but attend lessons are marked 'L' in the register for lateness. If a student who walks or takes public transportation arrives after 7:45 they must enter the school grounds through the main driving gate near the security guard and must then pass through the Administration Building (Heritage Center) and sign in at the front desk. Students may NOT go to homeroom or report to their classes, if they are late, via the basketball court/football pitch area.
If parents/guardians know their child will be late, they must e-mail the homeroom teacher and the Dean of Students, or telephone the main office, 02-567-7200, to explain the reason. The Dean of Students and the Principal will be able to alter the late mark on the presentation of a reasonable excuse.

Once students have arrived on the school site **they are not permitted to leave the campus**. We encourage all our students to be on time both in the morning and throughout the day in their lessons. Poor punctuality is dealt with as follows:

Whole School Registration

- If the student has had more than 4 late arrivals to school over one calendar month, you will receive a letter so that you can be aware of this area in which to support your child.
- If a student has had more than 8 lates to school per semester, the parents will be invited to a meeting with the Dean of Students to facilitate an improvement in punctuality.
- If a student has more than 18 lates to school per semester, the school will need to review the student's admission to the next grade level.

Secondary Lesson Attendance

- Lates to lessons will be calculated on a fortnightly basis for discipline purposes.
- If a student accrues 3 lates to lessons over a fortnight, they will begin the disciplinary ladder as stipulated in the Secondary Student Behavior Policy (see below).

12. WHAT ABOUT LEAVING THE SITE?

Students from MY1 to MY5 are not allowed to leave the campus without written permission, exit pass, from the Dean of Students or Deputy Head of Secondary. If they do need to leave the site, a parent must give permission in written or verbal form, and the student **must** sign out in the student log in Reception.

DY1 and 2 students are permitted to leave school for the day at lunch time if they have no more scheduled lessons for the rest of the day and have written parental permission given at the beginning of the academic year. Students must sign out in Reception when they leave. **This does not apply to school on Fridays, when all students must attend assembly.**

All permission forms will be kept on file with the Dean of Students. These privileges can be withdrawn by the Dean of Students, Deputy Head of Secondary or Principal if students are dishonest about not having afternoon lessons or if there are behavior issues.

13. WHAT ABOUT THE SCHOOL'S BEHAVIOUR POLICY?

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." --Matthew 7:12 (NASB)

AISJ is a diverse community based on mutual respect, therefore, students are expected to demonstrate respect and consideration for others, as well as for their work and property. This expectation encompasses offering support in times of need, showing respect toward individual differences and listening carefully to the views of others. The school rules at AISJ define acceptable and unacceptable behavior, grounded in the principles of respect for others and safety. These rules are not absolute and may be updated or extended at the discretion of the Principal.

Guiding principles of AISJ's approach to student behaviour

- The school aims to promote self-discipline and a sense of responsibility amongst students.
- Friendliness, good sense, mutual respect and co-operation should characterize all relationships.
- Students learn best when they receive encouragement and praise.
- Any action taken to correct behaviour must be justifiable and fair, must make clear to the student the nature of the offence and should enable the student to learn and change.
- Our aim in dealing with students' conduct is that they should learn from the situation.
- Even in moments when our school code has been violated, we aim to treat students with grace.

Chance—Everyone has the **chance** to behave as they are expected to
Choice—Everyone will be given the opportunity to make the right **choice**
Consequence—If one chooses not to behave, there will be a **consequence**

Behavioral matters are handled in the first instance by the Homeroom teacher under the guidance of the Dean of Students. Second instances or serious behavioural offences are dealt with directly by the Dean of Students in consultation with the Deputy Head of Secondary and the Principal if necessary.

Behaviours not consistent with our school's guiding principles will be addressed in the following ways:

- First instance: **teacher or Homeroom teacher detention**, 20 minutes at either break or lunch.
- Second instance: **lunch detention**. These are held during lunch periods in the allocated rooms for the full 40 minutes of the lunch break. Students will be allowed to eat their lunch during the detention.
- Third instance: **Dean's detention**. These are held after school from 2.30 to 3.30pm and parents will need to make appropriate travel arrangements. Written notification of a Dean's detention will be sent to the parents at least 24 hours in advance. The detention will be recorded on the student's behaviour log for one year.
- Fourth instance: **Deputy Head of Secondary detention**. These are held on a Friday afternoon, 1:00 – 2.30, and parents will need to make appropriate travel arrangements. The detention will be recorded on the student's behaviour log for one year.
- Very serious offences or repeated infractions may incur **internal suspension**. This may be issued for one to three days and will be recorded on the student's behaviour log for one year.
- **External suspension** is the most serious sanction and referral is made to the School Board for issue. In very extreme cases, the School Board may decide that **expulsion** is a necessary consequence. External suspensions are not removed from a student's file and must be reported to any forwarding school or university.
- The Principal reserves the right to impose immediate suspension.
- For some violations, depending on the severity or the timing, disciplinary probation can be implemented at the discretion of the Dean of Students or Deputy Head of Secondary.
- Community Service can be employed as part of the discipline for anything above the lunch detention level.

Certain things are absolutely forbidden and will be regarded as serious infractions in our discipline policy:

- threatening behaviour, including bullying (physical, verbal, emotional and/or cyber)
- verbal abuse, in any language, directed at a specific person on campus
- insulting behaviour [to do with gender, race, religion, sexuality or nationality], sexual harassment or sexually explicit gestures
- defiance which places others or self at risk (ignoring safety or security instructions)
- buying or selling goods on school grounds without the consent of the school
- theft
- damage to property; if this occurs a charge is automatically made in reparation for such damage which is at the expense of the student who did the damage
- physical violence
- possession or use of Drugs *
- possession or use of Alcohol and Tobacco; including vapes
- carrying weapons, knives or similar items that are considered self-defence related

Should medication be prescribed for a student, then the school requires a note from parents explaining its use. It will be administered by the school matron.

Inappropriate Behavior:
There are other types of behavior which, although not as serious as the above list, are not appropriate in a school setting and are therefore unacceptable. They include:

- Exclusive behavior; this includes public displays of affection e.g. hugging, kissing, petting
- Dress/fashion in breach of the AISJ Dress Code (see above)
- Bad language
- Defiance in which a student fails to follow a reasonable request made by a faculty or staff member

14. WHAT ARE THE GENERAL EXPECTATIONS AROUND SCHOOL?

Food and Drinks
Students are not allowed to bring uncovered/open food or drinks, except water, into classrooms. In the case of computer rooms, water is not allowed. Students should not visit the canteen during lesson times. Students in **MY1-5** are **ONLY** permitted to visit the canteen during the morning break period and during lunch time. They are not allowed to visit the canteen in between classes. Students in **DY1 and 2** are permitted to visit the canteen during break and lunch and during periods in which they do not have any scheduled lessons.

Dress Code
There is no school uniform but students are expected to dress suitably (see the guidelines in Section 5) and to maintain a good standard of personal appearance and hygiene.

PHE Kit
All Middle Years Program students are expected to wear appropriate sport clothing and shoes to their PHE lessons. Some AISJ sport clothing items are available for purchase from the Resource Center.

Stationery and Equipment for School
All students are required to have implements to allow note taking and to complete assignments with them in every class.

We expect all students to bring:

- Pens (Blue or black ink)
- Pencils
- An eraser
- A sharpener
- A ruler
- A calculator for Math class (see below)
- Lined paper
- Scissors (MY1-5)
- Color Pencils (MY1-5)

Students should also bring appropriate calculators for Mathematics lessons. DY1 and 2 students will be required to have specific calculators for their Diploma Years course work. Please check with the Mathematics teachers before purchasing a calculator in order to ascertain which calculators are appropriate.

This year at AISJ students may also have an exercise book in some subjects, which will be distributed by the subject teacher. Students who do not bring stationery can purchase spare materials from the Resource Center.

Personal Property
Students have the option to hire a locker for the year, which is locked by key. The use of a locker requires the payment of a 20 NIS hire charge to the Dean of Students, who will then keep the spare key (just in

case!). The lockers are covered by CCTV. If the student loses his/her locker key, there is an additional 20 NIS charge. Some lockers require a lock and key. In this case, students will be given both at the same charge of 20 NIS for hire and 20 NIS for loss. *Locker fees are non-refundable*.

Students are responsible for the security of their own property. The school accepts no responsibility for the loss or damage of such items. Students are advised not to bring valuable items – digital cameras, expensive phones, MP3 players, iPad, tablets, electronic reading tablets etc. to school. Students should keep their possessions with them at all times (unless stored in their locker).

PE: Students should take their personal belongings with them to the sports field, gym or Chorlton Hall.

English as the Main Language Medium

In line with our MSA objectives, which emphasise the development of English language, it is the policy at AISJ that ***English only* should be spoken in class** (with the exception of Languages lessons). Repeated disregard of this policy by any student will result in a meeting with the parent and if the student continues this behaviour, disciplinary action will be taken.

15. WHAT ABOUT BULLYING?

At AISJ we aim to provide a safe and secure environment within which bullying has no place and to ensure that any incidents that do take place are dealt with promptly and effectively.

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. It can be physical, verbal or emotional, involving physical injury, threats and intimidation, teasing and name calling. It can be a continuous or an isolated incident.

In responding to alleged incidents, the school will:

- Take the matter seriously
- Protect the child until the matter can be sorted out
- Talk to the victim, the bully and any witnesses
- Keep parents and/or guardians informed and involved in any progress
- Take action to prevent further bullying

16. WHAT ABOUT ACADEMIC HONESTY?

Academic honesty means that the work presented by a student is genuinely their own work. The inclusion of the work of others is entirely acceptable if it is properly acknowledged and referenced in the text or through footnotes and bibliography. At AISJ, we use the Chicago Referencing Guide for citations.

Academic dishonesty is when a student presents someone else's work as their own. Academic dishonesty involves elements of stealing and deceit. Often, the primary source for plagiarism is the internet. However, old-fashioned 'copying' from another is also plagiarism. Throughout your students' education at AISJ, they will be taught about and cautioned against plagiarism and other forms of academic dishonesty.

What do we do to be academically honest?

- Teachers will instruct students regularly about the necessity of Academic Honesty – they will help students to produce work from a number of sources with correct citations.
- Students can use the AISJ Referencing Guide to help them properly reference their work.
- Throughout a student's career at AISJ they will be educated about and cautioned against academic malpractice.
- Students will be encouraged to produce their own work in every subject.
- Students need to be aware that, under license, AISJ staff will automatically be able to check for academic malpractice in any piece of work that is handed in. The school uses Turnitin to help evaluate the authenticity of student work. Turnitin is an internet-based plagiarism detection service.

The academic honesty policy at AISJ is as follows:

If a student is caught violating our Academic Honesty Policy in the **MYP course**, the penalties are as follows:

- For the first infringement, parents will be informed in writing, through the Dean of Students for MY1-3 or the Academic Advisor for MY4-5 and the MYP curriculum coordinator. The student will be given a warning and the opportunity to rewrite the assignment.
- A second infringement, parents will be informed in writing, through the Dean of Students for MY1-3 or the Academic Advisor for MY4-5 and the MYP curriculum coordinator. The student will be given a zero for the assignment.
- A third infringement will result in suspension of the student. Further, a parent conference will take place with the Deputy Head of Secondary and/or the Principal.

If a student is caught violating our Academic Honesty Policy in **Diploma Year 1 and 2**, the penalties are as follows:

- For the first infringement, parents will be informed in writing, through the Academic Advisor and DP Coordinator, and the student will be given a zero for the assignment.
- A second infringement will result in a zero in the assignment and a parent conference will take place with the DP Coordinator and the Deputy Head of Secondary and/or the Principal.
- **A third infringement will result in removal from the IB program.**

*The consequences for infringements of this policy carry through the two Diploma Years at AISJ

Students sitting external examinations or tests should be aware that cheating in any way in an examination will not only result in disqualification from that particular sitting, but may also result in disqualification from all their examinations. **The school will not advocate for students who have any record of cheating at AISJ.**

17. WHAT IS MY CHILD ACTUALLY GOING TO DO IN SCHOOL?

AISJ has been authorized since 1999 as an IB World School. In DY1 and 2 (11th and 12th grades) the High School Diploma is offered, in addition, students have optional access to the IB Certificates and MSA Diploma Program. Students in DY1 and 2 can also take an independent study programme which is particularly beneficial to those students who have opted to take MSA Diplomas and/or some IB certificates.

For MY1-5 (6th through 10th grades), AISJ is an authorised IB MYP School. Details are available on the IBO Website, www.ibo.org.

The Principal oversees curriculum within the Secondary School. However, the administrative aspects of the Middle Years Program have been delegated to the MYP Coordinator, Mrs. Meira Yan, and the administrative aspects of the Diploma Program to the DP Coordinator, Ms. Robin Press.

18. INTERNATIONAL BACCALAUREATE MISSION STATEMENT

We are motivated by a mission to create a better world through education. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

19. IB LEARNER PROFILE

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us

Risk-Takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

20. HOW IS MY CHILD'S WORK ASSESSED?

IB Middle Years Programme
Students in MY1-5 are assessed using the subject specific assessment criteria available in the MYP subject guides. A copy of the assessment criteria is given to students at the beginning of the school year and students are taught to self-assess as well as receive feedback on summative and formative assessment from their teachers.

High School Diploma / IB Certificates and Diploma Programme
The guiding principle of school-based assessment for DY1 and DY2 HL and SL courses, is that the semester grade awarded reflects as accurately as possible the student's current working **IB grade**; this is dependent on the student's stage and progress within the two-year program. For HL and SL school-based courses the pass grade is a 3. Each IB DP subject has its own specific criteria which teachers use when assessing IB DP work; these criteria are used at all times and a copy is given to students at the beginning of the school year. For students taking non-IB courses, teachers have their own set of assessment criteria according to the curriculum devised. *AISJ has a weighted GPA which is in place in order to ensure that students proceeding to US educational institutions are not disadvantaged.*

In both the Semester Reports and mid-term Progress Report, all students in the Secondary School are given an IB grade 1-7 for their work. The following table lists the IB grades and their weighting for the GPA.

Grade	Description	Standard	MYP (G9-10); DP	DP HL
7	Excellent	4.0	4.0	4.5
6	Very Good	3.5	3.75	4
5	Good	3.0	3.5	3.75
4	Satisfactory	2.0	3.0	3.5
3	Pass	1.5	2.0	2.5
2	Fail	1.0	1.0	1.5
1	Fail	0.0	0.0	0.0

It should be noted that we consider a 2 or below to be a failing grade. In addition, all DY1 and 2 students are required to successfully complete the CAS programme, (**C**reativity, **A**ctivity and **S**ervice).

Submitting Assignments

Time management and the ability to meet deadlines are important skills, both in school and in life. At AISJ, we expect students to take responsibility for their own learning. As such, late work may not be accepted, unless a student has requested and been granted an exception from the subject teacher before the assignment deadline. In addition, students should ensure that they upload their work in file formats which are PC-friendly.

"*Late work*" includes tasks submitted after the deadline as well as blank, "unreadable" or "corrupted files". It is well known that some students upload blank and/or corrupted files in order to gain more time to complete an assignment. A student who demonstrates a pattern of this type of behavior is not fulfilling their academic responsibilities and may be placed on academic probation, which may affect their eligibility to participate in other school activities. This will be determined by the Dean of Students, the MYP or DP curriculum coordinator and the student's homeroom teacher.

Secondary School Promotion Policy

In order to guarantee promotion in the Secondary school, a student must:

- Receive a passing mark in English on the final report of **each** semester of the academic year.
- Receive a passing mark in Religious Education on the final report of **each** semester of the academic year.
- Not receive more than 2 failing marks on their semester reports in the academic year.

Promotion to the next year group is not automatic at AISJ. If any of the criteria are not met by a student, they would be in danger of not being promoted and would likely be required to repeat the year.
The following table contains a general description of IB Grades that is independent of subject. More detailed and subject-specific assessment criteria tables are available for each subject area.

Grade	Descriptors
Grade 1 (Failing)	**Minimal** achievement in terms of the objectives.
Grade 2 (Poor/failing)	**Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is **unable** to apply them fully in normal situations, **even with support**.
Grade 3 (Mediocre)	**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support**.
Grade 4 (Satisfactory)	**A good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.

Grade 5 (Good)	**A consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a variety of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.
Grade 6 (Very good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. There is **consistent** evidence of analysis, synthesis and evaluation where appropriate. The student **generally** demonstrates originality and insight.
Grade 7 (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student **consistently** demonstrates originality and insight and **always** produces **work of high quality**.

21. KEEPING YOUR CHILD SAFE

Emergency Procedures:
AISJ has four emergency procedures. Students run through the emergency drills policy on a regular basis with their homeroom teachers. In brief they are as follows:

1. Fire: In the event of a fire, an alarm is sounded and each class moves in a controlled manner to the grass circle at the front of the building, lining up in class order from Nursery to DY2 for registration.

2. Earthquake: In the event of an earthquake, the staff will move the students outside of the buildings to the grass circle at the front of the building, where registration will be taken.

3. National Security threat: In the event of a national security threat, the municipality of Jerusalem will sound a city wide alarm. Staff will take students to designated bunkers (Music Room, Art Room and Staff Room) where registration is taken and students and staff remain until the all-clear is sounded.

4. Code Red: In the case of an intruder or a threat considered to have entered school property, a 'code red' is issued through the school loud speaker system. Staff ensure that students 'hide' in pre-designated areas within the classrooms (under tables, in walk-in cupboards etc.) and the classrooms are secured. Students and staff remain in these positions until the all-clear is sounded.

If you happen to be on site during a real emergency situation, please note:

- If the national air-raid siren is sounding, please immobilise your car and make your way without speaking to Bunker 1 (Music, near Early Years) or Bunker 3 (Administration Block). These are clearly sign-posted. When you arrive, staff will be accounting for all the students who are on-site at the time. **Do not** try to find your child; they will have been safely guided to a Bunker by staff members.
- If a Code Red is sounded, please either lock yourself inside your car or make your way as quickly as possible into one of the corridors. Do not try to access a classroom or find your child. Crouch down below window-level until the all-clear is sounded. Your child will be kept safe and staff have been clearly instructed to let no-one gain entry.
- In the event of an earthquake or fire emergency, staff will direct you as to what to do.

A brief note about weapons on campus:
No firearms or weapons of any kind are allowed on campus during school hours. The school security guard is the only exception.

Snow day policy
In the very unlikely event that there is snow in Jerusalem before or during the school day, the following procedures are adhered to:

If the snow falls overnight or before school starts:

- School will not open if public transport is not running or if the public schools are closed.
- Parents can check with the 7:00 am English news on Kol Israel for this information (AM waveband on 1458 metres in Jerusalem area). Parents who live in outer districts or outside the city should not bring students into school, if local driving conditions are difficult.
- The school telephone switchboard will be open from 7:00 am on "snow days" and parents can phone for information.
- The school will notify the school community via a mass SMS message.

If snow falls during the day and conditions are likely to get worse:
The school will make arrangement for students to return home as quickly and safely as possible:

- Students from **MY1** upwards will be allowed to take the bus or to walk home if this is how they usually travel and it is safe to do so.
- Older students will be allowed to take younger brothers and sisters of **PY4** age or above, if this is what normally happens.
- All other students will remain in their homerooms until collected by parents or their usual driver.
- School office staff will contact parents and keep them up to date with the situation.

22. ANYTHING ELSE I NEED TO KNOW?

Religious Education at AISJ
All students are required to take one class of Religious Education per week. As a Christian school, it should be understood that this class will be taught from the perspective of a Christian worldview, but that it should not be considered evangelical in nature. Once a year, the whole school typically goes on a local Religious Education trip, which is a compulsory part of the curriculum and therefore is mandatory for all students.

Canteen
The school Canteen is open daily at break and at lunch. Students in the Secondary School can purchase lunch for **25 NIS** and a variety of snacks and drinks at break time. Purchases can be made either with cash or using the canteen lunch tickets, which can be purchased from the Canteen.

Trips and Events
AISJ students take part in a wide variety of curricular and extra-curricular trips. For those requiring payment, all trip monies must be paid **in full and in NIS** to the Business Office well in advance of any trip. Permission slips **must be signed by a parent** and returned to the school 24 hours before a trip; students who do not have permission slips on the morning of a trip will not be permitted to attend the trip.

Whole School Secondary Residential trip
All students in the Secondary School go away on an overnight residential trip once per academic year. The cost of this trip is covered by the school fees. The trip contains a mixture of educational and recreational activities; the goal of the trip is to build connections between students and faculty, and have a really great time!

Regular publications
The Parents News is distributed on a monthly basis. Other publications include:

- Bi-weekly bulletin from the Principal, published on Fridays;
- Student Newspaper;
- Year Book, published in June.

School Web Site
You can find information on the website relating to the school curriculum, extra-curricular activities, school calendar, Application for Leave of Absence and other relevant information. www.aisj.co.il

Secondary Parent Association
Communication between parents and staff is really important in ensuring that your child has a happy and positive experience at AISJ. The school holds a PTA meeting regularly and parents will receive an email letting them know when meetings will occur.

Fees and financial issues
Any questions about payment of school fees or other financial issues should be directed to the Finance Manager, Mrs. Deena Baruch. You can e-mail her at baruchd@aisj.co.il or drop by her office, which is open Monday-Thursday 8:00a.m. to 4.00 p.m. and is located in the Administration Building.

AISJ's Pastoral Curriculum
Students in MY1-5 and DY1 take part in one pastoral session with their Homeroom teacher per week. The focus of these sessions is varied, but includes health, social and emotional education. Any issues or topics that might be deemed sensitive in nature will be preceded by a letter home to parents outlining what will be covered.

23. APPENDIX - AISJ SAFE-GUARDING AND CHILD PROTECTION POLICY

1. Introduction
AISJ recognises that all staff (including temporary staff), volunteers and Managers, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.
- Policy statement

We recognize our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

1.1 **Policy Statement**
We recognise our spiritual, moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

1.2 **Principles**

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

1.3 **Aims**

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children.

2. Terminology

2.1 **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

2.2 **Child protection** refers to the processes undertaken at AISJ to ensure the safeguarding and protection of all children in respect of those children who have been identified as suffering, or being at risk of suffering harm.

2.3 **The Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

2.4 **Child** refers to all young people who have not yet reached their 18th birthday.

2.5 **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

3. Context
Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that the staff is alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns.

4. Key Personnel:

- The **designated senior person** for child protection at AISJ is the **Head of Elementary Mrs. Michelle Loubser.**
  Contact details: Michelle.l@aisj.co.il
- The **deputy designated person** for child protection at AISJ is the **Principal Mr. Devin Mitchell**
  Contact details: mitchelld@aisj.co.il
- The Deputy Head of Secondary is **Ms. Dana Mix**
  Contact details: mixd@aisj.co.il
- Elementary Inclusion Needs Coordinator is **Mrs. Fay Blau**
  Contact details: blauf@aisj.co.il
- The School Counselor is **Mrs. Alexia Capote**
  Contact details: alexia.c@aisj.co.il

5. Roles and responsibilities

The school has nominated a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance.

The Designated Senior Person:

- Is appropriately trained
- Acts as a source of support and expertise to the school community
- Keeps written records of all concerns when noted and reported by a staff member or when disclosed by a child, ensuring that such records are stored securely and reported onward to the local authorities if needed
- Refers cases of suspected neglect and/or abuse to the police or social services
- Notifies social services if a child with a child protection plan is absent for more than two days without an explanation
- Ensures that when a child with a child protection plan leaves the school, their information is passed to their new school
- Attends and/or contributes to child protection conferences
- Ensures that all staff sign this document to indicate that they have read and understood this policy
- Ensures that the child protection policy is updated annually
- Ensures that all staff are appropriately trained with regards to child protection.
- Makes this policy available to parents

The Deputy Designated Person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above. The governing body ensures that the school has:

The Principal and Head of School:

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- Ensures that the child's safety and welfare is addressed through the curriculum.

6. Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

6.1 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

6.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

6.3 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

6.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

7. Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental

or deliberate with any degree of certainty. For these reasons it is vital that the staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

8. A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk