



Netbook use- The new “pencil case”



The Outdoor Classroom, Bawdsey



School production 2009
“The sound of music”



Ski trip to Switzerland



International Day presentation



Travel and Learn, Egypt.



Wall climbing secondary P.E.

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This document is correct as of 1/09/10. It is super-seeded by the on-line version which can be found on the Information for Parents pages on our web site: www.icschool.co.uk

SECTION A

INTRODUCTION

WELCOME FROM THE SECONDARY SCHOOL PRINCIPAL

Dear Parents/ Guardians,

This handbook is an attempt to familiarise you with practice, procedure and policy at the Secondary School. While it is not a definitive document, it aims to cover those aspects of school operations, which we believe are of greatest interest to you as parents/ guardians, and will help you in your dealings with the school.

This document is the culmination of the collaborative efforts of the Academic, Administrative and Support Services personnel and is intended to be as practical as much as it is informative. An organogram is included to help you identify the teaching staff, the learning support staff as well as administrative staff to direct you to the appropriate person, should you need to make contact with us about a specific request or concern.

ICS is a friendly place and relies on a spirit of collegiality, good professional relationships and teamwork. Working with young students is challenging, stimulating, fun and very rewarding. The Secondary school has always enjoyed close contact with parents and actively encourages the continuation of this tradition.

To ensure there are formal channels of communication open to you also, please take special note of our Complaints Procedure. Furthermore, we will be sending you a survey to solicit your views on the school at the beginning of the second school term. Finally, we would like to enlist your help in the future development of this document so that it is as accessible and informative as possible, so please feel free to make comments and offer your suggestions.

Yours sincerely,

Brenda Murray
B.A., M. Ed., H. Dip in Ed
Secondary School Principal

MISSION STATEMENT

ICS aims for educational excellence by developing independent, inquiring and collaborative learners within a safe, enjoyable and stimulating environment.

We believe in equality of opportunity and a celebration of diversity, and we support our students in becoming successful world citizens.

SCHOOL PHILOSOPHY

The International Community School was founded in Central London in 1979 as an inclusive and diverse learning community.

As a community we believe in the celebration of diversity. This goes far beyond tolerance to recognition of the enormous educational opportunity presented by full diversity. This philosophical approach is backed up by a non-selective admissions policy, staff recruitment strategies and very strong support structures for students with English language requirements or Special Education Needs.

Our curriculum strategies are centred around the individual. A policy of full inclusion is managed with rigorous approaches towards individualised learning plans and small teaching groups. We are committed to developing their confidence and gaining internationally relevant social skills in addition to challenging them towards their maximum academic potential. We believe in encouraging the development of the whole person – physical, mental, social and emotional in a manner which is both supportive and challenging. Towards this goal we foster close and strong ties with parents and families.

In terms of national diversity we are one of the most international learning environments on earth. We believe preparing young people for international citizenship. We are an English language medium school with a philosophy drawn from the liberal, Western tradition and our students, staff and curriculum are drawn from all continents. We are a non faith-based community but support religious and cultural expression as long as this is not hostile to other parts of our plural community.

Such an actively diverse and inclusive environment presents many challenges and requires rigour. Behaviour of every member of our community whether an Early Learning student or Secondary Principal must demonstrate tolerance and an open mind, a desire to support and cooperate and above all a respect for each person's individual worth.

The International Community School strongly advocates learning strategies that go beyond the classroom walls. We have strongly developed overseas educational expeditions (Travel and Learn), a programme of fieldwork and outdoor education at our coastal campus (Bawdsey, Suffolk) and a programme of using the incomparable facilities of London as our classroom (Discover London).

The school's curriculum is internationally relevant and utilises the International Baccalaureate Organisation's Primary Years Programme (PYP ages 3 - 11), the Middle Years Programme (MYP, ages 11 - 16) and the IB Diploma Programme (IB Dip, ages 16-18).

Philip Hurd
Head of School

June 2010

THE SKOLA ORGANISATION

Niels Toettcher established all the elements that comprise Skola London. From the outset there was a collegiality about the way ideas/practices evolved as a result of interplay of ideas among a group of teachers/others associated with the enterprise. His own background is an Anglo-Danish one and he has been influenced by various educational models associated with Northern Europe; these are in general terms “progressive” with student-centredness at the heart of the teaching methodology, which in the 1970s anticipated many current communicative teaching practices. More recently Skola has championed the cause of Environmental Literacy by incorporating it into the school curriculum and by leading a number of trips to The Amazon, The Maldives and The Arctic. With its strong thread of internationalism there is also all-pervading belief that Skola with its world links should be a meeting place of cultures/ethnicities where humane, tolerant liberal values, glorying in diversity, can be given expression.

Skola London has developed since the 1970s in a number of pedagogic directions in response to market opportunities and student needs and in ways, which reflect its philosophy and origins, outlined above. In 1972 Marble Arch Intensive English, (later to become English in London), was set up to be followed by the International Community School in 1979, Skola Teacher Training in 1983 and Young English Studies, (now known as English Study Tours), in 1988. To support these schools - defined in the widest sense, six support agencies were established; Skola Educational Supplies, Skola Accommodation, Skola Marketing, Skola Transport, Skola Training & Recruitment and an Accounts Department. While teachers in developing their pedagogic and managerial skills gave continuity, professionals lent their expertise to provide the necessary ancillary services.

Head of School

Philip Hurd (on Sabbatical 2010-11
academic year)

Acting Heads of School

Primary Stuart Pollard
Secondary Rose Threlfall

Managing Partner

Ben Toettcher

Curriculum Specialists

MYP Coordinator: Ean Orlando Alleyne
Diploma Coordinator: Joanna Cooper

Finance Team

Accountant: Jesse Sevillano
Accountant: Sue Owen

Human Resources Team

Yuki Fujii / Geoff Cohen

Director of Admissions:

Anoushka Dabholkar

Office Administrator:

Leila Riabova

Secondary Principal

Brenda Murray

Assistant Principal

Alexandra Moreno Hemming

Form Tutors

MYP1 Form Tutor: Maria Campbell
MYP2 Form Tutor: Dushanka Pizurica
MYP3 Form Tutor: Ismet Isiklar
MYP4 Form Tutor: Keith Mert
MYP5 Form Tutor: Stephanie Mc.Millan
MYF Form Tutor: Maryam Thawfeega
School Librarian: Annalise Taylor

Teaching Team

Drama / English	Daralee Jumpsen
English	Maria Campbell
English Lit	Joanna Cooper
MYF English	Maryam Thawfeega
Visual Arts	Gaby Weigert
Music	Dushanka Pizurica
P.E / Tech / TOK	Sjors Duursema
Techn/ Science	Christopher Haverly
Science	Ryan Bishop
Science	Keith Mert
French/ Spa / Eng	Giorgia Altissimi
Spanish	Alexandra Moreno
Humanities	Stephanie Mc.Millan
Economics / Hum	Andrea Trkulj
Humanities	Caroline Fowler
Maths	Ean Alleyne
Maths	Ismet Isiklar
ICT Director	Katya Toneva

Student Support and Special Education Needs**Director:**

Alan Andrew

Head of Secondary Student Support:

Laura Muir

Therapists:

Beryl Jones	(Speech & Language)
Tereza Nogueira	(Counsellor)
Phil Rogers	(Occupational Therapist)

Co-teachers:

Humanities	Tami Schrader
Science	Amjad Shah
PE / Life skills	Samir Chiedde
English	Adrianna Jagielska
English	Malgosia Konieczna

Maths Specialist Laszlo Bari

Life Skills Teachers

Kate Hemmingway

Transport Management Team

Manager: Tony Smart

Assistant: Darren Smart

Administration: Sue Smart

Catering Team

Manager: Laura Zarate-Hojos

Chef: Royston Jones

SECTION B

**GENERAL INFORMATION
FOR PARENTS**

WORKING IN PARTNERSHIP WITH YOU

Our Aims and Principles

The entire staff at the International Community School is committed to providing the best possible educational opportunities for all children. We value each pupil's background, culture and experience and welcome uniqueness and diversity among our student body. Internationalism is at the core of our founding principles. Our student body is truly international with children from over 60 nationalities represented. Internationalism is what unites us, and it is this characteristic that impacts on all we do, in the classroom and beyond.

We try to create a friendly, secure environment where children are encouraged to learn academic, expressive and social skills that will enable them to develop into happy, independent, disciplined, self-motivated, loving people.

We believe in a strong partnership with you so that your child is secure in the knowledge that parents, guardians and teachers share similar expectations towards work and behaviour.

We organise a Parents /student / teacher conference each term for you to get together with your child's teachers to discuss his/her progress and any concerns. You are also welcome to come and see us at any other time by arranging a mutually convenient appointment.

We also arrange other meetings and social events throughout the year. Any parents and guardians with time to spare to offer support to the school can join a group to help with these and other jobs in and outside of school time. Please see the Principal Secondary if you would like to help or initiate an activity.

We encourage you to check through your child's homework diary and school bag regularly for home-school communication. Please also consult the school's web site, where we post school information www.icschool.co.uk

We aim to involve parents and guardians in their children's education and, with their support, to:

- encourage students to do their best at each stage and to aim for excellence
- encourage students to gain knowledge and understanding
- help students to become active members of society, who know their rights and carry out their duties and responsibilities
- help each child to acquire knowledge and skills relevant to adult life in a fast changing technological world
- assist children to express sensitively their relationships with each other and their environment through music, visual arts and other creative areas
- encourage students' talents, interests and gifts and help them to achieve at their highest level
- encourage students to be sensitive to one another
- encourage students to develop self-discipline, self-respect and self-confidence
- encourage respect for others' religious and moral values and lifestyles
- encourage all children to be independent and self-motivated learners

- encourage respect for the environment and the natural world around us.

We organise pupils in classes so they can progress confidently. We aim to:

- provide learning experiences that are specific to each pupil's needs
- record pupils' progress so teachers can monitor their development and ensure thorough careful planning that they move smoothly from one stage of education to the next.

To support successful learning, certain principles shape our work. Students should:

- have a positive image of themselves
- have equality of opportunity to gain full access to the curriculum and all other activities
- be actively involved in their own learning
- have the opportunity to extend and apply their knowledge and skills through problem-solving real life experiences
- develop personal and social skills through learning with, and alongside others
- be motivated by understanding the nature of a task and be able to use what they have learned for their own purposes.

Starting School

The experience of moving from one country to another can be extremely challenging. Finding the right school and settling your children into a new educational system is just one of the steps in the process of transition. Whilst this maybe one of the most exciting adventures in your family's life, it does require patience and understanding.

The staff at ICS have intimate knowledge and understanding of the transition process and are very willing to help and support our new families. Many of the members of our staff have either spent time living abroad or are from overseas themselves, and have an awareness of other educational systems around the world, as well as insight into the ups and downs of inter-cultural transition. We aim to be helpful, approachable and friendly and we hope to be able to smooth out any bumps along the way. Look out for opportunities to meet other parents, guardians and teachers during the school year.

Helping Your Child At Home

The best help any child can receive is love and encouragement and the best things you can give your child are your time and your interest in what he/she is doing in school.

It is important to remember that, for many years, the primary learning environment is the home. It is extremely important to talk and listen to your child.

Making sure your child has completed his/her homework will help him/her develop the time management skills that are so vital, particularly in secondary school.

Homework is given on a regular basis. The amount will increase as your child progresses up the school. Detailed information about homework will be sent home by class teachers.

Our School Community

Management Team

The **Head of School** is the Senior Executive for the whole school, responsible for overseeing the organization, curriculum and budget. He is supported by a **Deputy** who also takes responsibility for the Co-ordination and development of all academic programmes. During the 2010 – 2011 school year, these two roles and their functions will be shared by Rose Threlfall Acting Head of Secondary School and Stuart Pollard, Acting Head of Primary School

The day-to-day running of the school is entrusted to the **Secondary Principal** and **staff**, who report regularly to the Head of School.

The **Assistant Principal** supports the **Secondary Principal** in all areas of management and specifically in respect of Pastoral Care. If the Head is off site for any reason, the Assistant Principal takes full responsibility for the school.

The Principal is also supported by the **MYP Coordinator and Diploma Coordinator** who take responsibility for the implementation and development of the IB/ Middle Years Programme and Diploma Programme. The Foundaton programme is managed directly by the Secondary Principal, Brenda Murray.

The Student Support Programme is lead by the Director of Student Support, Alan Andrew. The Secondary School has a Student Support Coordinator, Laura Muir with particular responsibility for overseeing the day to day activities of the Student Support Coordinator takes particular responsibility for overseeing our special needs programme.

The **Director of Admissions** is the first point of contact for parents and guardians, and is responsible for the whole admission process. The Director of Admissions remains an important contact throughout the year.

The **Senior Management Team** meets regularly to discuss ongoing issues and development strategies affecting all parts of the school. Please feel welcome to draw our attention to any issue you feel we may be overlooking.

Staff

A list of the roles mentioned above is included on page 8. You will also find a list of our current teaching and non-teaching staff at the back of this handbook.

PRACTICAL INFORMATION

Parent Hour

Parents are invited to learn more about our school programmes through information sessions organized by the programme coordinators.

Parents are encouraged to attend these mornings and become familiar with the school expectations such as assessment, procedures as well as the International Baccalaureate approaches to teaching and learning your child's progress in the school.

Assemblies

Assemblies foster and encourage good listening skills and teach students to be an attentive and appreciative audience while offering a sense of community.

Assemblies are held regularly to recognize the students' good work giving them the opportunity to present their contributions to the student body.

Very often the assemblies are student led and are based on different cultures, traditions, health and social issues facing students, elements of spirituality from many faiths and students' own achievements. We do not teach any one religion exclusively but encourage children to reflect on the beliefs of others. We also recognize examples of good citizenship and good sportsmanship.

Student Council

Our school council meets regularly to discuss issues and share ideas about how to improve our school. It is a valuable opportunity to develop our school community, while enabling students to become partners with their teachers in their education. A student is elected in each year group who represents his / her class and then reports back during Form Period.

Becoming a student Council Representative.

Students who would like to apply to be a student council representative must have two recommendations from teaching staff as well as class support for their nomination.

Transfer to other Schools

Students wishing to transfer to other schools both within and outside the UK can expect the highest degree of cooperation from the staff at ICS. We routinely write and pass on reports and other relevant information and documentation to assist prospective schools in their choices. Any requested reports should be sent directly to our school administrator. Once the report is completed by the teacher and/or management, the office will send the report directly to the other school.

THE SCHOOL DAY

Morning assembly	8:50 – 8:55
Registration	8:55 – 9:00
Morning Session I (Blocks A1 and A2)	9:00 – 10:30
Morning break	10:30 to 10:45
Morning Session II (Blocks B1 and B2)	10:45 am - 12:15 am
Lunch time Sports activities and Clubs	12:15 to 1:05
Registration	1:05 pm – 1:10 pm
Afternoon Session (Block C, Block D1 and D2)	1:10 pm - 3:40 pm
After school clubs	4:00 pm – 5:00 pm

At the end of the school day we appreciate your punctuality in collecting children, as teachers are required to continue with their work once the children have gone home.

School Meals

School meals are cooked on-site. We plan our menus carefully so that students have healthy, well-balanced meals that are tasty and appealing to young palates. Lunch is predominantly vegetarian with meat offered 2 days a week. Please note that the meat is halal so that students with different dietary requirements can be catered for. Students may bring a packed lunch, which should also be a well-balanced meal.

Students in Years 4 and 5 and any Foundation students aged 15 and over are allowed to go out for lunch, parents or guardians are required to complete a form which gives consent for their child to leave the school for lunch.

Snacks and Break-times

During morning break many children like to have a snack. Fresh fruit and juices are freely available but students may also purchase different snacks from the canteen. We encourage students to bring a small bottle of water to school daily, which they may refill during the day. Children are not allowed to have fast food, gum, fizzy drinks, energy drinks during school hours on school premises.

School Clothing

Students may wear their own choice of clothes. All students must dress appropriately for school. This means: clothes that are not revealing, clothes free of offensive graphics or wording. No caps or hats are allowed in school. The school reserves the right to ask a student to change clothes if deemed inappropriate.

PHYSICAL EDUCATION / SPORT

Sport at the secondary school is designed for health, recreation and fun encouraging skill and excellence. The school week sports programme is further enhanced through lunchtime and after school clubs focusing on Physical Education, Personal, Social and Health Education, and cultural activities in London and beyond. Advice is given to students who seek competitive sports training.

In addition to our lunchtime sport activities, the students have Physical education in Imperial College sport's hall and /or Seymour Leisure Centre every week, which is located close to the school. Suitable and appropriate clothes for sports are compulsory. (Trainers or running shoes, T-shirts, tracksuit bottoms or shorts) Please make sure that your child's property is clearly labelled, especially jackets, coats and school clothing.

Personal Items

If the students choose to bring their mobile phones, laptops into the school, they **must** be switched off and kept in their bags.

Equipment

Students are provided with school supplies for use in the classrooms, including books, writing books, equipment and materials. They are encouraged to bring in a pencil case and any other such organisers.

Lost and Found Items

Students seeking lost items should check in the school office. Again we remind you to label all articles that students bring to school.

Money+

From time to time children may need to bring money into school. Please ensure it is placed in a clearly marked envelope.

Health & Welfare

A number of our staff are trained First Aiders. Students who have been in an accident or are feeling ill will be seen by one of these people. If we think that a child needs further medical help or is unfit to be in school, then we will contact their parents/guardians immediately. Please ensure you have provided us with up-to-date numbers to contact you in an emergency. When your child enters the school parents and guardians must complete a medical record to provide the child's full medical background and immunisation record.

Medicines

Prescribed medicine can be administered at school only after the fourth day that a child has been taking it. The school must be given clear written instructions and medicines are kept in a locked drawer in the office. Students are responsible for their own inhalers, which must be kept in their school bag. They must never leave the school premises without it.

Child Protection

See child protection section

Problem Solving at ICS

If you have a concern or recommendation about anything at school, please discuss it with the Form tutor. If the problem has not still been resolved, please approach the Principal or another member of the Senior Management Team. It is important to us that your feedback is dealt with constructively.

Please see our Complaints Policy section for procedure.

EXTRA CURRICULAR ACTIVITIES

After-school Activities

We offer many opportunities for students to develop outside academic areas and one way is through our After School Clubs. We also have on-site programmes that vary throughout the year. Typical clubs from previous years were art, horse riding, drama, costume design, eco club, cooking, homework, football, tennis and music. We can also arrange after-school tuition in specialist areas such as music tuition for a variety of instruments, and foreign languages.

Where specialised facilities are required, students will be charged a small fee.

THEMED WEEKS

Throughout the academic year the secondary school organizes themed weeks to provide students with the opportunity to explore aspects of the curriculum more in depth. Examples include: Fair Trade Fortnight, Maths Week and Performance Poetry Workshop, School Musical Production.

SUMMER SCHOOL AND HOLIDAY PROGRAMMES

We offer a spectacular Summer School at both our Primary and Secondary Schools, where students of all levels of English can improve their proficiency while taking part in a fun-filled, holiday programme full of sports, art and trips around London. Additional holiday programmes run during the mainstream school breaks throughout the year.

Travel and Learn Programme

ICS operates safe guided trips that aim to educate our community of learners beyond the classroom.

Adventures to many parts of the world including South Africa, Brazil, The Maldives, Iceland, Galapagos Islands, Morocco, and many European countries. All trips are led by enthusiastic world travellers and cross-cultural experts with experience of a multitude of cultures and environments. Our group leaders have specialized knowledge in Geography, Environmental Science, Cultures and Languages, and are able to offer learners a unique insight into the countries visited.

We believe that stimulating safely organised school travel provides a unique chance for young people to develop imagination, a sense of responsibility, social skills, self-confidence, motivation and to become global citizens.

Please see Travel and Learn calendar at the end of the handbook for more details.

We also run an extensive excursion programme in the UK. The trips present learners with opportunities to learn about the environment, culture and language around them.

Field Study in our campus in Bawdsey, Suffolk

Field studies are an integral part of the school curriculum and form a core component of environmental literacy and cross-curricular development. The programme is **compulsory** for all students and is run twice a year in the autumn term and summer term.

All Field study projects are assessed independently but also form part of the end of term assessment and final report. The programme is normally three to four days and students are accommodated on site.

The programme takes place at our sister campus on the shores of the North Sea on the Sussex coastline, which occupies a 150 acre site. It is the home of our director, Ben Toettcher, and houses a language school, our field studies centre and a yacht club.

Geography classes may research the effects of long-shore drift and erosion along this vulnerable stretch of coastline. History learners might investigate the development of radar technology, which was first used operationally at this site, whilst Science students have the opportunity to study species classification or water sampling in this natural environment

A sailing or canoeing lesson might follow or a variety of sporting options, with a bonfire on the beach to end a challenging day's work

THE ICS/SKOLA STAFF AND STUDENT CODE AND CHARTER

CODE

We are a community drawn from parts of the world and all walks of life. We are all unique with different lifestyles, opinions, priorities and experience. This is a wonderful source of richness and an exciting environment for education.

We must all, regardless of position in the school, treat each other with respect and show understanding and tolerance of this great diversity. The school rules and procedures are written with this spirit in mind and should be followed by all members of the Skola Group of Schools.

CHARTER

All staff and students at ICS/Skola are entitled to:

- Work and study in a safe environment
- Be treated with respect and courtesy by all members of the ICS/Skola staff and student body
- Have equal access to all opportunity regardless of their gender, age sexual orientation, race or religion
- Support in their work or studies from relevant staff

The management and staff of the ICS/Skola organisation undertake to provide the highest quality of education and associated services within a safe, supportive and stimulating environment. In order to achieve the above charter of rights all Skola staff will:

- Be courteous, polite and fair in their dealing with ICS/Skola students and each other.
- Assist with problems and difficulties that may arise in relation to the delivery and content of Skola educational services
- Offer assistance where possible in all other matters, including personal, associated with the student's experience here in London
- Assist the younger learners in particular who are present on all Skola premises
- Follow rules and guidelines as presented in handbooks, job descriptions and in documentation from relevant bodies such as the DOE and British Council and English UK
- Abide by the letter and spirit of our equal opportunity policy

In order to achieve the above we require all ICS/Skola students to:

- Be courteous, polite and fair in their dealings with ICS/Skola staff and each other
- Abide by school rules as presented to them by staff and school managers
- Abide by the letter and spirit of our equal opportunity policy

SECTION C

STUDENT SUPPORT

STUDENT SUPPORT AND SERVICES

Introduction

The International Community School takes pride in presenting the student support department, a unique system of support services which constantly aspires to promote and ensure inclusion for all students.

ICS offers parents and students a unique and successful learning environment of inclusion. ICS is successful at including students with special educational needs and helping them meet those needs in a positive and proactive way. Inclusion, for the professionals at ICS, is far more than just about the location of a child's school placement. Inclusion is about instilling a sense of community and belonging for all students with or without special educational needs. For the Director of the ICS student support department and the student support team, inclusion is a way of thinking and working, a deeply embedded philosophy and ideology which translates into inclusive practices while supporting all students to successfully learn, grow and become creative and giving individuals.

The student support department focuses not only on providing parents and students with the great opportunities of inclusion but focuses also on supporting teachers and all school staff understand and fully support and engage students with special needs in all opportunities for learning, social interaction and acquisition of knowledge and skills.

The student support team, led by Alan Andrew, assesses the needs of each child to develop a profile of learning strengths and weaknesses. Individual Education Plans (IEPs) are then developed by the entire multidisciplinary team and used as the guiding framework for meeting each child's specific special needs. Individualized goals are developed not only to remediate learning difficulties, but also to facilitate the child's integration into all classroom activities.

The four following areas are the core of the student support department:

Students

We recognize and respect the fact that children:

- Have different educational and behavioural needs;
- Require different strategies and modifications for learning;
- Acquire, assimilate and communicate information in different ways and at different rates;
- Need a range of different teaching approaches and experiences.

Children may have special educational needs either throughout, or at any time during, their school years. The comprehensive student support policy ensures that planning, differentiation and modification of teaching and learning strategies for children with special educational needs are implemented by taking into consideration the type and extent of the difficulty experienced by the student.

Professionals

All student support staff (senior management, middle management, co-teachers and therapists) is responsible for the following:

- The student support team does its best to secure the necessary provision for any student identified as having special educational needs.
- The student support professionals ensure that all teachers are aware of the importance of identifying and providing for these students.
- They will ensure that the students with special educational needs are included in all the activities of the school together with their peers.
- They observe students with special needs in order to best help the teacher address specific concerns regarding the student. They informally assess in order to have a clear picture of what are the needs of the student. They have weekly meetings as a team to address concerns regarding specific students and to find constructive solutions.
- They work closely with the student's teacher so they can support the successful learning of the student by removing any barriers to learning.
- They work with the head of each school through regular meetings so there is increased awareness and heightened sensitivity of particular concerns regarding students.

Parents

We pride ourselves for our inclusive culture and practice. This means that we could not conceive an educational program for students with special needs without the support, feedback and input of the student's parents. Parents are partners in their child's educational process and learning experiences. We strive to inspire trust in our parents because we want them to feel confident in our professional expertise. We also strive to have them share their children's successes, talents and weaknesses so we are able to design a successful educational program for the students.

At all stages of the student support process, the director of student support and the coordinator keep parents fully informed and involved. We welcome the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We inform the parents of any change in their child's educational program, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Therapies and Services

The approach at ICS is flexible and adapted to meet individual needs within the overall curriculum framework, allowing us to accommodate a wide range of learning styles and differences. We utilize a multi-disciplinary team approach in order to offer the best opportunity for children to be successful while remediating learning difficulties.

Specialized therapies and other services are provided to the students once the multidisciplinary team decides which ones are most suited for the student's strengths and needs. These therapies are provided to maximize the student's learning potential, educational success and social competence.

<u>Support that can be provided through ICS are:</u>
--

- Speech/Language Therapy
- Occupational Therapy
- Physical Therapy
- Art/Play Therapy
- Counselling
- Literacy Remediation & Support
- Maths Remediation & Support
- Co-teacher support

Finally, our students have many opportunities for learning in the "real world". Integrated into the curriculum are several excursions to local destinations, to our Suffolk campus and to international destinations in our Travel and Learn program. These specialized services help make this one of the most unique programmes available at any special needs school in London.

CO-TEACHING SUPPORT AT ICS – SECONDARY

In addition to a range of therapies offered at ICS, we have co-teaching support available. Co-teaching is a learning support approach that is heavily backed by academic research and we are delighted to be using this model at ICS.

Our co-teachers are specialised in their subject areas allowing them to understand their respective curriculum areas well and to differentiate according to the unique learning styles of students needing learning support. Co-teachers are an important part of the multi-disciplinary team that work to support students with learning differences.

We are an inclusive school that values the diversity of each student including their wide ranging learning rates, abilities and affinities. Co-teachers actively support a student's inclusion into the mainstream through differentiating lesson plans, providing individual or small group support, and by encouraging the full participation and engagement of exceptional learners.

Currently we offer co-teaching in the following subject areas:

Maths

English

Science

Humanities

Physical Education

If you would like further information regarding co-teaching or other support available at ICS Secondary please contact Ms. Laura Muir, Head of Student Support -Secondary

SECTION D

**ACADEMIC
PROGRAMME**

INTERNATIONAL BACCALAUREATE

MIDDLE YEARS PROGRAMME (IB MYP)

The International Community School is fully authorized to deliver the International Baccalaureate Middle Years Programme (IB MYP) and the Diploma Programme (IB DP). Students between the ages of 11 and 16 study in the IB MYP and student aged 16 – 19 study on the IB DP course. The IB programmes are known for their academic rigour internationally and offer a challenging curricular framework that encourages students to embrace and understand connections between the subject content and the real world while developing critical and reflective thinking skills. The IB DP programme is designed to prepare students for university.



THE IB MYP FRAMEWORK

The IB MYP consists of eight subject groups integrated through five **Areas of Interaction (AOI's)**. The **IB Learner Profile (LP)** is a central tenet of the programme and represents 10 qualities that all learners in the School are actively encouraged to develop throughout their studies and activities. Successful IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. In the final year of the IB MYP students undertake the **Personal Project**. The Personal Project is an independent piece of work that is intended to be the culmination of the student's sustained involvement with the MYP. The personal project allows the student to complete a significant piece of work over an extended period of time, through a process led by the student with supervision by a teacher. The selection for the type of project and its topic is made by the student in consultation with one or more of the MYP teachers responsible for supervising the project's execution according to IBO-published guidelines. This significant piece of work is the precursor to the IB Diploma Extended Essay.

THE FIVE AREAS OF INTERACTION (AOI's)

Central to the MYP framework are the five AOI's. AOI's are perspectives rather than specific subjects and provide a framework of learning, providing links among the subjects. They are:

Approaches to Learning (ATL) are concerned with "learning how to learn," developing good study habits as well as critical thinking and problem-solving skills. Students learn how to identify and best use their own learning styles. ATL is designed to give students the tools and

confidence they need to be life-long learners. Features of ATL include the use of a homework agenda, developing a learning disposition, reflecting and completing self-evaluations at the end of units of study.

All students participate in **Community and Service**, which helps students develop a sense of belonging, and responsibility to their community.

Through **Human Ingenuity** students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

Environments aim to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

Health and Social Education deals with physical, social and emotional health and intelligence-key aspects of development leading to complete and healthy lives (www.ibo.org).



For a detailed account of the curricular offer in a particular year group, please visit our School's website [INSERT SCHOOL'S WEBSITE HERE] and click on the appropriate year group for access. Alternatively to learn more about the IB MYP please visit our page on the IBO Website: www.ibo.org.

INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAMME (IB DIP)

ICS has been authorized to deliver the IB Diploma. It is intended that this programme will replace the school's A' level programme.

As required by the IBO at this stage of the school's application, the following text indicates the school's status:

The IB Diploma programme is a two or three year programme of study that prepares students for the next stage in their education whether College/University or straight into the world of work.

Now recognised by the world's leading universities, the IB Diploma is designed as an academically challenging and balanced programme with final examinations that prepare students for success at university and life beyond.

Students study six courses at higher or standard level (typically 3 at each level).

Students choose subjects from each subject group 1 to 5 (see diagram below), with the 6th subject chosen from group 6 or another subject from groups 1 – 5.

In addition to the six subject areas, students study and complete three core requirements over the two years of the programme:

The **Extended Essay** is an independent research assignment usually associated with one of the student's higher level subjects and typically submitted in the second year of the programme.

Theory of Knowledge is a course designed to encourage reflection upon the nature of knowledge through critically examining different ways of 'knowing' (perception, emotion, language and, reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service (CAS) requires that students participate in and initiate experiences beyond the classroom. Students may combine all three components or do activities related to each separately.

For further information about the IB Diploma programme, please consult www.ibo.org/diploma.

Please also refer to the school's web site, where ongoing developments will be shared (www.icschool.uk.net).

IB Diploma Reporting and Assessment

The purpose of assessment in the Diploma Programme is to provide students, parents, guardians and teachers with the information they need to help identify student strengths and areas in need of improvement. From this information strategies can be put in place to facilitate the next step in students achieving their academic goals.

This information will be provided through:

- Meetings between parents, teachers and students
- Academic warnings if a student is falling behind or not fulfilling course expectations
- Termly reports

At the end of Diploma Year 1 teachers will give each student a predicted IB Diploma grade. In May of Diploma Year 2 a final advisory report will be written. Attainment grades are on the IB scale of 7(excellent achievement against all criteria) to 1(Very poor achievement). There will also be a letter grade for effort. See the tables below for an explanation of attainment and effort grades.

IB Diploma Attainment Grade Scale

GRADE 7 Excellent	<i>A consistent and thorough understanding of the required knowledge and skills. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student demonstrates originality and insight and always produces work of high quality</i>
GRADE 6 Very Good	<i>A consistent and strong understanding of the required knowledge and skills. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight and very often produces work of high quality</i>
GRADE 5 Good	<i>A consistent and strong understanding of the required knowledge and skills. The student generally shows evidence of analysis, synthesis and evaluation is shown where appropriate and occasionally demonstrates originality and insight</i>
GRADE 4 Satisfactory	<i>A good general understanding of the required knowledge and skills. There is occasional evidence of the skills of analysis, synthesis and evaluation. The student most often produces required assignments of a satisfactory standard.</i>
GRADE 3 Unsatisfactory	<i>Unsatisfactory progress against most of the objectives. The student is struggling to keep up with required assignments</i>
GRADE 2 Limited Achievement	<i>Very limited achievement against all of the objectives. The student requires guidance and either has not achieved their full potential or needs a modified curriculum</i>
GRADE 1 Below required standard	<i>Failing to meet minimum requirements. The student requires constant guidance, supervision and a modified curriculum.</i>

IB Diploma Student Effort Grade

A	Excellent
B	Good
C	Satisfactory
D	Poor

Effort grades refer to the attributes listed below:

- Comes to class fully prepared, equipped and ready to work
- Takes responsibility for his/her learning
- Shows a positive and enthusiastic attitude in class and towards learning
- Remains focussed in class and stays on task
- Makes thoughtful and appropriate contributions in class discussions and oral presentations
- Completes all tasks thoroughly and with care
- Asks questions to improve his/her understanding
- Works well with others and shows respect to teachers and peers
- Submits homework and assignments on time

Internal Assessment

In each IB Diploma subject there is an internal assessment component which Diploma students will do during the course of the two year programme and which goes towards their final grade. The table below lists the subjects and the internal assessment percentage of the total grade.

Subject	Internal Assessment Percentage of Total Grade
Language A1 English HL & SL	30%
Language B – French , English and Spanish	30%
Economics	20% HL 25%SL
History	20% HL 25% SL
Experimental Sciences – Biology, Physics and Chemistry	24%
Mathematics HL & SL	20%
Mathematical Studies	20%
Visual Arts	30%

The following calendar shows the deadlines for the completion of internal assessment components. Each IB Diploma student has a copy of this calendar.



Internal Calendar of deadlines
IB Diploma Calendar Year 1

September 2010

Due Date	Assignment/Activity
01 September	First day of Term – Introduction to school procedures
10 September	TOK Day
20 September	Diploma Students receive Internal Calendar of Deadlines and sign IB Diploma contracts.

October 2010

Due Date	Assignment /Activity
04 th – 06 th October	Bawdsey – TOK session with MYP 4 and 5 Research Group 4 Project for the Summer Term
25 th -29 th October	October Break

November 2010

Due Date	Assignment/Activity
11 November	Extended Essay Interview – Students will discuss their ideas and receive guidance

December 2010

Due Date	Assignment/Activity
06 December	TOK presentations to be completed
10 December	Economics Commentary Submission 1 (Portfolio)
13 – 16 December	End of Term Exams
17 December	Last day of term

January 2011

Due Date	Assignment/Activity
04 January	First day of term
10 January	Language A1 Oral Presentations SL
28 January	Maths (Type 1- Task 1)

February 2011

Due Date	Assignment/Activity
07 February	Application for Extended Essay Subject

March 2011

Due Date	Assignment/Activity
01 March	Economics Commentary Submission 2 (Portfolio)
21 March	Maths (Type 1- Task 1)
31 March	Practise TOK Essay on one of the areas of Knowledge to be handed in.

April 2011

Due Date	Assignment/Activity
04 April	Topic Chosen for Extended Essay
5 th – 19 th April	CAS Trip to Morocco
08 April	Visual Arts Exhibition Last Day of term

May 2011

Due Date	Assignment/Activity
03 May	Economics Commentary Submission 3 (Portfolio)
16 May	Outline for Extended Essay
May (Bawdsey)	Science – Group 4 Project
31 May	Language A 1 - World Literature Assignment (SL)

June 2011

Due Date	Assignment/Activity
10 June	Maths (Type 2 – Task 1)
13 th – 17 th June	Mini - Mocks
17 th – 23 rd June	Extended Essay week finishing with first draft of Extended Essay.
23 June	Last Day of Term

Assessment completed by the end of IB Diploma 1

- 1. Language A1 – World Lit.1/oral presentations / World Literature Assignment**
- 2. Economics HL/SL – 3 Portfolio Assignments**
- 3. Science – Group 4 Project**
- 4. TOK – Presentation**
- 5. Extended Essay – First Version**

IB Diploma Calendar Year 2

September 2011

Due Date	Assignment/Activity
12 September	Completed Extended Essay

October 2011

Due Date	Assignment/Activity
10 October	Economics Commentary Submission 4 (Portfolio) / History Essay
14 October	Finished Extended Essay with Abstract – Handed in to IB Diploma coordinator

November 2011

Due Date	Assignment/Activity
14 November	Viva Voce Extended Essay
25 November	Maths (Type 2 – Task 1)

December 2011

Due Date	Assignment/Activity
02 December	CAS- Completed Diary
12 December	Language A – Oral Commentary SL
13 December	Other Languages A1 World Literature Essay

January 2012

Due Date	Assignment/Activity
09 January	TOK Essay
11 January	Oral Exams – Spanish, French and English
16 January	Other Languages A1 SL Orals
23 January	Other Languages A1 SL Orals

February 2012

Due Date	Assignment/Activity
01 February	Economics Commentary Submission 4 (Portfolio)
06 th – 10 th February	Mock Exams
21 February	Mathematical studies Project Maths Project HL/SL

March 2012

Due Date	Assignment/Activity
19 th March	Completed Portfolios in Economics, Maths and Science (Biology, Physics and Chemistry)

April 2012

Due Date	Assignment/Activity
16 April	Final Presentations of Studio Work Research Workbooks – Visual Arts

May 2012

Due Date	Assignment/Activity
May	Written Exams begin

THE MIDDLE YEARS FOUNDATION PROGRAMME (MYF) MIDDLE YEARS FOUNDATION PROGRAMME MYF

FOUNDATION CLASSES 2010/11

ICS is committed to an inclusive approach to learners with English as an Additional Language.

We are aware that the needs of learners with EAL are often the same as the needs of all learners in our schools. In addition, we recognise that we can facilitate a quicker and smoother transition to meaningful inclusion within the mainstream with added support from our specialists in these areas.

Outlined below is a strategy proposal for our foundation programmes for learners at various stages of their academic careers with ICS. The proposal takes into account recommendations by Ofsted, and will incorporate recommendations from current authorisation visits from the PYP and MYP.

In brief, our aim is as follows:

To offer EAL learners the quickest way of being included meaningfully in the mainstream class.

Our objectives:

- To deliver an engaging, broad curricular programme embedded in the tenets of the PYP/ MYP
- To make EAL learners feel included as equal, valued members of our community
- To give EAL learners the opportunity to meaningfully access the full curriculum as quickly as possible
- To meet the language needs of our EAL learners
- To share best practice between EAL and mainstream staff to the benefit of all learners in ICS
- To meet the criteria set by accrediting bodies (i.e. Ofsted and the IBO)

ICS has a long history of specialising in working with learners with English as an Additional Language. Our language programmes are unique, supportive, inclusive and focus on learners with additional language needs accessing the mainstream curriculum as quickly and successfully as possible. We link additional language work to the curriculum, so that students can make a smooth transition to the mainstream.

We feel that we can facilitate a quicker and smoother transition to inclusion within the mainstream with added support from our specialists in these areas. This is done through parallel classes, individual/small group support and integration. Our teachers are trained and are experienced in teaching EAL and use a range of EFL teaching approaches.

Foundation year learners are fully integrated members of the school community. The principle aim of the Foundation programme is to develop learners' language proficiency so that they can join full curriculum mainstream classes as quickly as possible, with the maximum level of success.

Our learners are supported in the following ways:

YEAR GROUP	MYF CLASSES
Yrs 1 and 2	Parallel class (MYF 1)
Yrs 3 – 5	Parallel class (MYF 2)
Year 12/13	IELTS Preparation and Academic literacy

YEARS 1 – 5

EAL learners with significant language learning needs work in parallel classes, MYF 1 (ages 11- 13) or MYF 2 (ages 14 - 16). Learning takes place through a variety of disciplines including English language, Humanities, Art, Technology, Maths, Science, Music and PE. English language classes integrate subject content. Subject lessons pay attention to the language learning needs of the students and are based on the content being covered in the parallel year groups, ensuring exposure to the curriculum in line with learners' age groups. This means that as learners' language levels and confidence improve, they can move quickly and smoothly into mainstream classes. The aim of the programme is to ensure that this transition is successful, and that learners are able to fully participate in the mainstream curriculum.

Our teachers are trained in both language teaching and subject specialism, so they are able to offer students an effective blend of content and language.

YEARS 12 – 13 IB Diploma, A level, A2 students.

Learners enrolled on the 'A' level or IB Diploma programmes have the option of taking IELTS (Cambridge International English Language Teaching System) classes in English in London, our adult EFL School. In addition, 'A' Level teachers use EFL strategies to ensure that learners develop language skills as well as specialist knowledge in their chosen subjects.

ASSESSMENT MYP AND MYF

ICS offers an internationally minded curriculum and the scope is broad in nature, and encompasses several learning styles, so too is the method of assessment and reporting. A core team of teachers is in place to monitor assessment and reporting procedures. Both formative and summative methods of assessment are used to evaluate students' progress throughout the academic year.

Assessment within the IBMYP at the Secondary School is criterion related and is not criterion-referenced. This means that students are assessed against subject-specific criteria set forth in each IB MYP subject guide. Criterion-related assessment does not require a mastery of each descriptor and better describes the MYP "best-fit" approach (IB Middle Years Programme Coordinator's notes, 4, November, 2008). Criterion-referenced assessment means that the student masters each descriptor of a given criterion in a task (IB Middle Years Programme Coordinator's notes, 4, November, 2008).

Criterion-related assessment is a vital tool to communicate to students, parents and even other teachers what is expected. The advantage of criterion-related assessment and the use of task-specific clarifications is that both teachers and students know in advance which aspects (criteria) they should be focusing on, and that specific indicators (descriptors) show what they should be doing to provide evidence of the level of performance expected.

Assessment for students in the foundation programme follows a similar pattern to the MYP. Students are assessed on the basis of both language and content. This means that MYF students will be assessed according to the two criteria specific to the subject and criteria specific to their language development.

Teachers set assessment tasks that test students' knowledge, understanding, reasoning, application, communication, reflection evaluation of their academic progress and attitudes and skills. Assessment is ongoing through teacher monitoring, observations, conferencing with students and the use of formal testing materials, as appropriate. Student self-assessment is encouraged and valued as a means for students to develop their full potential and help them to take responsibility for their own learning. This usually takes the form of a fairly reflective process. Teachers support their students to develop targets they can set for their own improvement.

There are no externally marked examinations with the IBMYP, however students in IBMYP year 3 and higher can have their work sent off for external moderation. Moderation is done each academic year. The purpose of electing to send work off is to ensure that assessment tasks are in-line with the quality of work at other IB MYP schools. Work sent off for moderation is selected at random and involves samples from all eight subject groups.

Where a student has not met the standards in all subjects in the end of year examinations, they will be required to take remedial action to address the areas they have failed to achieve in.

Where a student has not met the academic standards on examinations at the beginning of the year a Parent/ Teacher/Student conference will be held to develop a plan for personalized academic learning (PAL) to enable the student to reach his/her goals.

REPORTING MYP AND MYF

Reports are distributed three times per academic year. A report is generated at end of each term. Reports are distributed in line with the matrix provided below. Students who are in danger of failing will receive a warning notice. The warning notice will serve as a progress report and will be used a tool to help the student improve his/ her performance. These warning notices will be distributed at half terms and will be on an as need basis. Students who would be likely to receive below a 4 on their end of term report would be deserving of such a notice. The end of term report is more comprehensive in nature and highlights each student's strengths and areas to be improved for the upcoming term or academic year. IB MYP and MYF students are awarded one numerical mark for content and skills and diploma mark to indicate their level of achievement throughout the course of the term. The marks are recorded on a scale from, 1 – 7, 7 being the highest. Provided on the report also is a grade descriptor to which students/ and parents may refer to decode the numerical marks.

Furthermore, each term a Parent/Teacher conference is held, at which time, all teachers are seen by parents/guardians and progress is discussed in the broadest sense. However, at anytime during the academic year, parents may be contacted to attend a progress meeting where there are specific concerns.

SECONDARY REPORTING MATRIX ACADEMIC YEAR 2010-2011

TERM 1	TERM 2	TERM 3
MID-TERM OCTOBER 2010	MID-TERM FEBRAURY 2011	MID-TERM MAY 2011
END OF TERM DECEMBER 2010	END OF TERM APRIL 2011	END OF TERM JUNE 2011

HOMEWORK POLICY

Homework will be set daily, normally on days when the subject is taught, except in the case of project work, when teachers will set longer deadlines and monitor progress. In Year 1 and 2 there will be one hour's homework, in Year 3 one and a half hours, and in Year 4 and 5 at least two and a half hours to three each evening. **Parents are expected to check homework diaries and sign that the required amount of time has been spent on homework assigned.** When homework is not satisfactorily completed parents may be contacted by form tutors and additional work set, with the possibility of a detention.

Objectives of Homework

The following principles govern the setting of homework:

- Revision and consolidation of subject content
- Reinforcing learning
- Extending what has been learnt in class
- Independent research
- Differentiating between types of information and responding appropriately
- Homework should challenge the student in some way so that he/she is stretched academically.

It can be motivating and even fun to do. It is never given as a punishment.

Homework requires students to use a variety of skills. They might be asked to:

- Process information; select key information/ summarise, classify and categorise information,
- Draw inferences from text, hypothesise, analyse, research information and /or offer definitions or solutions etc.,

Homework might culminate in:

- Writing: creative / biographical/ descriptive/ critical / discursive
- Presentations in diagrammatic form, visual / pictorial form
- Oral work; project presentation to class and /or other year groups;

Preparing a short argument/ speech / role play/ topic revision/ story telling/review

- All students are expected to complete their homework in a timely manner.

Homework should be presented in an orderly format as prescribed by the subject teacher. Homework below standard should not be accepted. If homework is not complete on the date due, the student may be asked to stay in during lunchtime break to complete homework. If for any reason the student does not attend homework detention, he/she will get an extra detention and has to attend the next day's detention. If a student has three homework detentions during the same week, the student have to stay for one after school detention and parents will be contacted. If homework completion is a recurrent problem, parents will be contacted to arrange a meeting.

STUDENT WORK

- All assignments are due by the deadline given. Work can be sent via email or by hard copy. Should the teacher notify the class that a hard copy is required, failure of technology is not an excuse for late work.
- Students having difficulty meeting a particular deadline may see the teacher before the due date to seek an extension. Form tutors should not petition the subject teachers for extension, and students themselves should be encouraged to take responsibility for resolving issues with the deadline agreed. It is at the sole discretion of the subject teacher whether or not to grant the extension. Reasons for extensions must be legitimate and/ acceptable.
- Assignments that are required for class cannot be accepted late. i.e. oral presentations, peer and shared work.
- Students who hand in late work can not attain the highest level mark band possible for that particular task. Students will be marked down one mark band if work is submitted late.
- Students will only be granted one extension per year per subject.
- Students who know that they will be absent and have notified the school are responsible for obtaining make up assignments which are due the day following their return to school, may be also be set additional work. This policy includes student attending Travel and Learn trips.
- Students who have authorised absences must speak to subject teachers before their absence to rearrange deadlines.
- Students who do not hand in work more than once in one week should be reported to the form tutor. The form tutor should speak to the student and take immediate action to resolve the problem.
- Should the plan fail, the form tutor should refer the case to the IB MYP Coordinator who will handle the issue, and may involve the Principal Secondary School and ultimately a parent-teacher conference.

Academic Honesty Policy

Students at ICS, in accordance with the IB Learner Profile, will be *Principled*. This means he or she will act with integrity and honesty and is ultimately responsible for the authenticity of their work and acknowledgement of their sources. ICS is committed to academic honesty and this document has been designed in accordance with the IB Academic Honesty guidelines to ensure that all students, parents and teachers in the ICS IB Diploma and Middle Years programmes are aware of what Academic Honesty entails.

Academic Dishonesty and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- **plagiarism**: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- **copying**: taking work of another student, with or without his or her knowledge and submitting it as one's own.
- **exam cheating**: communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- **duplication**: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **falsifying data**: creating or altering data which have not been collected in an appropriate way.
- **collusion**: helping another student to be academically dishonest.

Plagiarism

Plagiarism is the use of someone else's ideas, words or other original material without clearly acknowledging the source of that information.

With regards to **plagiarism**, students should remember:

- using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavour, and integrating these words and ideas with one's own in accepted ways is an important academic skill
- all ideas and work of other persons, regardless of their source, must be acknowledged
- CD-Rom, e-mail messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals
- the sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged if they are not the candidate's own work
- passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving acknowledgment
- Changing words but copying the sentence structure of a source without giving acknowledgment
- Failing to put quoted words in quotation marks
- Rearranging words and changing sentence structure without giving acknowledgment

- Using someone's ideas, even if you put them in your own words, without giving them acknowledgment
- Buying, stealing or borrowing someone else's assignment
- Copying and pasting large sections of text from the Internet or electronic resources without using quotation marks or citing the source
- Giving incorrect information about the source of a quotation
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give acknowledgment or not.

Why is plagiarism wrong?

- Plagiarism is **stealing** another person's words, ideas or other material.
- Plagiarism is **lying** that the words/ideas/material you used are your own.
- Plagiarism is **cheating** yourself out of an opportunity to learn.

Preventing Plagiarism

To prevent plagiarism, we recommend this checklist:

- A. Consult with your teacher
- B. Plan your assignment
- C. Take good notes
- E. Make it clear who said what
- D. When in doubt, cite sources
- F. Know how to paraphrase correctly
- G. Evaluate your sources of information

ICS uses the MLA format for works cited. Each student will be given a handbook on how to cite sources used in their research assignments.

Please note: if you are found to have committed plagiarism at International Community School, your work will receive no mark.

The responsibilities of staff, students and parents

All ICS secondary school staff, students and parents will make sure that they are aware of the contents of this document and what academic dishonesty means. They should also make themselves aware of the consequences of academic dishonesty.

- **Parents** will speak to their children about the need to be honest and why it is important to be so in terms of academic progress.
- **Teachers** will explain what this policy means to students in the specific terms of the work that they are asking students to produce. They will also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative. They will also model good practice.
- **Coordinators** will ensure that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. They will investigate any suspected breaches of the standard in an open and fair way. Their recommendations to the Head of Secondary should be clear and reasoned.

- **The Head of Secondary, in consultation with the relevant coordinator,** will decide each case on its merits, and will communicate his or her decision clearly to all of those concerned with reasons for any findings.
- **Students** will recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

SECTION E

**SCHOOL BEHAVIOUR
MANAGEMENT**

DISCIPLINE POLICY

At I.C.S. we encourage all students to support our ethos of a community that celebrates diversity!

Discipline in the school is a system of rules for good behaviour. It has the following objectives:

- to create self discipline in young people and an acceptance of responsibility for their own actions
- to create the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect amongst members.
- to secure a consistent approach to the maintenance of discipline throughout the school.
- to instil in pupils high standards of behaviour based on self respect and respect for the rights of others and their environment, thus enabling them to become valuable members of the adult community.
- To promote courtesy, honesty, respect and tolerance for others.
- To foster a SAFE learning environment for ALL students.

This is the process that teachers follow when a discipline issue arise:

1.Step One

For reasonably serious discipline issues in the classroom (disruptive behaviour, not following school rules, etc.) students will be given a warning. The student will have three warnings, if the third and last warning is ignored the student must leave the classroom and will be send to the front office. The teacher and student will complete the incident report, when the lesson is finished. The student will serve an **after school detention**. The detention will be arranged to take place from 15:40 until 16:30. Parents or guardians should arrange transport for the pupil. Ms. Alexandra the Assistant Principal will telephone parents/guardians to let them know that the student must stay after school for detention. Students will be allowed to complete homework and must complete a detention sheet that will be included in the end of term report. During the detention a meeting will be arranged between the teacher and the student.

2.Step Two

This step is for very serious discipline problems such as fighting, bullying, foul and/or abusive language toward staff and other students and any physical or verbal threats towards anyone in the school community. **This will result in an instant one week of in school suspension or two days internal detention.** If a second serious discipline problem should occur students will receive one week of suspension out of school. Students will not be allowed to return to school until they and parents/guardians have had a meeting with the Head of the Secondary School and an individual behavioural plan is developed. If there is a third occurrence of a serious discipline problem, step four will be invoked.

If a student receives **more than 3 detentions** during the term for negative behaviours or because of late arrivals to school, a conference will be scheduled between the Head of Secondary School and the student's parent/guardian. The student must attend this meeting to develop a **behavioural plan**, which will aim at teaching new behavioural skills/strategies. The plan will be developed by the Head of Secondary School, Parent/ Guardian, Education Psychologist and the student themselves. Alternatively the student can be on report, a document where each teacher will record the student progress during the day.

3.Step Three

If after the behavioural plan there is no change in the student behaviour he/she will have a two weeks internal suspension.

4.Step Four / Exclusions

All staff, parents and children will be made familiar with the School's discipline policy and all exclusions will take place against the background of this Policy. Staff, parents, guardians and pupils will be in no doubt of the standards of behaviour expected, the consequences of not meeting these standards and the types of behaviour which are likely to lead to exclusion.

These might include:

- Interviewing the student and parents or guardians.
- Negotiating agreements with the student and parents.
- Issuing a formal warning.
- Removing the student for a limited period from a specific activity.

Expulsion is the only recourse left after all other methods of discipline have failed to curb the student's negative behaviour and they have consistently proved a disruptive, and unwelcome, presence within the school.

Exclusions will be seen as a positive measure designed to lead to an improvement in a child's behaviour in partnership with effective parental support.

There are two different types of exclusions:

Temporary Exclusion

All pupils excluded for a fixed period are expected to be able to return to the school as soon as the period of exclusion has expired.

Permanent Exclusions

Permanent exclusion will be used as a last resort, when all other reasonable steps have been taken, and when allowing the student to remain in the school would be seriously detrimental to the education or welfare of the person concerned or of other students.

Please note: I.C.S. has a NO TOLERANCE policy for drugs and weapons. Student safety is our number one priority. If a student is found in possession of drugs

and/or weapons the police will be called immediately and the student may be expelled from school.

Only the Head of Secondary School Ms. Brenda Murray and Mr. Philip Hurd Secondary Principal have the power to exclude a pupil from School.

5. Homework

Homework should be presented in an orderly format as prescribed by the subject teacher. Homework below standard should not be accepted. If homework is not complete on the date due, the student may be asked to stay in during lunchtime break to complete homework. If for any reason the student does not attend homework detention, he/she will get an extra detention and has to attend the next day's detention. If a student has three homework detentions during the same week, the student have to stay for one after school detention and parents will be contacted. If homework completion is a recurrent problem, parents will be contacted to arrange a meeting.

6. Attendance

If a student **arrives late for school** three times in the same week, the student has to stay for **after school detention** with the Assistant Principal who will contact the parents

7. Out of School

All the expectations are the same out-of-school (i.e. during excursions, going to park, etc.). ALL students are expected to adhere to all school rules throughout the full school day! During educational **activities out off site** the behaviour expected from students should be exemplary; they are representing not only their teachers but also the school. If there is any sign of misbehaviour or disruption during this activities like a visit to Imperial College, excursions, sports class or any other educational activity away from the school, the student will not be able to participate in the next trip or activity and will stay on the school premises with another year group.

(See chart one)

Behaviour	Consequences
Swearing in and out of class	Lunch time detention. Student will write an essay
Chewing gum	Clean tables and chairs during lunch time.
Using mobile phones or other electronic equipment	Confiscated for a day, if refusing to give it to the member of staff confiscated for a week.
Drinking fizzy drinks /Junk food brought to the school	Staff dispose the food or drinks in the bin
Being late for school and/or class /	Homework detention when is constantly late for class. After school detention after three times late to school.
Leaving school without permission	Meeting Assistant Principal or Secondary Principal
Fighting	Meeting with the Assistant Principal or Secondary Principal / suspension
No homework done	Lunch time detention. Assistant Principal
Being continuously unprepared for class (no books or equipment)	-Student will go to homework detention during lunch.

REWARDS SYSTEM AT ICS

At I.C.S. we encourage all students to support our ethos of a community that celebrates diversity. Students may earn certificates when they engage in both in and out of school in caring, cooperative, and pro-social ways, also when they show academic excellence.

Classes may earn term rewards.

Certificates can be awarded by any teacher/LSA and will be handed out during morning assembly by the teacher/LSA awarding the certificate.

Certificates will in most cases be handed in the classroom. Also certificates will be weekly awarded for exceptional behaviour, initiative, tolerance, community and service work, voluntary work.

Academic certificates will be awarded at the end of term.

All the achievement certificates will be included in the end of year Portfolios.

Gold certificate

This certificate will be awarded in a special end of the year assembly.

ANTI-BULLYING CODE

Principles

Every person has the **RIGHT** to feel secure and happy at International Community School.
Our school will not tolerate any unkind actions or remarks.

Any unkind actions or comments will be called bullying.

No pupil should suffer verbal abuse.
No pupil should suffer physical violence.
No pupil should feel victimised by another.

Every pupil has a **RESPONSIBILITY** to ensure that harassment is not tolerated.

Every student is **ENTITLED** to the respect of others.

Students are expected to report all forms of Bullying.

Staff guarantee to take the matter seriously and deal with each incident appropriately and discreetly.

Bullies can expect to be punished.

We are a 'telling' School – bullying is too serious not to report.

Bullying is one aspect of behaviour, which causes hurt and anxiety to pupils. The possibility of any form of bullying taking place in the school is an issue, which often causes parents some concern.

A student is considered to be a bully if she/he knowingly commits unkind acts towards another individual.

Bullying may include:-

Physical harm or threat of physical harm.
Destroying, damaging or hiding property.
Spreading rumours.
Name calling or teasing.
Deliberately excluding someone from an activity.

Any students who wilfully cause distress to other pupils will be accused of bullying.

All suspicions of bullying will be reported to the Assistant Principal or Principal of the School. alexandra.moreno@ics.uk.net

Any student accused of bullying will be confronted

PARENT / GUARDIAN INVOLVEMENT AND RESPONSIBILITIES

For discipline to be effective, parents and guardians need to co-operate with the school in matters of discipline and reinforce the school's effort at home.

Good behaviour as well as bad behaviour will be drawn to parents' attention and notice given of particular difficulties with an individual student.

In all major disciplinary situations, parental contact is vital, encouraging parents and guardians to shoulder some of the responsibility for helping to modify the student's behaviour. Parents will receive regular information about behavioural issues through the following:

- Parents or guardians meetings and Parents evenings.
- Assessment grades.
- Written subject reports.
- Telephone conversations with Assistant Principal
- Letters and e-mails
- Homework diary note.

In any disciplinary process the emphasis is on the positive approach of encouragement and praise, rather than negative criticism. Where it is considered that criticism is appropriate, it will be constructive in its approach and include advice on how to improve behaviour. Praise can be given in many ways.

Staff are required to maintain good order amongst the students and to safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Linked to this duty of care, the staff at ICS also has duty to act "in loco parentis" in the manner of caring reasonable parents. This applies to young people in their charge or for whom they are responsible at any one time.

Good behaviour is conduct which assists the school to fulfil its function specifically, to develop fully the potential of all children. Bad behaviour is conduct which prevents this, either when an individual (by behaving badly) prevents his own development, or when unacceptable conduct disrupts the development of other members of the school community. A high standard of behaviour is the norm in the school.

BEHAVIOUR MANAGEMENT POLICY

At the heart of good learning in the classroom is the need for good order. Within the school there is a clearly defined policy, agreed by members of staff as a whole. This maintains a reasonable balance between the welfare of the majority of the school community and those students whose behaviour gives rise for concern.

The smooth running of the school will depend upon a sense of corporate responsibility. It relies upon both students and teachers setting high standards of behaviour and work - through courtesy, punctuality, loyalty and pride in one's work.

The School will promote respect for others among the pupils. Staff and students will have a clear sense of what is important, what will be valued and what will not be tolerated. An effective system of communication will be maintained between the Head of Secondary school, Assistant Principal, staff, students, parents, guardians and all others concerned with instances of indiscipline.

Guidelines have been established regarding:

1. What sanctions are needed.
2. How they will be applied.
3. What is to be done when the sanctions used do not appear to work.

Rules will be designed to promote good behaviour and will make the distinction between serious and minor offences.

Good discipline, as we all know, is based upon a shared and clear understanding of the behaviour expected and recognition when students attain what has been asked of them.

We place special importance on helping students overcome their difficulties, recognising strengths and on giving praise and rewarding achievement.

Student Meeting Records

There is a clear approach to students who display behavioural problems. Students behaviour will be monitored systematically with a view to compiling case notes.

A full record of incidents that cause indiscipline will be completed on the incident record sheet, dated and signed, and added to the student's file.

This means that information is available for further action if necessary (eg. referral to Mr .Alan Andrew, Educational Psychologist). The record will note possible origins of the problem (eg. physical, emotional, academic or environmental).

It is important that parents and guardians appreciate that their opinions are being recorded as a basis for deciding whether the help of other professionals should be sought.

Racial Harassment

Racial harassment is "violence which may be verbal or physical, and which includes attacks on property as well as the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism."

(This is a working, not legal, definition from "The Commission of Racial Equality").

All incidents regarding racial harassment will be taken seriously, this kind of behaviour is unacceptable and will not be tolerated.

Staff must be alerted to emerging patterns of racial harassment, students should contact any member of the staff, Miss Alexandra or Ms Brenda to discuss any concerns

Sexual Harassment

All staff and students will seek to foster appropriate and responsible sexual behaviour and to deter and address offensive behaviour.

Rewards and Punishments

Students appear to achieve more, to be better motivated and to behave better, when teachers commend and reward their successes and emphasise their potential rather than focusing on their failures and shortcomings.

The assessment grades will be used to ensure that children are aware that their efforts are recognised.

Teachers will look for signs of deterioration in children's work, behaviour of physical appearance and find unobtrusively effective ways of letting students know of their concern, if necessary through the use of sanctions.

BEHAVIOURAL EXPECTATIONS

ALL students are expected to adhere to all school rules throughout the full school day! All the following expectations are the same out-of-school (i.e. during excursions, going to park, etc.).

Classrooms are your places of work. There need to be clearly understood rules and expectations to allow everyone to work successfully, safely, and enjoyably.

1. Start of lessons will be carried out at once and without argument.

- Wait quietly (inside or outside the classroom)
- Enter the classroom sensibly and go straight to your seat.
- Take off outdoor clothing and hang it up (headgear should only be worn for religious reasons)
- Take out pens, books and all necessary equipment immediately after you are seated, unless otherwise instructed by teacher.
- Be ready and attentive – teacher should not have to wait for you to be quiet.

2. During lessons

- When your teacher talks to the class, remain silent and concentrate.
- If the class is asked a question, put your hand to answer, do not call out (unless you are asked for quick ideas).
- Do not interrupt if your teacher is talking to another student.
- You are expected to work sensibly with your classmates – do not distract or annoy them.
- Homework must be recorded in your diary each day.
- Eating or drinking in class is not allowed (You may have a water bottle in class).
- Mobile phones, mp3s, Ipods, PSPs and other electronic equipment are not allowed to be used at anytime during the school day (in or out of school!). Expect them to be confiscated if used without permission. Where there is any misuse of mobile phones in the school, the management reserve the right to confiscate them on a permanent basis.
- You should not ask to be excused to go to the toilet. Expect to be refused unless your teacher decides that it is an emergency. Students should use the toilet between classes.

3. End of lessons

- You should not begin to pack away until your teacher tells you.
- When told, stand up and push in your chair, pick up any litter and leave the room tidy.
- ONLY when your teacher tells you to go may you leave the room.

4. All students should dress appropriately for school.

This means: clothes that are not too revealing, clothes free of offensive graphics or wording. The school reserves the right to ask a student to change clothes if deemed inappropriate.

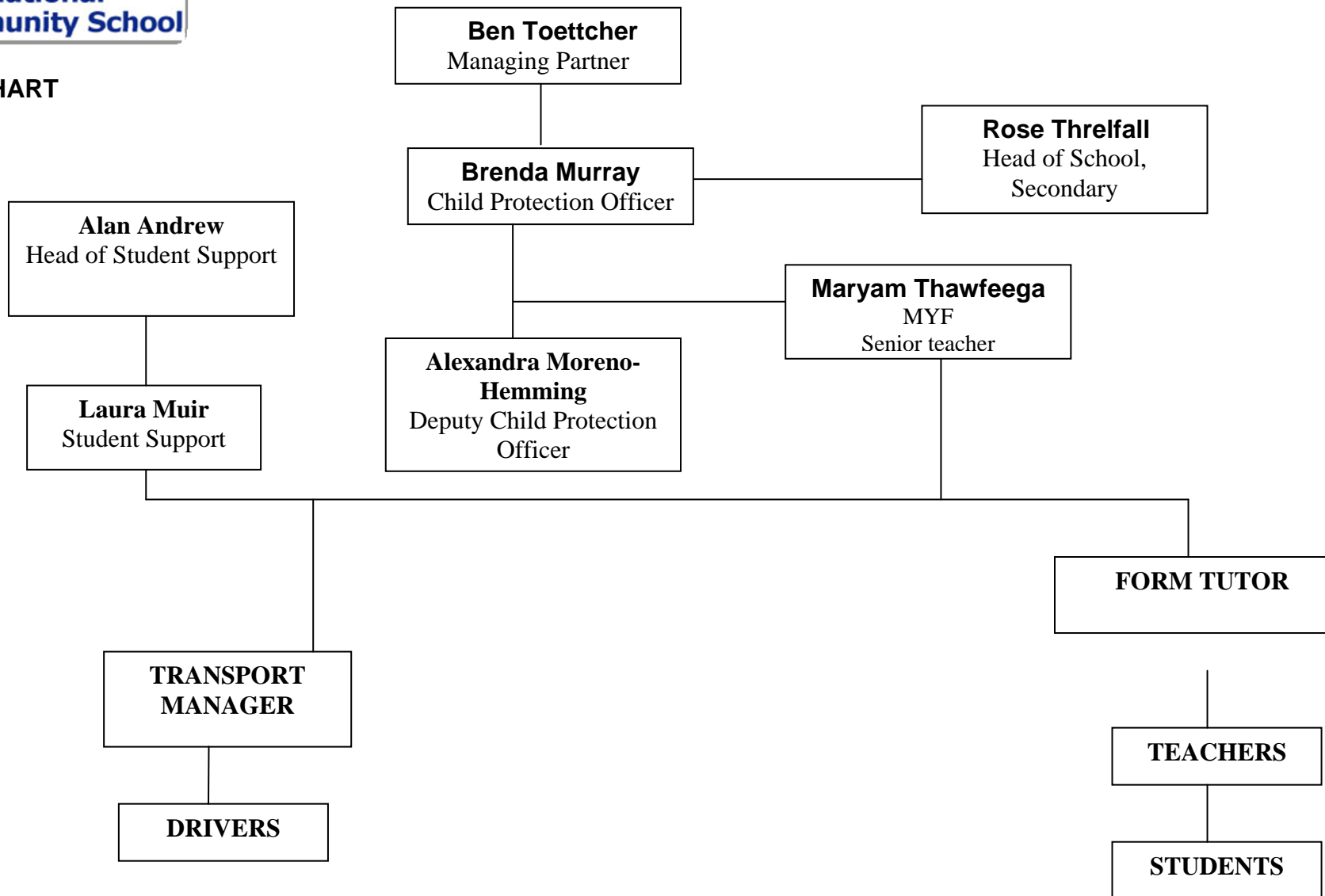
5. Finally, but most importantly

- Speak politely to everyone at all times.
- There is NO excuse for rudeness, disrespect or insolence towards teachers or fellow students. I.C.S. has a policy of celebration of diversity, which means we value and cherish those who are of different race, religion, social and economic status, sexual orientation, ability/disability, and gender.

Section F

**WELFARE & PASTORAL
CARE**

WELFARE CHART



WELFARE POLICY

Skola Welfare Policy

Juniors are students under the age of eighteen and their welfare is paramount at all times. The Protection of Children Act 1999 raised the barrier to eighteen. The Children Act 1989 which states that anyone caring for a child has responsibility for safeguarding and promoting the child's welfare has been further endorsed by Children Act, 2002 and 2004 and the ISA (Independent Safeguarding Authority) 2009-2010 has published a comprehensive guide to the practices and procedures to be followed when caring for juniors to which the school has contributed. All members of staff act in 'loco parentis' when they are engaged in activities both on and off the school premises.

Many areas of student welfare are referred to in separate sections of this handbook e.g. health and safety, the child protection, etc. The following is a synopsis of the school's policy on welfare issues.

Statement of aims

ICS is a small, caring school and the welfare of students is our number one priority. Welfare is a very broad term, but our focus is to provide students with a safe and supportive learning environment, one where they are listened to and actively cared for. The key person in this area is the class teacher but it is the responsibility of all academic staff members within the school. ICS will endeavour to put in place all supporting systems to safeguard juniors in our care in accordance with the Children Act of 1989 and all subsequent legislation.

The designated Child Protection liaison officer is the Principal in both Primary and Secondary. They are both supported by their Assistant principals who also deputise for them.

The role of the form teacher

The Form teacher is the person who bears the primary pastoral responsibility for the students in his or her form group. The Form teacher will register the students during the first 5 minutes of the morning and after lunch.

Collection of information

The Form teacher works closely with the Assistant Principal of Secondary to ensure that the induction procedure is followed and full information is available to the relevant people for each student.

Communication/Parents

Parents or guardians are welcome to discuss their child's progress with the Form teacher and all the subject teachers. If the parents/guardians need to be contacted for any reason this is done through the School administrator and Secondary Principal.

Communication between student and teacher can, of course, take place informally during the course of the school day.

Communication between student and teacher can also take place through the following forums:

Form Period – A chance to gain feedback for students regarding the school and any other pressing issues.

Feedback – Carried out by Assistant Principal of Secondary at various stages of the course. Teachers also conduct feedback with their students/ class on a regular basis.

Welfare Responsibilities

Every member of the staff has a responsibility for the welfare of the students.

The Head of Secondary School, Brenda Murray has overall responsibility for the welfare of our students. In her absence Rose Threlfall and /or Alexandra Moreno Hemming will deputise as the appointed person.

The Form teacher is the key person in the welfare structure for the student. Sometimes this relationship is not easily formed. Students are made aware that if they have a problem there are members of staff they can talk to. Equally, if they have a complaint, there are appropriate channels of communication within and outside of the school to follow. At induction, students are also given the Childline number. They can use it if they want to talk about something they do not want anyone else to know.

Students on the MYF /Foundation programme are also given the English Uk number, should they wish to make a complaint.

Accommodation / Homestay Providers

Skola's homestay services are outsourced to Perfect Host Homestay, an Accommodation Agency, which is responsible for the placement of our junior students in Host families.

All requests for homestay accommodation are passed to the Agency through our central Marketing team. The Agency responds to our office with the required placement information, which is then sent to the client/ student. If, in the course of the school day, a student has a problem to report with their accommodation, it is addressed by the Foundation Programme senior teacher. Regular feedback on accommodation and host families is sought by Ms. Maryam , the foundation programme senior teacher.

CHILD PROTECTION POLICY

Child Protection Policy

International Community School fully recognises its responsibilities for child protection and is committed to safeguarding and promoting the welfare of all its students as an overriding priority. The well-being of each student is paramount in all aspects of school life.

This policy applies to all staff, management and volunteers working in the school. The five main elements to our policy are to:

1. Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children by complying with procedures and practice laid out in Safer Recruitment in schools 2010. A central record of all checks and disclosures maintained by the Human Resources Department will attest to this practice.
2. Raise awareness of child protection issues and equip children with the skills needed to keep them safe through the school curricula, training in health and safety and developing the students' understanding of the School as a *Safe Zone*.
3. Develop and implement procedures for identifying and reporting cases or suspected cases of abuse through teacher and student induction programmes.
4. Support pupils who have been abused in accordance with the agreed child protection plan. In such cases staff will be guided and supported by the School's Student Support Department who will draw up and/or amend the student's existing individual education plan.
5. Establish a safe environment in which children can learn and develop: students are encouraged to report any concerns however small, to their class teacher and/or designated member of pastoral staff. Small classes facilitate a more vigilant staff and more frequent interaction with students. The staff to student ratio is high in the interest of maintaining a safe environment for students in our care.
6. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and followed up and in all proper circumstances, as set out in this policy, will be referred to an external agency such as the social services department of the local authority (**SSD**), the child protection unit of the police (**CPU**), the NSPCC or the Independent Safeguarding Authority (**ISA**). In each case, the matter should be referred to Westminster Child Protection Advisors.

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to: students represent their views through the student council, are encouraged to review behaviour plans and school rules and provide feedback to the staff and principal.
2. Ensure children know that there are adults in the school whom they can approach if they are worried: the student induction programme will name the designated people and other members of staff they can approach.
3. Include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse: The school encourages regular visits from the Local Community Police Liaison Officers and members of the Local Authority's Children's Social Care team.
4. Be alert to the medical needs of children, in particular those with medical conditions.
5. Operate clear and supportive policies on drugs, alcohol and substance abuse
6. Follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the DCSF to:

Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. The Principals of both the Primary and Secondary school are the named individuals responsible. In their absence their deputies take on this responsibility. Child protection issues and incidences are reported directly to the designated person.

The school owner, Ben Toettcher is the nominated responsible person: and Brenda Murray, Secondary School Principal is the designated Child Protection Officer.

7. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role. Staff and parents are informed through the respective school handbooks.
8. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection: The school's Continuing Professional Development programme places Child Protection issues on the agenda of all annual training programmes.

9. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the Secondary School Handbook for Parents and Guardians.
10. Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
11. Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences. The designated members of the Child Protection Team have regular training to remain abreast of changes in Children's Social Care and are committed to discharging their responsibilities in this area effectively.
12. Keep written records of concerns about children, even where there is no need to refer the matter immediately: the school is committed to maintaining records of any incidences or events both in the absence of serious concerns and in the event that they may signal more serious concerns.
13. Ensure all records are kept securely, separate from the main pupil file, and in locked locations: A designated safe place exists for the documents in question.
14. Ensure that every person working with the child in or associated with the school understands the need for confidentiality.
15. Develop and follow procedures where an allegation is made against a member of staff or volunteer.
16. Ensure safe recruitment practices are always followed and that staff responsible have undertaken the relevant training.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

1. The content of the curriculum;
2. The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
3. The school behaviour and anti-bullying policies, which support vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
4. Liaison with other agencies that support the pupil such as Children's Services, Child and Adult Mental Health Service (CAHMS), education welfare service and educational psychology service;

5. Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

The school complies with London Child Protection Procedures commissioned by the London Safeguarding Children Board (LSCB) to ensure that the students in school can achieve their potential and optimal outcomes throughout childhood throughout their teenage years into adulthood. These procedures set out how agencies (including the school, parent and Services) and individuals should work together to safeguard and promote the welfare of children.

The outline and structure that follows is based on the 3rd edition of the *London Child Protection Procedures 2007* and incorporates Government guidance on the **Every Child Matters** Programme, which was designed *to support front-line professionals, planners, senior management, commissioners and leaders in all agencies to achieve the best outcomes for children. The italicised sections have been taken from the 3rd edition manual.*

The standards include the following:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well-being
- Not cause harm to others

The Referral Process

As a school we have a responsibility and an obligation to refer a child to Children's Services at their Local Authority if we believe they have suffered significant harm, is likely to suffer significant harm or has developmental and welfare needs which are only likely to be met through the provision of family support services.

Parental Role in the Referral Process

The school is committed to sharing and supporting parents in ensuring the safety and well-being of their children. Where the need for a referral arises the school will inform parents and seek their agreement other than in cases where it is immediately clear that the child has suffered or is at risk of significant harm. The school will endeavour to openly and honestly address matters of concern to parents and treat parents with respect and dignity. If, after consultation with LA children's social care, it is concluded that a referral is required, the school will complete the appropriate referral form. The referral is evaluated on the day of receipt and a decision is made as to the next course of action.

The safety of the child is paramount at all times and in all circumstances.

Consideration is given to issues of diversity:

- The impact of cultural expectations and obligations on the family
- The family's understanding of UK law and their obligations as parents

The Assessment will be:

- Holistic
- Involve children and their families and their oral and written contributions
- Identify difficulties and build on strengths

An initial assessment is completed within maximum 7 days and is led by a qualified and experienced LA social worker. In consultation with their manager a decision is made as to whether the child will be seen or spoken to in the parent's absence and the timescale for interviews and information gathering from other agencies where relevant.

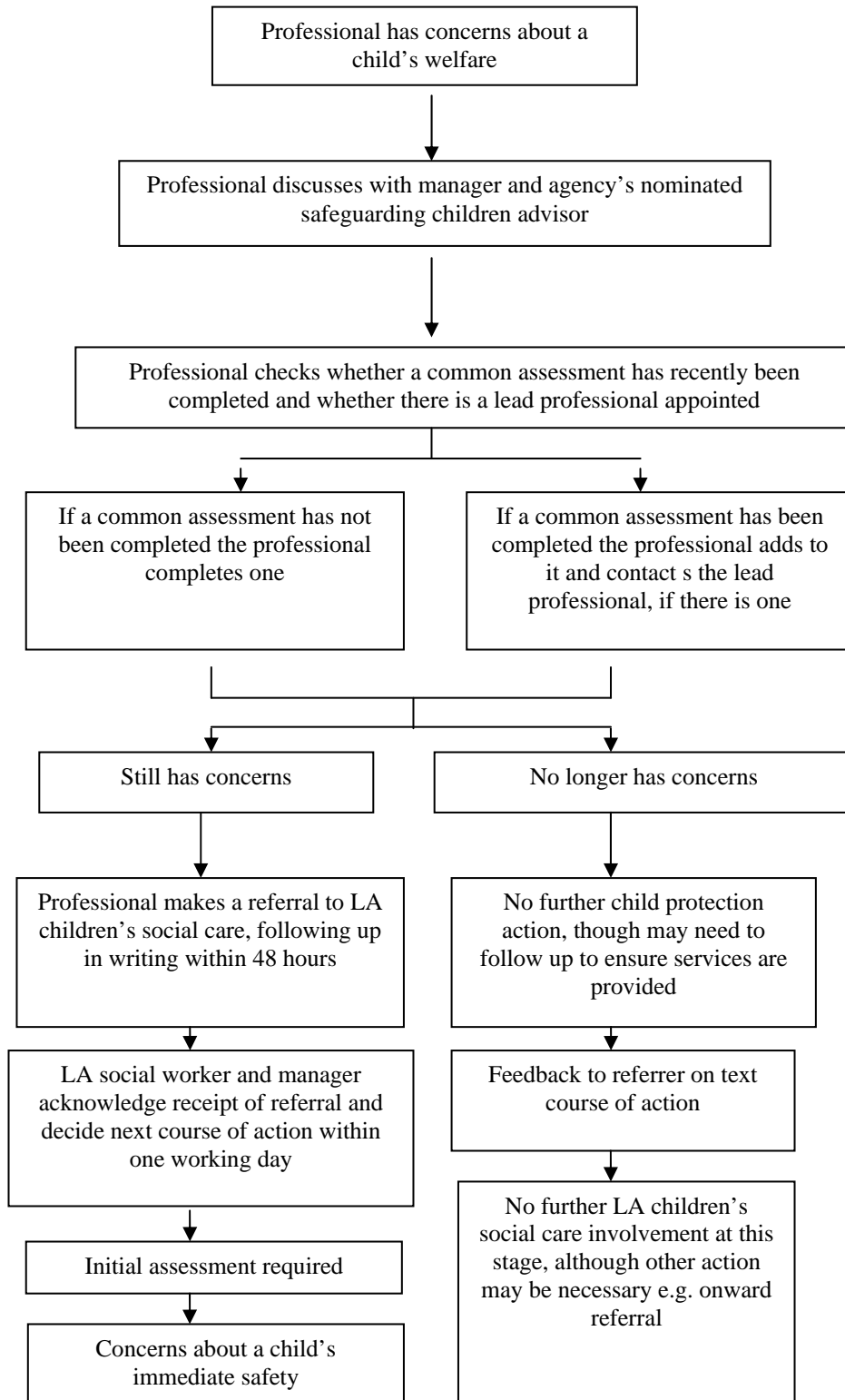
A core assessment is undertaken when a more in-depth assessment is necessary to understand the child's developmental or welfare needs. This will focus on the child's circumstances and parents' capacity to respond to those needs including the parents' capacity to ensure that the child is safe from harm now and in the future.

The Core Assessment Framework (CAF) is essentially the means of gathering and analysing information for the enquiry.

The Local Authority's Children's social care manager approves the outcomes of a core assessment.

Please see below outline of referral process.

Quick Referral Flowchart



The policy is considered alongside:

Behaviour Management Policy
Anti-bullying Policy
Student Support Guidelines
Health & Safety
Whistleblowing Policy

WHISTLEBLOWING POLICY

Whistleblowing is the term used for an employee raising concerns about practices and procedures in their workplace.

Every organisation – be it a business or public body – may face the risk of misconduct in their workplace. When this happens, usually the first people to realise or suspect will be those who work in or with the organisation.

ICS believes strongly that the best way to deal with a problem or a concern is to talk about it. Colleagues are encouraged to seek counsel from each other, or their direct line manager. In addition, concerns should be recorded, in writing.

In cases where colleagues do not feel that their concern is being addressed, a concern can be sent to a member of Management Team via email (colleagues are aware of email addresses) or via post (4 York Terrace East, London, NW1 4PT).

In cases where colleagues do not feel their concern has been addressed by the management team, the concern can be sent to Ben Toettcher, Managing Partner via email (ben@skola.co.uk) or post (21 Star Street, London, W21QB).

In cases where colleagues do not feel their concern has been addressed by the Managing Partner and when concerns are about practices and procedures for the safeguarding of children and young people, Ofsted have set up a pilot whistleblower hotline:

You can contact our hotline in three ways:

Call on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).

Email at whistleblowing@ofsted.gov.uk.

Write to: WBHL, Ofsted, Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA.

WHAT IS THE DIFFERENCE BETWEEN MAKING A COMPLAINT AND BLOWING THE WHISTLE?

When someone blows the whistle they are raising a concern about danger or illegality that affects others (e.g. customers, members of the public, or their employer). The person blowing the whistle is usually not directly, personally affected by the danger or illegality. Consequently, the whistleblower rarely has a personal interest in the outcome of any investigation into their concern - they are simply trying to alert others. This is very different from a complaint. When someone complains, they are saying that they have personally been poorly treated. This poor treatment could involve a breach of their individual employment rights or bullying

and the complainant is seeking redress or justice for themselves. The person making the complaint therefore has a vested interest in the outcome of the complaint and, for this reason, is expected to be able to prove their case.

For these reasons, it is not in anyone's interests if an organisation's whistleblowing policy is used to pursue a personal grievance. ICS has a grievance or complaints procedure and this will be more appropriate for making a complaint.

CONFIDENTIALITY

All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness.

ANONYMOUS ALLEGATIONS

This policy encourages you to put your name to your allegation whenever possible. Concerns expressed anonymously are much less powerful but will be considered at the discretion of the Management Team/ Managing Partner. In exercising this discretion the factors to be taken into account would include:

- the seriousness of the issues raised
- the credibility of the concern; and
- the likelihood of confirming the allegation from attributable sources

UNTRUE ALLEGATIONS

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. If, however, you make an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against you.

Further information on whistleblowing is available from the independent whistleblowing charity Public Concern at Work.

You can get free, confidential advice from Public Concern at Work. If you have witnessed wrongdoing at work and are unsure about what to do, a Public Concern at Work adviser can help you to decide whether and/or how to raise your concern. You can call on 020 7404 6609 or email helpline@pcaw.co.uk.

You can visit their website for further information: www.pcaw.co.uk. The website has guidance on whistleblowing legislation: www.pcaw.co.uk/law/uklegislation.htm.

EXTRACTS TAKEN FROM: <https://ofstedgov.com/Ofsted-home/About-us/Contact-us/Safeguarding-children-Ofsted-s-whistleblower-hotline>

EQUAL OPPORTUNITIES POLICY

Statement:

The Skola Organisation welcomes diversity and has a pro- active and positive attitude towards all areas of equality of access to opportunity.

Policy

It is the policy of the Skola Group of schools to treat staff and those seeking employment in the same way irrespective of their gender age, race, religion, or sexual orientation. This policy also applies to the treatment of those enrolled as students at the school and to those seeking to be enrolled. Furthermore, this is extended to the way parents and guardians of students and prospective students are treated by members of staff of the school. Skola is also committed to ensuring that its employees and students work in an environment free from intimidation or harassment.

Responsibilities

Every member of the academic and support staff has responsibility for the implementation of this policy. Any instance of doubt about the policy, its application or questions relating to any aspects of discrimination may be raised through the complaints procedure outlined previously.

Implementation

Any member of staff may use the grievance procedure to raise a complaint of discriminatory conduct towards them, alternatively the grievance maybe raised directly with the Skola London General Manager (Phillip Hurd) or Assistant Principal of School (Rose Threlfall). It is of great importance to us that all students and staff feel able to raise such matters and no one will be subject to any penalty for making a complaint unless it is untrue and made in bad faith. Any employee who is found to have harassed another employee or acted unfairly in relation to the above areas of equality of opportunity will be subject to disciplinary action. Serious instances of such behaviour will be regarded as gross misconduct and as such will result in summary dismissal in the absence of mitigating circumstances.

The above will also apply to students in Skola schools and serious breaches of this code will lead to exclusion from the school.

ATTENDANCE AND LEAVE OF ABSENCE POLICY

Maximum attendance from every child is required to benefit from the education we are offering at ICS.

Please be aware that it is the responsibility of all parents and guardians to report their child absence(s) from school and must formally request **leave of absence** during term time. Absence for any reasons other than illness and medical appointment must be authorized by the Secondary Principal eg, extended leave, religious observance.

Requests for leave of absence should be sent to the school no less **that two weeks** prior to the start of the leave. Parents and guardians are required to complete the "request for absence form" and must be explicit about the reason. You will then be contacted by the school with the decision. (see appendix for Request for Leave of Absence Forms).

Request for leave of absence cannot automatically be authorized and will only be granted in exceptional circumstances.

Any request for extended leave for more than 10 school days in school year will result in a discussion with a senior member of staff to look at option for ensuring continuity of education.

In exceptional circumstances where leave of absence is requested above and beyond a 10 day period, the school will base their decision on a student's previous history of attendance, stage of education and the nature of the request.

Where the school has not been notified of a student's absence for a period, we are required by law to report the child as missing to the Local Authority.

We appreciate that most parents do their best to make sure their children come to school every day that they can. Please remember these procedures apply to absence other than illness or medical reasons.

It is imperative that children do not miss out on unit of work and take full advantage of the opportunities provided by the school.

For students who take the school bus, we request that you inform the school bus service (Smartbus 01959700476) as early as possible on the day of absence. Please note it is necessary to also contact the school directly regarding the attendance.

Please telephone the school office to report student absence on either of the following numbers: 02074029273; 02074020416 by 9.00 am.

Alternatively, please email the school at administration@ics.uk.net by 9 am.

SECTION G

HEALTH AND SAFETY

Statement of policy and intent

The Managing Partner of Skola recognises his responsibility as an employer to provide a safe and healthy environment for the teaching and non-teaching staff, the pupils and other people who come onto the premises. All reasonably practical steps will be taken to fulfil this responsibility.

The site manager is required to draw up the necessary arrangements to secure compliance with all health and safety requirements, to write them down, to circulate this information to all staff, and subsequently to monitor implementation of the arrangements.

Ben Toettcher.
Managing Partner.

Safety Personnel

Health & Safety responsibilities for: INTERNATIONAL COMMUNITY

Please note that a Health & Safety Policy specific to each of the Skola sites is available to all members of Staff in the respective staff rooms.

The person with overall and final responsibility for health and safety lies with the owner / director **Ben Toettcher**.

.....
Ben Toettcher is the site Director of Health and Safety at 21 Star Street.
.....

Brenda Murray is the Site Manager at 21 Star Street for ICS

Alexandra Hemming is the Safety Representative. at 21 Star street.

Michelle O Connell is the Site Manager at No 4 York Terrace East
.....

The Site Managers named above are responsible for:
Yearly review of the Health and Safety Policy
Yearly Health and Safety Adult and Report Termly inspections
Termly health & safety committee meetings
Compliance with Health and Legal Regulations

First Aiders:

No.4 York Terrace

Katherine Tyler
Michelle O' Connell
Anoushka Dabholkar

21 Star Street

Stuart Pollard
Brenda Murray
Rose Threlfall
Sjors Dursemma
Kate Hemmingway
Laura Muir
Alexandra Moreno Hemming

Transport

Dexter John
Kenrick Kendell

Safety Representative's role:

To inform in writing the Site Manager of any Health and safety concerns observed by them or any member of staff or students.

Receptionist's role: To inform visitors of any health and safety hazards.

To call the Emergency services in the event of Fire

Incident Log book held on every site.

FIRST AID

The appointed First Aiders at Star street are Alexandra Moreno Hemming, Stuart Pollard and Brenda Murray.

At York Terrace, the First Aid Appointees are Michelle O Connell and Kath Tyler. They should always be the first person contacted in the case of any medical problem. If they are off the premises a deputy will act for them as nominated.

Points of Importance

First aid should only be administered by a qualified first aider. In the absence of a first aider, reception should be contacted.

First Aid boxes are kept in the reception office and in the staff room. They are checked regularly by the appointed person to see they conform with the law. First aid boxes are also kept on the minibuses. If an injury occurs away from school, first aid help should be sought from the site being visited. Otherwise, an ambulance should be called.

The first aider should decide whether or not an ambulance should be called. Where possible the first aider should call the ambulance him/herself. A member of staff will accompany any student to hospital. On no account should provision of urgently needed medical attention be delayed pending the arrival of parents.

Accidents

The Secondary Principle is informed of what has taken place and a decision is taken as to the appropriate action. First aid is administered where necessary and if any doubt lingers the student is taken to St Mary's Hospital in Paddington. The Health and Safety representative is the Site manager, who is responsible for statutory notification and accident investigation.

Parents are informed of any serious accident at the earliest possible notice and in the case of a minor accident a letter or phone call to the home will inform parents/guardians of the incident.

Illnesses and Diseases

When a child is unwell the best place for them is at home with an adult. If a child becomes ill at school the parents/host family should be contacted through the main office and arrangements made for the child to be collected.

Prescribed medicines will not be administered at school for the first two days of the medicine being taken. On the third and subsequent days prescribed medicines can be dispensed provided that a written request, with details of the medicine involved, frequency of administration and dosage, is obtained from the parent. The parent must be responsible for providing the medicine in question in a suitable container clearly labelled with the child's name and directions for administration, and for replenishing supplies as necessary. The medicine must be kept locked in the school safe. The organisation reserves the right not to administer medicines for any reason.

Unprescribed drugs must never be given to children.

Some infectious diseases are notifiable. The student's doctor should inform the school of any precautionary measures to be implemented. In the case of overseas students manifesting any strange symptoms it is essential to take quick action and remove them from school where they might infect others.

The school has contracted with a firm called SOS Doctors to provide emergency 24 hour cover (0207 603 3332) to all staff and students within 4 miles radius of school. There is a call out charge of £90. This can be covered by medical insurance (best policy 'International Students Travel Insurance': Endsleigh Insurance), which all students are advised to take on personal payment.

List of notifiable infectious diseases

Diphtheria	Tuberculosis
Hepatitis A	Dysentery
Measles	Scarlet Fever
Meningitis	Poliomyelitis
Sars	Food poisoning (including
Typhoid	salmonellosis)
Non specific gastroenteritis	Swine flu

It is not permitted to administer any drugs to any child at school except for prescribed drugs (see above)

In all medical situations, staff should consult with the management and/or first aider on site.

Fire Regulations

Fire drills are held regularly throughout the year. When the fire alarm sounds stop what you are doing and leave the room in an orderly manner with your teacher.

If there is a fire:

- Break the glass on the fire alarm
- Leave the building quickly and quietly
- Do not take anything with you
- Wait for your teacher outside the school with your class
- Do not go back into the building.

SMOKING POLICY

There is a strict 'no smoking policy' for students and staff on the school premises and offsite on any school activiti

SCHOOL TRANSPORT

The Transport Department

The school owns 3 minibuses and employs 3 full-time drivers.

The school drivers are full members of the school and are checked by the relevant bodies and overseen by the transport management department.

The fleet of minibuses is available for the International Community School and English Study Tours and occasionally other parts of SKOLA. This usage is co-ordinated by the transport management department.

All transportation of students on school business is, as far as possible, performed by this department.

Health, Safety and Welfare Issues

Drivers are fully qualified and the transport management has a Certificate of Professional Competence in Transport Operations (Royal Society of Arts)

Drivers are initially qualified in First Aid with regular up-dates.

Seat maximums are strictly adhered to.

All drivers are equipped with mobile phones. Parents, teachers and management are all provided with these numbers.

The transport management also carries the emergency numbers, which is given to all staff, parents and students. These numbers are 01959 700476 or 07802 401270

All minibuses are fitted with fire extinguishers and first aid kits.

On all trips during the school day, the students are to be accompanied by a teacher in addition to the driver.

All minibuses are fitted with seatbelts. The drivers have been instructed not to drive unless all passengers are wearing belts.

The fleet is regularly renewed and all vehicles are frequently serviced.

The International Community School have an overriding commitment to providing a safe, supportive and friendly environment for our students from the moment they are collected in the morning to the time they are dropped off at home in the evening.

The transport department's role in securing this is pivotal.

Sample letter

Dear.....,

I am writing to confirm transport arrangements to and from school for _____.

_____ will be picked up in the morning at _____ and will be dropped off at home at _____ in the afternoon. In both of these cases, please allow 10 minutes either side of these times to allow for traffic variation. The minibus driver can be contacted personally on mobile number.....and, in case an emergency the number to ring is 01959 700476 or 07802 401270.

If there is a significant traffic problem the driver will phone you to give advance warning. If the driver needs to ring on the doorbell he will wait for 2 minutes only. This is very important as a delay could upset the entire schedule. Parents can help to minimize disruption by ensuring that their children are ready to the school bus when it arrives.

We are committed to providing you with the highest quality transportation for your children. Please contact me if you have any problems/comments regarding ICS transportation.

Thanking you in advance for your co-operation,

Regards,

Transport Manager

STUDENTS AND THE ICS BUS SERVICE

Students at ICS may use the School's minibus service to come to and from school each day and/or throughout the academic day to access sports facilities, trips and cultural activities within the London area. Trips to our country Campus in Bawdsey, Suffolk, might also be in one of our School buses, but more commonly in a larger coach.

We strive to operate a transport service that has safety and security at the forefront of its operations. We also want our passengers to travel in comfort and to enjoy journeys away from School. This is best achieved when passengers are well behaved and respectful both to each other and to their driver. To this end we have developed a set of simple rules and procedures for all students, which are fully explained to first time passengers.

Travelling to school each day by the ICS Transport Service

If a student would like to use the morning and afternoon door-to-door minibus service to get to and from School, the Admissions Office will facilitate this service.

This service has been designed with safety and security at the forefront of its operations and aims to transport the children to and from school as comfortably and efficiently as possible.

Once a place on the service has been confirmed by the Admissions Office, a letter will be sent to the student's home confirming the daily pick-up and drop off times and a list of telephone numbers pertaining to the driver, transport management and school office. Students must be ready at this time for immediate pick-up as even slight delays can impact the run severely. Drivers have been told to wait no longer than 2 minutes at each address for late-comers, so it is important that students are ready waiting for the bus each morning. Pick-up and drop down times are determined during normal traffic conditions. In both of these cases, please allow for up to a 15 minutes delay which can occur if traffic is unusually busy.

If there is a delay of more than 15 minutes in the arrival time of the school bus, the driver will ring you to give advance warning. The service is door to door, and where possible the driver will ring the doorbell to announce his presence in the morning, and will see the student through the building front door in the afternoon. Please note that if a student's home address has restrictive traffic regulations outside e.g. a red route, bus lane only, no stopping regulations etc, special arrangements will need to be made with the transport management, so that a safe pick-up and put-down procedure can be executed.

With new students joining ICS throughout the school year, occasionally bus routes can be subject to change, resulting in a change of driver or a pick up time. Students will be informed of this in advance either by telephone or in writing. If your child is not coming to school on a particular day or week, please inform the driver and the school.

Students travelling on the school bus are expected to demonstrate excellent behaviour at all times and to be respectful of all travelling with them. Our basic School Rules apply as follows:

- Enter the bus in an orderly manner once the driver has told you, you may do so
- Find a seat and do up the seat belt. The bus will not move until all have 'buckled up'
- Enjoy the trip and remember to keep conversation at an appropriate level
- Do not take the seat belt off until the driver has told you to do so
- Do not eat or drink on the bus
- Do not leave rubbish behind when you leave the bus
- Thank the driver and walk away from the bus in an orderly manner when instructed
- Any misbehaviour on the bus will be managed by the driver and/or teacher using the ICS regular Discipline policy

EMERGENCY SITUATIONS

Parent/Guardian Not at Home

It is the responsibility of parents/guardians to ensure that a responsible person is waiting at the kerb or door to meet the school bus on its arrival. However, it will be deemed adequate if the driver can see this person in the doorway of the house.

If, for whatever reason, there is nobody present to accept the child, he/she will be retained on the bus while the driver calls the Transport Management who, in turn, will contact ICS for instructions. The driver may then continue the school run dropping the child off en route to either the home address, or back to the school, whichever is deemed necessary.

Route Cancellation

If in the unlikely situation the Transport Management deems conditions too dangerous for the School minibus to operate (e.g. severe weather conditions), the route will be cancelled. Each family on the route will then be contacted, told why the route has been cancelled and any other instructions issued by the School. If the School is able to open for the day, parents have the choice of bringing their children to and from school that day themselves or keeping their children at home – this will be a decision based upon the parents/guardians own assessment of the circumstances.

Section H

COMPLAINTS PROCEDURES

COMPLAINTS POLICY

Complaints Procedure for Parents and Legal Guardians

ICS has long prided itself on the quality of the teaching and pastoral care provided to its students. However, if parents/guardians do have a complaint, they can expect it to be treated by the School in accordance with this Procedure.

ICS comprises two schools: the Primary School (inclusive of the Nursery and Reception classes) and the Secondary School. Each school department has its own a) Principal and b) Secondary Principal. The School is owned by three SKOLA Managing Partners. In this procedure, references to “the Principal and Secondary Principal” mean the Principal or Head of the School i.e. the primary or secondary department, of which the parents’/guardians’ child is a member.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential (for three years) except in so far as disclosure is required by law or in the course of the School’s statutory inspections.

A copy of this procedure can be found on the School’s website and is available to: (a) the parents/guardians of students and prospective students at the School; (b) students at the School; and (c) faculty.

Please note that no complaint may be brought under the Procedure in relation to the non-payment of any sum(s) owing to the School. If a parent/guardian has a complaint regarding any action taken (or proposed to be taken) by the School as a result of his/her failure to pay any sum(s) owing to the School the parent/guardian may write to the School Bursar, who will refer the matter to the Managing Partner.

1. Informal Resolution

- a) It is hoped that most complaints and concerns will be resolved quickly and informally
- b) If parents have a complaint or concern they should, in the first instance, contact their son’s/daughter’s teacher. In most cases, the matter will be resolved. If the teacher/parent cannot resolve the matter alone, it may be necessary for him/her to contact the Primary, or Secondary Principal.
- c) Any complaint made directly to the Primary/Secondary Principal will normally be referred to the relevant teacher/staff member unless the Primary/Secondary Principal deems it appropriate to deal with the matter personally.
- d) Teachers and the Primary/Secondary Principals will keep anecdotal records of concerns and complaints on the date when they were received and reviewed. The Primary/Secondary Principal/teacher/staff member will document the outcome in a letter to the parent/guardian.

Most complaints will be resolved informally. Should the matter not be resolved within 14 days or in the event that the teacher or principal and the parents/guardian fail to reach a satisfactory resolution then the parents/guardian will be advised that they may follow a formal procedure.

2. Formal Resolution

- a) If the complaint cannot be resolved on an informal basis, then the parents/guardians should put their complaint in writing to the relevant Secondary Principal. The Secondary Principal will decide, after considering the complaint, the appropriate course of action to take.
- b) In most cases the Secondary Principal will speak to the parents concerned, normally within 7 days of receiving the complaint, and will discuss the matter. If possible a resolution will be reached at this stage.
- c) The Secondary Principal may need to carry out further investigations.
- d) The Secondary Principal will keep written records of all meetings and interviews held in relation to the complaint.
- e) Once the Secondary Principal is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents/guardians will be informed of this decision in writing. The Secondary Principal will also give reasons for the decision.
- f) If parents/guardians are still not satisfied with the decision, they should proceed to address the issue to the schools' Managing Partner who will appoint another senior colleague within the SKOLA Group of Schools, who has no prior involvement, to review the evidence and report back to the parents in writing within 3 working days. Alternatively the parents may request a formal Panel Hearing (Stage 3).

3. Panel Hearing

- a) If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution) they should send written notice of their complaint to the Managing Partner. The matter will then be referred to a Complaints Panel for consideration.
- b) The Panel will consist of at least three persons who have not been directly involved in the matters detailed in the complaint. At least one member of the Panel shall be independent of the management and running of the School.
- c) Each of the Panel members shall be appointed by a Managing Partner.
- d) If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 3 days prior to the hearing.
- e) A Panel hearing will take place as soon as practicable and normally within 28 days of Managing Partners' receipt of the complaint.
- f) In the case of a complaint regarding a student's suspension or exclusion, the Secondary Principal shall have complete discretion as to whether to implement the suspension or exclusion of the student, pending the Panel's decision.
- g) At least 7 days before the hearing, the Secondary Principal shall submit to the Panel a written statement setting out their own views in relation to the parents'/guardians' complaint. A copy will also be given to the parents/guardians by the Panel.
- h) Where the investigation is required, the Panel will decide how it should be carried out. If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of

the hearing. Copies of such particulars shall be supplied to the parents/guardians not later than three days prior to the hearing.

- i) The Panel may conduct such interviews before the hearing as it sees fit. The Panel will arrange for the parents to be given before the hearing either a copy of the minutes of the interviews or a summary of the comments made by the interviewees that are relevant to the parents complaint.
- j) At least 3 days prior to the hearing the parents shall submit to the Managing Partner copies of all documentation they intend to reply upon at the hearing.
- k) On request, the parents/guardian shall be provided with a copy of the child's school file.
- l) The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- m) If possible, the Panel will resolve the parents'/guardians' complaint immediately, without the need for further investigation.
- n) The Chair of the Panel will not normally permit any person under the age of 18 or any student at the School to attend the hearing.
- o) If the Chair of the Panel reasonably believes that the Panel should hear evidence from an individual in private i.e. in the absence of the parents/guardians bringing the complaint or any third party, he/she may so decide. In these circumstances, the parents/guardians will be given reasons for that decision. The parents/guardians will be given a summary of the individual's evidence after the event if the Chair believes the evidence to be relevant to the parents'/guardians' complaint.
- p) The Panel may make decisions by majority vote.
- q) The Panel's findings in relation to the parents/guardian's complaint shall be documented in the form of a report.
- r) Within 10 days after the hearing, the Chair will send the parents and Secondary Principal a copy of the Panel's draft report. If the parents'/guardian believe that the Panel has not accurately summarized their complaint in the report, the parent/guardian shall inform the Chair in writing within seven days thereafter, giving details of the alleged inaccuracies. If the Secondary Principal believes that the Panel has not accurately summarized his views in relation to the parents'/guardians' complaint, he/she shall likewise inform the Chair in writing within 7 days thereafter, giving details of the alleged inaccuracies. The Panel shall then finalise its report.
- s) After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations which it shall complete within 28 days of the hearing..The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Secondary Principal, the Managing Partner and where relevant, the person complained of.
- t) The School should maintain a record of all parent/guardian complaints for at least three years for regular review by a senior member of faculty. The record shall indicate whether a complaint was resolved at the preliminary stage or proceeded to a panel hearing.
- u) Subject to the rules set out in this document, the Panel may regulate their proceedings as they see fit.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003, where disclosure is required in the course of the school's inspection or where any other legal obligation prevails.

Amended by the SMT, June 2010

SECTION I

APPENDIX

ICT POLICY

The Use of Computers, the Internet and Electronic Mail

Acceptable Use Policy

Access to e-mail and the Internet enables students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world.

While the purposes of the school are to use Internet resources for constructive educational goals, there is always the unlikely possibility that pupils may find ways to access other materials. We believe that the benefits to pupils from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources.

What is expected?

Pupils are responsible for appropriate behaviour on the school's computer network just as they are in a classroom. Communications on the network are often public in nature. General school rules for behaviour and communications apply. It is expected that users will comply with acceptable standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. Each user is personally responsible for his/ her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

What are the rules?

Introduction

The use of ICT to create, manipulate, search and acquire information is an extremely valuable resource, which is why the school invests so much in providing the best possible system for staff and students to use. However, as with all technologies, there is always the potential to misuse and abuse as well as use the resource. This policy is designed to assist staff and students to use the school computers to their full benefit whilst ensuring that the equipment is used properly and all users kept safe. It is divided into a number of sections:

1. Good practice in using computer equipment
2. Use of passwords and user ids
3. Safe and acceptable use of the Internet and e-mail
4. Reporting procedures
5. Sanctions

This policy applies to **all users** of the school network.

1. Good practice in using computer equipment

Computer equipment is expensive and somewhat delicate. It is important therefore that it is used appropriately. This will ensure that when people need a computer it will be available and not being mended because of carelessness.

- The school computers are provided for **schoolwork**. Please use them only for school-related activities unless a member of staff has given you permission.
- All students in Full Curriculum MYP, SEN and MYF programmes should always **be supervised** when using computers. All users given permission to use the computers unsupervised have to use them in accordance with this policy.
- Before **printing**, please use the Print Preview option and spell checker to check your work. Ask your teacher for authorisation to print. Only print one copy at a time. You have access

to a Print Manager to use it to stop a document you have sent to print which is wrong. If you want many copies of a document, only print one and then photocopy it.

- **Never remove or attempt to fix hardware** in the computer rooms. This includes printer jams and swapping broken mice or other hardware. You may accidentally cause further problems. The ICT staff will do their best to fix all problems as quickly as possible so ask them.
- **Installing software** yourself may well lead to problems with the computer for others and is also a potential source of virus infections. Do not install any programmes. You will be treated with great suspicion if you are found to have installation disks in the floppy disk drive so please do not bring them to school. You should not have any executable files (programs) in your user area.
- You should only attach documents to e-mails if they are relevant to your schoolwork. Large **attachments** slow down the system and clog up the servers. Do not use the computers to manage your social life.
- **Storage capacity:** Users are expected to remain within allocated disk space and delete e-mail or other material, which take up excessive storage space. You should save a copy of all important work on a USB or other storage device. This should be done soon after opening a new file to avoid data loss. Each student must have a USB.

2. Use of passwords and user ids

- Make sure your password is not easy to guess and never reveal it to anyone.
- Change your password regularly
- You must never use someone else's name and password
- Report immediately if you think someone else has been using your password.

3. Safe and acceptable use of the Internet and e-mail

- Students are not permitted to engage in chat/ MSN messaging with any other Internet user. Such communication is only permissible for approved educational purposes, e.g. contacting another school, asking an expert for educational information with approval of the teacher.
- Never reveal your name or any details about yourself on the Internet. You will not need to enter personal details on any website or e-mail strangers as part of your school studies.
- If a stranger contacts you through e-mail, tell a member of staff immediately. **Do not reply.**
- If at any time you feel uncomfortable about something you see on the Internet or e-mail you receive, report it immediately to a member of staff.
- Do not use offensive language in e-mails or write about other people.
- Do not download games, programs or screen savers. If they are in your area they will be deleted and you may lose your Internet access.

4. Reporting Procedures

It is very important that you report any incidents that make you feel uncomfortable or unsafe. It also helps if you let the ICT staff know as soon as possible of any faults you find with the computers or printers so that they can be repaired quickly.

- If students encounter an unacceptable website, misuse of email or misuse of the school network, report the matter immediately to the nearest member of staff and appropriate action will be taken.

- Report any computer problems to the staff member supervising you. They will be able to fix it or report the problem to a member of the ICT staff.
- Please do not attempt to fix the problem yourself.
- The school ICT management staff reserve the right to inspect all material held on the school network including e-mail. Regular checks are made for unauthorised or offensive material.

5. Sanctions

The school takes its responsibilities very seriously over the proper use of computing resources. Disciplinary action will be taken against the minority of students who abuse the trust placed in them.

- All matters will be reported through the normal school disciplinary procedures and may well lead to further sanctions including being placed on detention.
- Students found misusing the network in any way will be warned and may be placed in detention.
- Repeat offenders are liable to be locked out of the school network and refused the use of it under carefully supervised conditions e.g. in ICT lessons.
- In cases of gross misconduct (deliberate viewing of inappropriate material, persistent misuse of network resources, passing of abusive or obscene messages and material, deliberate tampering with computer equipment etc.) students will lose all rights to use computer equipment.
- It is important to note that the possession of certain offensive material and the use of computers to pass offensive and/or abusive material are criminal offences and in these cases, where there is clear evidence of such abuse, the police may be involved in any proceedings.
- The same rules apply to the use of laptops, personal computers, phones or other electronic equipment with the Internet access.

The Use of Computers, the Internet and Electronic Mail ***Guidelines to follow***

In simple terms the following guidelines will be explained to students:

- Do not use computers to harm other people or their work.
- Do not damage the computer or the network in any way.
- Do not interfere with the operation of the network by installing illegal software, shareware or freeware.
- Do not violate copyright laws.
- Do not view, send or display offending messages or pictures.
- Do not share your password with another person.
- Do not waste limited resources such as disk space or printing capacity.
- Do not waste paper and ink/ toner unnecessarily.
- Do not trespass in another user's folders, work or files.
- Do notify an adult immediately, if by accident, you encounter materials that violate the rules of appropriate use.
- BE PREPARED to be held accountable for your actions and for the loss of privileges when the Rules are broken

NET BOOKS POLICY

ICS NETBOOK LOAN CHARTER 2010/2011

FOR STUDENTS

We are excited about the introduction of netbooks as a valuable digital tool for learning. Our students will be expected to use the netbooks appropriately following the conduct outlined in the Netbook Loan Charter.

Student name and surname: _____
Parent/Guardian name and surname: _____
Netbook User Account No: _____
Netbook Registration No: _____

Purpose

The school ICT initiative "Using netbooks for e-learning" aims to improve student learning experiences both in and out of the classroom. The students may use the netbook for a particular topic of work, school projects or need.

Ownership

The loaned netbooks remain school property and ownership is not transferable to students. If the loaned netbook gets damaged or lost, the student will be required to replace the netbook.

Please note: a Netbook Loan Charter must be provided to the students and signed before the netbook will be loaned.

Students and parents/guardians must carefully read this charter prior to signing it. Any questions should be addressed to the school and clarification obtained before the charter is signed.

Netbook Loan Charter

I have read the Netbook Loan Charter.

I understand my responsibilities regarding the use of the digital netbook and the Internet.

In signing below, I acknowledge that I understand and agree to the Netbook Loan Charter.

I understand that failure to comply with the Netbook Loan Charter could result in loss of future loan permission.

Signature of student: _____ Date: / /

Signature of parent/guardian: _____ Date: / /

PLEASE SIGN AND RETURN THIS PAGE TO THE SCHOOL

LOAN CHARTER

1. Purpose

The digital netbook is to be LOANED as a tool to assist student learning both at school and at home.

2. Equipment

2.1 Ownership

2.1.1 The student must bring the netbook fully charged to school every day if required. Chargers should be left at home.

2.1.2 The school retains ownership of the netbook.

2.1.3 All material on the netbook is subject to review by school staff. If there is a police request, ICS will provide access to the netbook and personal network holdings associated with your use of the netbook.

2.2 Damage or loss of equipment

2.2.1 All netbooks and batteries are covered by a manufacturer's warranty. The warranty covers manufacturer's defects and normal use of the netbook. It does not cover negligence, abuse or malicious damage.

2.2.2 Any problems, vandalism, damage, loss or theft of the netbook must be reported immediately to the school.

2.2.3 In the case of suspected theft, a police report must be made by the family and an event number provided to the school.

2.2.4 In the case of loss or accidental damage, a parent/guardian should write and sign a statement about how it happened.

2.2.5 Netbooks that are damaged or lost by neglect, abuse or malicious act, may need to be paid for. The Director of ICT will determine whether replacement is appropriate and/or whether or not the student is responsible for repair or replacement costs and whether or not the student retains access to netbook loans.

2.2.6 Students will be required to replace lost or damaged chargers.

3. Standards for digital netbook care

The student is responsible for:

- i) Taking care of netbooks in accordance with school guidelines.

- ii) Backing up all data securely. This should be on a memory stick, online storage or on other external storage device. Students must be aware that the contents of the netbooks may be deleted and the storage media reformatted in the course of repairs.

- iii) Never damaging or disabling digital netbooks, netbook systems and networks or establishing, participating in or circulating content that attempts to undermine or bypass netbook security mechanisms for either software or hardware.

4. Acceptable computer and Internet use

4.1 Students are not to create, participate in, or circulate content that attempts to undermine, hack into and/or bypass the hardware and software security mechanisms that are in place.

4.1 Access and Security

4.1.1 Students will:

- not disable settings for virus protection, spam and filtering that have been applied as a departmental standard.
- ensure that communication through Internet and online communication services is related to learning.
- keep passwords confidential, and change them when prompted, or when known by another user.
- use passwords that are not obvious or easily guessed.
- never allow others to use their computer or network account.
- log off at the end of each session to ensure that nobody else can use their computer or network account.
- promptly tell their supervising teacher if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable.
- Immediately report to supervising adult (teacher/parent/guardian) if another online user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.

- never knowingly initiate or forward emails or other messages containing:
 - a message that was sent to them in confidence.
 - a computer virus or attachment that is capable of damaging recipients' computers.
 - chain letters and hoax emails.
 - spam, e.g. unsolicited advertising material.
- never send or publish:
 - unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments.
 - threatening, bullying or harassing another person or making excessive or unreasonable demands upon another person.
 - sexually explicit or sexually suggestive material or correspondence.
 - false or defamatory information about a person or organisation.
- ensure that personal use is kept to a minimum and Internet and online communication services are generally used for genuine curriculum and educational activities. Use of unauthorised programs and intentionally downloading unauthorised software, graphics or music that is not associated with learning, is not permitted.
- never damage or disable computers, computer systems or networks of ICS.
- ensure that services are not used for unauthorised commercial activities, online gambling or any unlawful purpose.
- be aware that all use of Internet and online communication services can be audited and traced to the e-learning accounts of specific users.

4.2 Privacy and Confidentiality

4.2.1 Students will:

- never publish or disclose the email address of a staff member or student without that person's explicit permission.
- not reveal personal information including names, addresses, photographs, credit card details and telephone numbers of themselves or others.
- ensure privacy and confidentiality is maintained by not disclosing or using any information in a way that is contrary to any individual's interests.

4.3 Intellectual Property and Copyright

4.3.1 Students will:

- never plagiarise information and will observe appropriate copyright clearance, including acknowledging the author or source of any information used.
- ensure that permission is gained before electronically publishing users' works or drawings. Always acknowledge the creator or author of any material published.
- ensure any material published on the Internet or Intranet has the approval of their teacher and has appropriate copyright clearance.

4.4 Misuse and Breaches of Acceptable Usage

4.4.1 Students will be aware that:

- they are held responsible for their actions while using Internet and online communication services.
- they are held responsible for any breaches caused by them allowing any other person to use their e-learning account to access Internet and online communication services.
- the misuse of Internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

5. Monitoring, evaluation and reporting requirements

5.1 Students will report:

- 5.1.1 any Internet site accessed that is considered inappropriate.
- 5.1.2 any suspected technical security breach involving users from other schools or other organisations.

AFTER SCHOOL TUITION

If you require after-school tuition for your child, you will need to purchase a book of vouchers for a minimum of 5 lessons. Once the vouchers have been purchased, your child can begin having after-school tuition. Your child will need to present a voucher to the teacher every time they have a lesson.

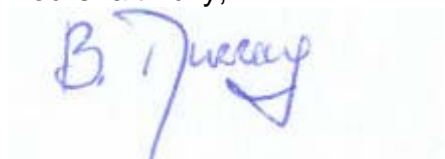
Please give after-school tuition requests and payment to Ms Leila Ryabova at the front office and you will be given the vouchers on the same day.

If you do not use all the vouchers, please return the unused vouchers in marked envelope and you will be reimbursed for the appropriate amount.

Lesson Duration	Tuition at school			Tuition at home		
	Lesson cost	Book of 5 vouchers	Book of 10 vouchers	Lesson cost	Book of 5 vouchers	Book of 10 vouchers
1 hour	£45.00	£225.00	£450.00	£55.00	£275.00	£550.00

We hope this new system will make the process of after-school tuition clearer and more effective for everyone.

Yours faithfully,



Brenda Murray
Secondary School Principal


**International
Community School**
 After School Tuition Request Form

Name of the Student: _____

Class: _____

I would like extra tuition for the above named child in (please specify the subject):

Preferred day(s)

I wish to purchase:

Book of :	Tuition at School	Tuition at Home
5 vouchers		
10 vouchers		
Other amount (please specify)		

Number of lessons per week:

Preferred starting date*:

*) Starting date may be changed due to availability of a teacher.

Amount enclosed: £

Circle as appropriate:

Cash Cheque (payable to International Community School)

Parent's/Guardian's Name: _____

Signature: _____

Date: _____

Please return this form to the school office along with the payment. r School

REQUEST FOR LEAVE OF ABSENCE IN THE SCHOOL TERM

NAME OF A STUDENT _____

CLASS / YEAR GROUP _____

REASON FOR APPLYING FOR LEAVE OF ABSENCE IN TERM TIME

PROPOSED DEPARTURE DATE _____

RETURN DATE TO SCHOOL _____

TOTAL NUMBER OF SCHOOL DAY ABSENCES APPLIED FOR _____

Name and Signature of Parent /Guardian _____

Date _____

Name and Telephone number of relative/friend who the school can contact if needed,
during the absence

The school will consider the following points:

- The student previous attendance history
- The age of the student
- The student stage of education
- The nature of the trip (an exceptional/cultural experience)
- The time of year
- If there is a fixed return date
- If previous holidays have been applied for, what length have they been

Office use

*Agreement reached
Other points*

Seen by Head teacher

*Authorised/Unauthorised
Date:*

Exit Questionnaire

(To be completed by all families before their children leave ICS)

Full Name of Student(s)	
Earliest Date of Entry	
Date of Leaving	
Overall Length of Stay in London	
Reason for Leaving	
Which country are you going to?	
Which school are children going to? (the school name, address, tel. number/ email)	
What influenced your choice of school?	
Please list the positive aspects of you time with ICS	
Please list areas in which you think ICS could improve	
For alumni correspondence, please provide your future: Address Telephone Email	

Thank you for your time & Good luck in the future!

BOOKS RETURNING CHECK-IN LIST – SCHOOL YEAR 2010/11

Date received:

Class: _____

Student: _____

<i>Subject</i>	Books	<i>Date Returned + Form Tutor's Signature</i>
English Studies		
English Literature		
French		
Spanish		
Geography		
History		
Sciences		
Mathematics		

INTERNATIONAL COMMUNITY SCHOOL CONTACT LIST

Title	Name
Acting Head of School, Secondary rose.threlfall@ics.uk.net	Rose Threlfall
Principal Secondary School / Director of ELT brenda.murray@ics.uk.net	Brenda Murray
Head of Primary School michelle.o'connel@ics.uk.net	Michelle O'Connel
Acting Head of Primary School education@ics.uk.net	Stuart Pollard
Director of Student Support alan.andrew@ics.uk.net	Alan Andrew

SECONDARY DEPARTMENT

Assistant Principal Secondary School /Spanish alexandra.moreno@ics.uk.net	Alexandra Moreno-Hemming
MYP coordinator/ Mathematics ean.alleyne@ics.uk.net	Ean Orlando Alleyne
Diploma Coordinator History/ English Literature joanna.cooper@ics.uk.net	Joanna Cooper
Head Secondary Student Support laura.muir@ics.uk.net	Laura Muir
Form tutor Year 1 / Music Maria.campbell@ics.uk.net	Maria Campbell
Form tutor Year 2 / Music Dushanka.pizurica@ics.uk.net	Dushanka Pizurica
Form tutor Year 3 /Maths ismet.isiklar@ics.uk.net	Ismet Isiklar
Form tutor Year 4/ Science keith.mert@ics.uk.net	Keith Mert

Form tutor Year 5/Humanities /History stephanie.mcmillan@ics.uk.net	Stephanie Mc. Millan
MYF Form tutor/ English maryam.thawfeega@ics.uk.net	Maryam Thawfeega
Drama / English Daralee.jumsen@ics.uk.net	Daralee Jumpsen
English Maria.campbell@ics.uk.net	Maria Campbell
Visual Arts Gaby.weigert@ics.uk.net	Gaby Weigert
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Science ryan.bishop@ics.uk.net	Ryan Bishop
French/ Spanish / English giorgia.altissimi@ics.uk.net	Giorgia Altissimi
Life Skills Teacher kate.hemingway@ics.uk.net	Kate Hemmingway
Life Skills Teacher anelle.engelbretch@ics.uk.net	Anelle Engelbretch
Economics / Humanities Andrea.trkulja@ics.uk.net	Andrea Trkulja
Maths teaching specialist laszlo.bari@ics.uk.net	Laszlo Bari
Humanities co-teacher tami.schrader@ics.uk.net	Tami Schrader
Science co-teacher amjad.shah@ics.uk.net	Amjad Shah
English co-teacher adrianna.jagielska@ics.uk.net	Adrianna Jagielska
English co-teacher malgosia.konieczna@ics.uk.net	Malgosia Konieczna
P.E. co-teacher and Life skills teacher samir.chiedde@ics.uk.net	Samir Chiedde

Librarian annalise.taylor@ics.uk.net	Annalise Taylor
ICT Director katya.toneva@ics.uk.net	Katya Toneva
Speech and Language Therapy beryl.jones@ics.uk.net	Beryl Jones
Counsellor t.nogueira@btopenworld.com	Tereza Nogueira
Director of Admissions admissions@ics.uk.net	Anoushka Dabhokar
Human Resources geoffcohen@btinternet.com office@skola.co.uk	Geoff Cohen Yuki Fujii
Accounts accounts1@ics.uk.net	Jesse Sevillano
Travel and Learn / Field studies Manager travel@skola.co.uk	Caroline Fowler
Office administrator administration@ics.uk.net	Leila Riabova

CALENDAR FOR THE SCHOOL YEAR 2010-11

Autumn Term 2010

August / September

Tuesday 31st August

Orientation day for New students only.

Wednesday 1st September

First day school for all students

October

Wednesday 6th -7th -8th

Bawdsey trip

Monday 25th - Friday 29th

Autumn half term holiday – School closed

November

Monday 1st

First day of school after half term

Thursday 4th

Parent- Teacher student conference day.

Friday 12th

Teacher training day. School closed.

December

Friday 17th

Last day of Autumn Term

Spring Term 2011

January

Tuesday 4th

First Day of Spring Term

February

Monday 14th - Friday 18th

Spring half-term holiday. School closed

March

Thursday 10th

Parent-Teacher student conference day

Friday 18th

Teacher training day – School closed

April

Friday 8th

Last day of Spring Term

Summer Term 2011

April

Tuesday 26th

First day of Summer Term

May

Monday 2nd

Bank holiday. School closed

Monday 23rd, 24th, 25th, 26th

Bawdsey trip

Friday 27th to Monday 30th

Half term - School closed

June

Thursday 9th

Parent- Teacher student conference

Thursday 23rd

Last day of Summer Term



<p>Oct 2010</p>	<p>Outdoor Adventure Sports – Mon 25 to Fri 29th Oct – Half term Try a range of outdoor sports including kayaking, climbing, raft building, archery, abseiling, caving and orienteering with qualified instructors at an outdoor activity centre in Shropshire, 3 hours from London. Curriculum links: MYP: PE; PYP Transdisciplinary theme: Who we are (Health, fitness and social education) £380 (Inclusive of all meals). Trip leader: Mr Sjors Duurseem *please book by 15th Sept 2010</p>	<p>UK</p>
	<p>Maldives: Environmental literacy and snorkelling – Tues 19th to Wed 27th Oct – Term time Participants will have the opportunity to develop their knowledge of marine life species, ecosystems and key environmental issues facing the Maldives - climate change and rising sea levels. Snorkel and swim every day with an option for diving. Accommodation will be part boat, part hotel. Curriculum links: MYP: PE; Geography PYP Transdisciplinary theme: Sharing the Planet, Who we are. £1500 Trip leader: Mr Stuart Pollard *please book by 15th Sept 2010</p>	<p>Maldives</p>
<p>Nov 2010</p>	<p>Ancient Egypt – Sat 21 to Sat 28 Nov - Term time. Visit the famous sights of Egypt; the Pyramids and sphinx at Giza, Luxor and the Valley of the Kings. Whilst cruising down the Nile, experience the influence of this river on people's lives and visit a Nubian village and school. Activities include a camel ride, shopping in the many markets, hot air ballooning (optional) and a visit to Abu Simbel (optional). Curriculum links: MYP: History (recommended for MYP1 studying Ancient History), Geography (recommended for MYP5 studying river systems), Arabic. PYP Transdisciplinary theme: Where we are in place in time, Sharing the planet. £1,495 (inclusive of all meals) *please book by 15th Sept 2010</p>	<p>Egypt</p>
<p>Feb 2011</p>	<p>Winter Sports – Sun 13 to Sat 19 Feb – Half term. Skiing or snowboarding, cross country, indoor rock climbing, ice-skating, sledging, swimming. Engelberg is a small and picturesque town offering a fantastic Swiss experience for all. Curriculum links: MYP: PE; PYP Transdisciplinary theme: Who we are (Health, fitness and social education) £1,395. Trip leader: Mr Stuart Pollard *please book by 25th Nov 2010</p>	<p>Switzerland</p>
<p>March 2011</p>	<p>Russia: Moscow and St Petersburg – Mon 21st to Fri 25th March (TBC) Learn about the history of this fascinating country whilst visiting two of the most beautiful and interesting cities in the world. Visit the Kremlin and Red Square in Moscow, travel by overnight train to St Petersburg where you will tour this stunning city and visit the treasure filled Hermitage. Curriculum links: most suitable for MYP4, 5 and diploma students. MYP: English, History PYP Transdisciplinary theme: Where we are in place and time £1350 (inclusive of all meals) Trip Leader: Ms Joanna Cooper *please book by 10th Jan 2011</p>	<p>Russia</p>
<p>April 2011</p>	<p>Space Centre, Belgium – Mon 18th to Fri 22nd April 2011 – Spring Holiday Briefing and simulation of a Space mission, Building and launching of micro rockets, Exercising on various simulators (Multi-axis, Moonwalk, Rotating chair, weightlessness wall), Astronomy (lecture), Life in Space (lecture), Experiments, Visit of exhibition Curriculum links: most suitable for MYP years 1 and 2 and PYP students. MYP: Science, Maths; PYP Transdisciplinary theme: Exploring space and time. £550 (inclusive of all meals and activities) *please book by 7th Feb 2011</p>	<p>Belgium</p>
	<p>Morocco: The Atlas Mountains and CAS project – Tues 4th to Tues 19th April 2011 An exciting once in a life time experience, spend a week exploring the beautiful Atlas mountains and gorges in Northern Africa and then a week working on a local community project which could include building a school or maintaining irrigation in a small village (this contributes to the CAS component of the diploma programme). Curriculum links: MYP: IB Diploma CAS, Geography; Most suitable for MYP4, MYP5 and Diploma students. £1395 (inclusive of meals) Trip Leader: Ms Caroline Fowler *please book by 29th Oct 2010</p>	<p>Morocco</p>
<p>May 2011</p>	<p>Sicily: Italian language – Mon 16th-Thurs 19th May A day visit to the largest and most active volcano in Europe (Mount Etna), sightseeing and shopping in this beautiful region and Italian lessons in a local school. Curriculum Links: MYP: Language B, Geography; PYP Transdisciplinary theme: where we are in place and time £795 (Half Board) *please book by 7th March 2011</p>	<p>Italy</p>
	<p>Barcelona: Spanish Language – Mon 16th – Thurs 19th May Plenty of sites to see in Spain's cultural centre, with a range of art galleries and beautiful architecture with the added advantage of a beach to relax on after a day exploring. Spanish lessons in a local school will improve your language confidence whilst shopping and sightseeing. Curriculum Links: MYP: Language B, Art; PYP Transdisciplinary theme: where we are in place and time £795 (Half Board) *please book by 7th March 2011</p>	<p>Spain</p>
<p>June 2011</p>	<p>Iceland: Glaciers, Geysers and the Blue Lagoon – Mon 20th to Fri 24th June - Summer holiday This active volcanic island offers a unique landscape and an example of the arctic ecosystem. We will see geysers and bathe in the famous blue lagoon natural hot springs. Students will also visit coastal villages, see volcanoes and where two tectonic plates collide. Curriculum links: MYP: Geography; PYP Transdisciplinary theme: How the world works. £995. *please book by 15th Mar 2010</p>	<p>Iceland</p>

WEBSITES THAT MAY BE USEFUL FOR PARENTS:

Parental Advice

- AwareParenting.com - website devoted to the principles of aware parenting
- BBC.co.uk/Parenting - Advice, message boards
- DCSF.gov.uk - Department for Children, Schools and Families
- Directgov.gov.uk/parenting - Parenting advice and information portal from UK Governemmt
- Effective Parenting USA.org - National Effective Parenting Initiative
- Family Education.com - Parenting Advice, Activities for Children, family games & recipes
- Free Range Kids.wordpress.com
- Healthy Schools.gov.uk - National Healthy Schools Programme
- Parentalk.co.uk - UK charity dedicated to inspiring and equipping parents to make the most of parenthood
- Parenthood.com - Advice on all aspects of parenting
- Parenting.ivillage.com - Pregnancy & parenting advice
- Parentline Plus.org.uk - UK charity that works for, and with, parents
- Parents a Teachers.org - Nonprofit organization providing parents of young with support and information
- Parents.com - Website of magazines 'American Baby', 'Parents' & 'Family Circle'
- Parents.org.uk - Education, Health & Leisure
- ParentsCentre.gov.uk - Government advice for parents on how to help with your child's learning, including advice on choosing a school and finding childcare
- Positive Parenting.com
- Prevent Delinquency.org - Voluntary group working to prevent juvenile delinquency through the implementation of proactive parenting techniques
- Raising Kids.co.uk
- Refdesk.com - Family Matters
- Royal Society for the Protection of Accidents - Play safety
- Super Nanny.co.uk - Official website of the Channel 4 TV show, with parenting and childcare advice, tips and resources
- UK Parents Lounge - Pregnancy, parenting and baby advice
- Wikipedia.org/Parenting

Kid's Portals & Safe Searching

- ALA - Great Web Sites for Kids
- Ask for Kids.com
- Awesome Library.org
- CyberPatrol - Software for safe searching
- CYBERSitter - Internet filter software
- CyberSleuth Kids.com
- Dibdabdo.com - Safe searching for kids
- Family Friendly Search.com
- Google.com - Guide to search preferences
- Internet Security Software from Amazon.co.uk
- Kids.gov - Kid's portal from the US Government
- Kids.Yahoo.com - Kids Games, Movies, Music and More
- KidsClick ! Web Search

- KidSites.com
- KOL - AOL Web Site for Kids
- MSN - Search options
- [Net Nanny](http://NetNanny) - Parental control software
- [Open Directory](http://OpenDirectory) - Kids and Teens
- Pitara.com News, reference, games
- SearchEdu.com - Searches educational sites
- [Surf Net Kids.com](http://SurfNetKids.com) [Website Reviews for Kids, Teachers and Families](http://WebsiteReviewsforKids.com)
- [TekMom's Search Tools for Students](http://TekMom.com)

Kid's Health

- [Kids Health.org](http://KidsHealth.org)
- [Children First.NHS.uk](http://ChildrenFirst.NHS.uk)

Science & Nature

- BBC - CBBC
- [Games Kids Play.net](http://GamesKidsPlay.net)
- [NASA Kids' Club](http://NASAKidsClub)
- [National Geographic Kids](http://NationalGeographicKids.com) - Kid's games, animals, photos, stories and more
- Scatty.com - Kid's jokes & activities for children of all ages
- [Science News for Kids.org](http://ScienceNewsforKids.org)
- [Try Science.org](http://TryScience.org)
- Yucky.discovery.com

Homework Help / Reference

- About.com
- [Encyclopedia Britannica](http://EncyclopediaBritannica)
- [Fact Monster.com](http://FactMonster.com) - Dictionary, Encyclopedia, and Homework Help
- [HomeWork Elephant.co.uk](http://HomeWorkElephant.co.uk) - Homework help at your fingertips
- [Homework Help](http://HomeworkHelp) - MSN Encarta
- [Homework Help.com](http://HomeworkHelp.com) - Find Online Tutors
- [Homework Standards Site](http://HomeworkStandardsSite) - UK Government
- LearnThings.co.uk - Learning resources for the UK national curriculum From The Guardian
- [MSN Encarta Online Encyclopedia, Dictionary, Atlas, and Homework](http://MSNEncartaOnlineEncyclopediaDictionaryAtlasandHomework)
- school.DiscoveryEducation.com
- SuperKids.com - Educational Software Review
- Topmarks.co.uk - Search for homework help & revision websites

Bullying

- Bullying.co.uk - Charity dedicated to providing help, advice and support on school bullying
- Bullying.co.uk - YouTube videos
- NSPCC - Bullying advice

Childcare Agencies

- BestBear.co.uk - listing of vetted childcare agencies
- TiniesChildcare.co.uk - Hire a Nanny

Health & Safety

- [BBC Health](http://BBCHealth) - A to Z of children's ailments
- ChildrenFirst.NHS.UK - By Great Ormond Street Hospital
- DrGreene.com - Dr Alan Greene, providing thorough answers to pediatric health questions

- [Kids Health.org](http://KidsHealth.org) - Providing doctor - approved health information about children from before birth through adolescence
- [Miriam Stoppard.com](http://MiriamStoppard.com) - Writer and broadcaster and leading authority on parenting and child care
- NedDoctor.co.uk/children - Children's health
- NHS Direct UK - Health & medical information
- [Think Road Safety.gov.uk](http://ThinkRoadSafety.gov.uk)

Holiday and travel

- 5MinutesAway.co.uk - Directory of services and facilities available off the motorway
- BabyGoes2.com - Guide for parents travelling with babies and children
- Centerparcs.co.uk
- [Directline Holidays.co.uk](http://DirectlineHolidays.co.uk) - Family package holidays
- [Travelling With Children.co.uk](http://TravellingWithChildren.co.uk) - Comprehensive source of information on child - friendly travel

Safe Surfing

- Amazon.co.uk - Buy Internet security software
- CyberPatrol.com - Internet security software
- Cybersitter.com - Internet filter software
- Google Help - Search Preferences
- MSN Live - Search options
- [Net Nanny.com](http://NetNanny.com) - Parental control software

Shopping

- [Online shopping for children's clothes, books, toys and games](#)

Single Parents / Parental Rights

- Cafcass.gov.uk - Looking after the interests of children involved in family proceedings
- [Fatherhood Institute.org](http://FatherhoodInstitute.org) - Promoting a society that gives all children a strong and positive relationship with their father
- [Fathers 4 Justice.org](http://Fathers4Justice.org) - Campaigning for a child's right to see both parents and grandparents
- [Fathers for Equal Rights](http://FathersforEqualRights)
- [Fathers for Equal Rights \(US \)](http://FathersforEqualRights(US))
- NACSA.co.uk - UK child support advice
- [One Parent Families/Gingerbread](http://OneParentFamilies/Gingerbread) - Charity promoting lone parents welfare and independence
- OnlyDads.org - Support for lone fathers
- OnlyMums.org - Help and support for lone mothers
- [Single Mothers By Choice.com](http://SingleMothersByChoice.com)
- [Single Mothers.org](http://SingleMothers.org) - National Organization of Single Mothers (US)
- [Single Parents.org.uk](http://SingleParents.org.uk) - Online community for single parents



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This document is correct as of 1/09/10. It is super-seeded by the on-line version which can be found on the Information for Parents pages on our web site: www.icschool.co.uk