

International School of Paris

# Secondary School Handbook 2021-22



Art by Cece V., class of 2021

## Table of Contents

<b>Our Vision</b>	4
<b>Our Mission</b>	4
<b>Our Definition of High-Quality Learning</b>	4
<b>Our Guiding Statements</b>	5
<b>General Secondary School Information</b>	6
Overview	6
Our Campuses	6
Secondary School Organization 2021-22	7
<b>The School Day</b>	8
Timetable	8
Start and end times	9
Leaving campus	9
Break times	9
Morning and afternoon break	9
Lunch break	9
Dress code	10
Materials and Supplies	10
Textbooks	10
Technology	10
Other equipment	11
Correction fluid	11
Calculators	11
Guidelines for Physical and Health Education (PHE)	12
PHE kit	12
Transit to and from sports facilities	12
PHE safety	12
<b>Attendance and punctuality</b>	13
Absences and lateness	13
Partnership with our families	14
Parental absence	14
Partnership with students	14
School cancellation	14
Extended Closure and Home Learning	15
<b>Field trips: Paris as a classroom</b>	16
Permission forms	16
Payment for school trips	17
<b>Sports and Extended Curriculum Activities</b>	17

The ISP Panthers	18
Extended Curriculum Activities (ECA)	18
<b>Awards</b>	18
<b>Student Council</b>	19
<b>Student wellbeing</b>	20
Support	20
The Secondary School Student Wellbeing Team	21
Contacting a member of the team	21
Personal and Social Education program	22
Counselling services	22
Nurse	22
Confidentiality	23
<b>Health &amp; Safety</b>	25
Child Protection Policy	25
Bullying	25
Emergency procedures	25
Medical care	25
Security	26
E-safety	26
Dangerous items	26
Health and Safety	27
Seeking Support	27
Tracking Student Wellbeing	28
Specific Responses	29
French Law	30
Appeal	30
Student badges	30
Visitors	30
Road safety, motor vehicles, bicycles, and scooters	30
<b>Communication</b>	31
School information systems	31
Personal information	32
3-way conferences	32
University counselling	33
Support structures for students	33
Parent Teacher Association	33
Parent volunteers	33
Alumni and guest visits to school	34

## Our Vision

Educating *for* Complexity

## Our Mission

As the leading International Baccalaureate World School in France, we prepare our students to engage with and succeed in a complex world.

## Our Definition of High-Quality Learning

High-quality learning is a social and experiential practice. It sparks students' curiosity and stimulates their natural creativity. It inspires them to strive for excellence, and to take ownership of their own inquiry and research. It shapes the learner and the learning community, nurturing growth and new understanding.

## Our Guiding Statements



### Learning for Complexity

We prepare students for the opportunities and challenges of living in a dynamic, interconnected, rapidly evolving world.



### Embracing Diversity

We explore and celebrate differences and similarities to create an inclusive culture that can engage globally.



### Inquiry, Innovation and Learning

We develop the values, skills and strategies to face complex issues in new and different ways.



### Learning to Be Well

We understand the importance of balance in personal development and in building and maintaining safe, positive relationships.



### Global Citizenship

We share a responsibility to act individually and collectively to create a fair and sustainable world.



### Language Learning

We promote effective communication, the development of identity and the appreciation of other cultures through the learning of languages.



### Experiential and Service Learning

We provide authentic and relevant learning experiences that shape our lives and impact the lives of others.

# General Secondary School Information

## Overview

The Secondary School at the International School of Paris is based on two campuses separated by a short walk in the 16th Arrondissement of Paris:



### **Middle School Campus (Grades 6 – 9)**

45 rue Cortambert, 75116 Paris

+33 1 81 70 35 60

[reception@isparis.edu](mailto:reception@isparis.edu)



### **High School Campus (Grades 10 – 12)**

6 rue Beethoven, 75016 Paris

+33 1 42 24 09 54

[reception@isparis.edu](mailto:reception@isparis.edu)

## Our Campuses

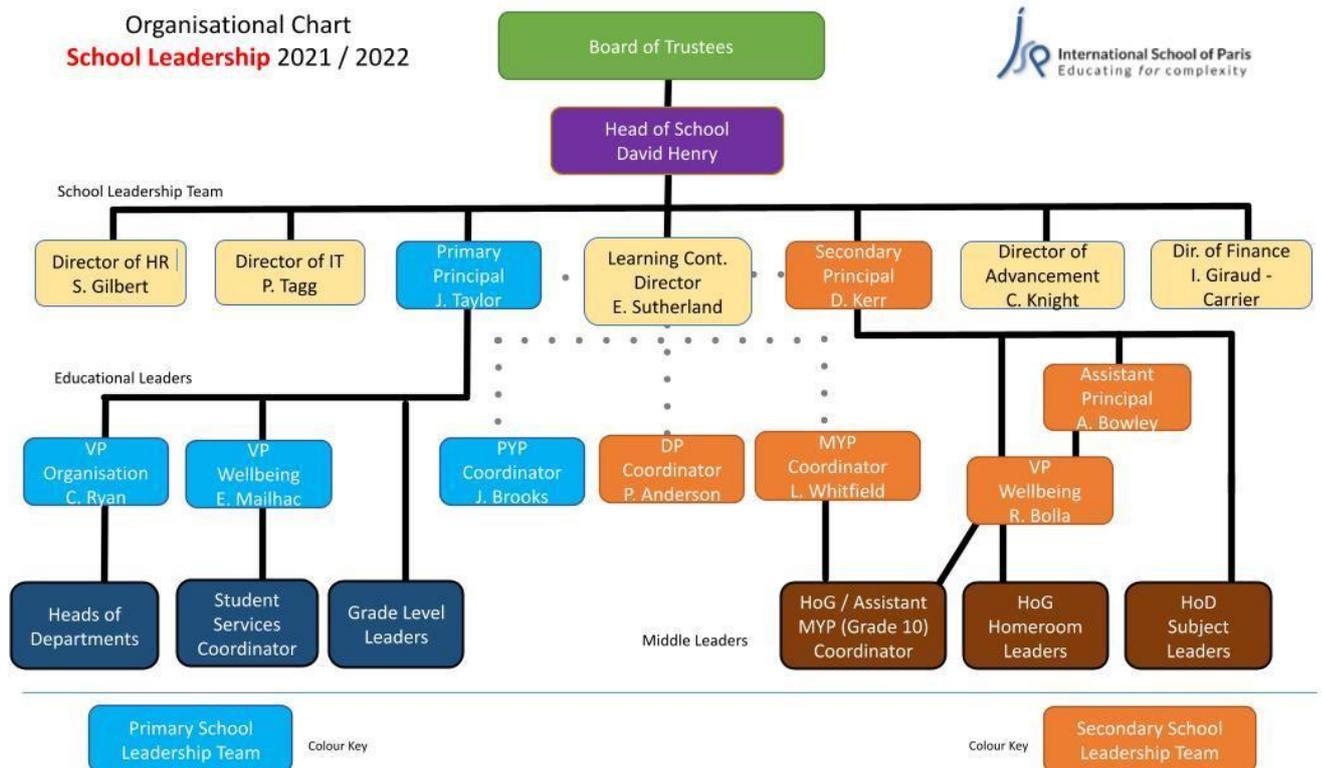
Students in Grades 6 - 9 have all of their classes, with the exception of Physical and Health Education (PHE), on the Cortambert campus.

Grades 10 - 12 are based on the Beethoven campus. In order to optimise the use of resources, however, all students in Grade 10 spend two half-days per week on the Cortambert campus where they have their Design classes and another class. Students in Grades 11 & 12 who take Design also take this course on the Cortambert campus. When older students are on the Middle School Campus, they should make sure that they are positive role models for younger students.

Students are expected to move quickly and efficiently between campuses. They should also ensure that they are mindful of traffic, and that they behave in a way that ensures that the good reputation of the school is maintained. At times, students may also be able to work independently off campus, and should do so in a similarly appropriate way.

## Secondary School Organization 2021-22

The Secondary School at the International School of Paris is managed by specific teams, each of which takes responsibility for an area of the school’s operations. This chart provides some information about the relationships within, and the organization of, the Secondary School.



# The School Day

## Timetable

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homeroom</b>	8:50 - 9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<b>P1</b>	9:00 - 9:45	English	PE	Design	Humanities	Languages 2
<b>P2</b>	9:45 - 10:30	Humanities			PSE	
<b>Break</b>	10:30 - 10:45	Break				
<b>P3</b>	10:45 - 11:30	Design	PE	Languages 2	English	Math
<b>P4</b>	11:30 - 12:15					Humanities
<b>Lunch</b>	12:15 - 1:15	Lunch				
<b>P5</b>	1:15 - 2:00	Languages	Humanities	Science	Math	Arts
<b>P6</b>	2:00 - 2:45		Science	English		
<b>Break</b>	2:45 - 3:00	Break				
<b>P7</b>	3:00 - 3:45	Advisory	Arts		Languages	Science
<b>P8</b>	3:45 - 4:30	Math				

Lessons are scheduled over five days, Monday to Friday. The school day consists of eight 45-minute periods, some of which are combined into 90-minute double lessons. Students in Grades 6 – 10 have one half-day (4 periods) of Physical and Health Education (PHE).

Please note that on the Beethoven Campus, more classes are taught in double lessons.

## Start and end times

The school day begins with homeroom time at 8.50 for all students. The normal school day lasts until 16.30 each day, except on Wednesdays when students in Grades 6 – 10 finish at 14.45.

The school doors open at 8.30 and close at 17.30. Students may stay on campus for any Extended Curriculum Activity (ECA) but should not remain in school buildings after 17.30 without permission from a staff member.

## Leaving campus

Students in Grades 11 & 12 may leave campus at lunchtime, and at any time in the day when they do not have a scheduled class. Students in Grade 10 may leave campus at lunchtime.

Students in Grades 6 – 9 must stay on campus for the whole day. After the February break, Grade 9 students work with the Wellbeing Team to gain the privilege of leaving the campus at lunchtime.

## Break times

### *Morning and afternoon break*

Morning break is 10.30–10.45, and afternoon break is 14.45–15.00. During this time, students can go outside, relax inside in designated spaces, or purchase food in the cafeteria (on the Cortambert campus).

### *Lunch break*

Lunch break is 12.15–13.15. Students in Grades 6 – 9 have access to the cafeteria on the Cortambert campus, where they can buy food each day. This can be pre-ordered online, or can be ordered on the day in the cafeteria. Students who wish to order food must charge their student badge online, and use this credit to pay for their meals. No cash can be used to pay for meals in the cafeteria. If a student does not have credit on their card, and would like to order a meal, they should speak to the receptionist who will ensure that they can get food.

Please note that on the Cortambert campus food deliveries from external companies (UberEats, Deliveroo, etc.) are not allowed, and any family deliveries should only be on an exceptional basis.

Students in Grades 10 – 12 have permission to leave the campus at lunchtime, and can therefore buy food from local supermarkets, take-away restaurants or bakeries.

Alternatively, students on both campuses may come to school with a packed lunch each day. The school is equipped with microwave ovens which the students can use to heat meals. Students should bring any plates, spoons, forks, etc. that they need. After eating lunch or snacks, students must ensure that the space that they have used is left tidy and can be used by those following them. There are water fountains available for students in all buildings. Students should bring a water bottle to school with them in order to reduce the need for disposable cups.

## Dress code

All students must be dressed appropriately for school activities and for the specific learning environment in neat, clean and modest clothing which should neither be seen to be insulting to another member of the school community nor offend normal standards of decency. Decisions on what constitutes “insulting”, “offensive” or “indecent” clothing will rest with the Principal and the Head of School. Students may be sent home if they are dressed inappropriately for school.

As a guideline:

- Shorts and skirts should be of modest length.
- Avoid items of clothing with potentially offensive slogans or drawings, or with references to alcohol, drugs, violence or sex.
- Hairstyles, piercings, clothing and shoes must be safe, especially for work in the art room, design technology room, PHE classes and in the science laboratories. Teachers may ask students to adapt their appearance if, in their opinion, health and safety may otherwise be compromised.
- Clothing should adequately cover undergarments.

## Materials and Supplies

### *Textbooks*

The school will provide access to textbooks for the academic year, either physically or electronically. Students are then responsible for looking after materials provided by the school, and if books are lost or damaged, students will be charged for their replacement.

### *Technology*

Students in all grades should bring their own laptop to school, as teachers will be expecting them to be able to access technology in lessons. If there is any reason that a student is

unable to do this, and parents would like the school to supply appropriate technology, please contact IT Support at [itsupport@isparis.edu](mailto:itsupport@isparis.edu).

Students in Grades 6 – 9 on the Cortambert Campus should not be using their phones during the school day, and these should normally be in their bag or locked in their locker. In exceptional circumstances, teachers may ask the students to use their phone for a learning activity, in which case they may use them in class.

Students in Grades 10 – 12 can have access to their phones, but they should ensure that their use or access to them does not interfere with the learning process.

All students at ISP should be aware of the positive impacts that technology can have on their learning, and be careful to access their devices in positive ways. Any inappropriate use of technology can have negative consequences on learning, and could mean that the student loses their right to use phones, tablets or computers in school.

#### *Other equipment*

Students should bring to school:

- notebooks, or ring-binder files and loose-leaf paper. We recommend notebooks for younger students and files for older students;
- pens (blue and black);
- pencils (graphite and colour);
- an eraser;
- a pencil sharpener;
- a set of basic mathematical instruments (ruler, protractor, compass, etc.).

#### *Correction fluid*

The use of correction fluid is not allowed in public examinations and therefore its use is discouraged in school.

#### *Calculators*

Students in Grades 10-12 require a graphic display calculator (GDC). Parents should note that the IB Diploma Program prohibits the use of certain calculators. Therefore, we advise parents to purchase the appropriate make and model of calculator directly from the school. Students will receive more information about purchasing a calculator from their mathematics teacher.

## Guidelines for Physical and Health Education (PHE)

### *PHE kit*

The school requires all students to have an ISP PHE kit and to be appropriately dressed for PHE activities. Parents can purchase PHE kits before school starts in September by completing a [PE kit order form](#). All enquiries should be directed to the provider, 2CParis, at: [2cparisuniform@gmail.com](mailto:2cparisuniform@gmail.com).

In swimming pools in France, a swimming hat and tight Lycra-based swimming costume/trunks are obligatory. This is non-negotiable and unfortunately if students do not bring these two things they will be unable to swim. Students may wear silicone, waterproof, swimming hats.

### *Transit to and from sports facilities*

Students in Grades 6 – 10 will often travel off-site for PHE lessons. Some PHE classes will take place at La Cour Roland (Jouy-en-Josas) and will be on one designated half-day each week. In addition, we have use of other PHE facilities in Paris— such as different stadiums, basketball courts and a swimming pool—and these will be utilised at different times of the year.

We trust that students will behave responsibly when representing ISP, respecting other members of the public and listening carefully to staff, especially when travelling on buses and crossing roads.

### *PHE safety*

All PHE teachers have first aid training. When off-site they always have a first aid bag with basic supplies, such as ice packs and plasters, and a mobile phone so that they can contact the school if there are any injuries.

To support PHE safety:

- Students must be appropriately dressed for the activity — those who fail to bring the correct kit and equipment will not be allowed to participate.
- Students must bring their own safety equipment when advised to do so: for example, mouth guards or shin pads. Students and parents will be informed in advance of any additional equipment required.
- Students must follow the safety rules at the swimming pool: no running around the pool, no pushing others, not standing on the lines nor standing up on the floating mats.

- Students must have suitable sports shoes — not fashion trainers which lack support and cushioning.
- Students are not allowed to play with equipment before or after sessions without teacher permission and supervision.
- Students not wear jewellery, including earrings.
- Students should tie up hair that is longer than shoulder length.

## Attendance and punctuality

Regular attendance is a prerequisite for success in school; conversely, those who are not in class will miss important learning opportunities. Poor attendance can lead to under-achievement, and this is especially true in the senior years as courses become more demanding. It is important, therefore, that we work together with families to ensure that every child is in school, and is challenged to meet their full potential.

### Absences and lateness

All absences are recorded, regardless of why a student may not be in class. Absences should not be more than 10% of class time. If a student fails to meet the attendance requirement for promotion or graduation, the school may ask that this time be made up to ensure a minimum class attendance of 90%. Failure to meet this requirement may mean a student has to repeat the grade or is denied an ISP High School Diploma.

Absences are categorized in two ways. An excused absence might include illness verified by a doctor's note, family bereavement, work experience or an interview/examination for university or a new school. The school may choose to allow excused absences up to a maximum of 10% of class time. All other absences are considered to be unexcused.

If parents/guardians know that their child is going to be absent from school for any reason, they are asked to give the school advance notice by sending an email to the school reception ([reception@isparis.edu](mailto:reception@isparis.edu)) with the relevant homeroom teacher in copy. If the absence is unanticipated and it is not possible for the parents to send an email, we ask that parents and guardians call the reception in the morning to inform the school (+33 (0)1 42 24 09 54), and that this call is followed up as soon as possible with an email to the homeroom teacher and reception.

Frequent lateness, because of its detrimental effect on learning, is a serious matter. Therefore, all lateness will be recorded on a student's record of attendance, and the school will follow up with individual students and families to promote punctuality. This could involve the school revoking some student privileges.

Persistent absenteeism or tardiness will result, firstly, in a letter to parents. Following such a letter, should a student fail to improve his/her record of attendance, both parents and student will be asked to attend a conference with the school. In very serious cases of absenteeism, and in line with French national educational guidelines, the school will involve local authorities to ensure that the student's education is not compromised.

## Partnership with our families

We understand that our community is a highly mobile one, and that many of us are living and working far from home and away from our extended families. Nevertheless, we do request that family travel plans respect [the school calendar](#). It is also supportive of the school if parents schedule doctor, dentist and other appointments after school hours or during vacations where possible. Should a student arrive late or need to leave early, parents must notify the school in advance.

If you have any concerns about your child not meeting the 90% attendance requirement, please contact the relevant Head of Grade. We can usually resolve most attendance issues through collaborative dialogue. Finally, please note that long-term absence through illness is always given special consideration.

### *Parental absence*

Please notify the school if you are planning to take a trip out of town for more than a day. The school office will require details of appointed guardians and emergency telephone numbers.

## Partnership with students

Our students have certain responsibilities and, through the Student Council, we maintain an open dialogue with them regarding attendance policies. All students are expected to be at school on time. After an absence, students are responsible for completing all missing work. If a student needs to leave school early, he/she should have permission from one of the following: the school nurse, the homeroom teacher, head of grade, member of the Secondary School leadership team.

## School cancellation

Should it be necessary to close the school at short notice (for example, due to severe weather, national emergency or transport strike), the school will notify every parent via

email or by SMS. Should you have any concern, please check your email before calling the school office.

## Extended Closure and Home Learning

Students at ISP are normally expected to physically attend classes in line with French legal requirements. ISP is not a school which offers a distance learning program, except in exceptional circumstances, such as during the recent COVID pandemic.

If there is a situation in which classes, grade levels, campuses or the whole school are closed for any reason, ISP will offer Online Home Learning to students affected. In this case, the school will be considered to be in session, with teaching focus being on modifying the way in which the curriculum is delivered to students. Such arrangements may last for several weeks or months.

In the case where school is open as usual, but there are exceptional circumstances in which students will not be able to attend on a short-term basis, the school may put in place a system whereby some Online Home Learning is available. Clear criteria for entry into this program will be published, and access to it will be subject to the approval of the Principal or Assistant Principal. It should be noted, however, that the main focus of the curriculum during this time will be to support students present in school, and that this program will only be designed to support absent students in the short-term. This would typically be for a period of two full school weeks, but in exceptional cases it can be extended to up to 4 full school weeks, again with the approval of school leadership. Students who do not physically return to class at the end of the agreed period will be considered to be absent from school.

## Field trips: Paris as a classroom

The school organizes a number of field trips and those that occur outside of normal school time will require prior parental consent. During the school day, a teacher may take their class off campus for curricular activities, and these are considered to be regular class time.

Participants in school-organised trips are representatives of the school at all times. As such, they are expected to abide by school rules, to follow appropriate standards of behaviour and appearance and to demonstrate concern for the wellbeing of others. Whole grade field trips and curricular activities are included in school fees; however, some events, such as Model United Nations trips, are funded separately.

All trips are accompanied by adults, at least one of whom must be a member of faculty. Staff may establish special rules and conditions in line with general school policy. Such special rules or conditions will be indicated in the trip information letter and may require written parental consent. Staff will establish reasonable curfews for students depending on their age. A full schedule of activities will be planned for all trips and thus students' free time will be limited. Whenever possible, late-night trip departures or returns will be avoided. Parents are asked to accompany their children to and from the meeting point.

Inappropriate behaviour (such as drinking alcohol, behaving dangerously, etc.), or any activity that will place themselves or others at risk, will result in the student being sent back to Paris. The parents will be asked to collect that student from the activity or he/she will be sent home at the parents' cost. The student could be reprimanded by the school in other ways.

In light of recent COVID protocols, any student taking part in an overnight trip will need to provide evidence of a COVID vaccination, or a negative PCR or antigenic test that was done within 72 hours of the trip departure time. Students who are not able to provide one of these will not be able to take part in the trip. Parents and students should note that in the event of a whole grade trip, alternative classes are not provided for students who do not take part.

### Permission forms

During the year, the school will have the need to send out parental permission forms for a variety of activities. In addition, permission forms may be sent out to allow students to be off campus, or at home, during examination times. These forms must be signed by a parent or legal guardian before any student will be allowed to participate in any designated activity. For students who are 18 years old (or older), these permission forms may be signed by the student themselves, except where financial matters are concerned, in which case these forms must be countersigned by a parent or legal guardian.

## Payment for school trips

The majority of field trips or other excursions are paid for by the school. This is guided by the general principle that trips which are essential to the curriculum — a learning experience that the school believes everyone should have access to — should be treated as regular lessons, just in a different location. At ISP, almost all our field trips incur no extra cost to families, except for spending money that students bring along.

Some trips we consider to be additional to the curriculum — an enrichment activity — and we ask parents to meet the cost. In this category would be our Model United Nations trips, our Sustainable Development Project, sports trips, our Mathematics Competition Trips and our trip to Spain. These trips are optional, and do not form a part of the taught curriculum — there are no grades or reports dependent on these trips. We may also include some sports trips. For example, the school supports all local ISP Panthers' tournaments — games held in the Paris area — but we do not support travel and accommodation costs beyond this. Finally, there may be other trips that we add through the school year and if any of these are considered to be enrichment, we will ask parents to meet the cost.

The cost of school trips will always comprise accommodation and travel, plus staff supervision and any conference/workshop/activity fees that apply. The final cost quoted to parents will also depend on the number of students travelling, as there are often discounts on large group bookings, and the cost is more widely dispersed across a larger group. As a guide, our most expensive Model United Nations trip will cost between 1,200 and 1,500 euros, and the Sustainable Development Project (three weeks abroad, previous locations including Namibia, Ghana and Costa Rica) costs approximately 3,500 euros.

The distinction between curricular trips and enrichment trips is not an absolute divide — it is a judgment made by the school, and the school reserves the right to make these decisions in the best interests of the whole community.

## Sports and Extended Curriculum Activities

The school offers a number of sports as Extended Curriculum Activities (ECA), and students can sign up for these in September and January. All students are welcome to join age-appropriate sports ECA regardless of ability. We wish to encourage participation so that we can have as many students representing ISP as possible.

Commitment will be expected if a student signs up because it is very expensive to source facilities, buses and the specialist coaches. If, for a valid reason, a student cannot take part in an ECA session, they must let their coach know as far in advance as possible and should not simply send a message with another student. If a sports event is cancelled, students will be

notified from an official source — the sports and extended curriculum director, the head of PHE or through our communications office.

## The ISP Panthers

The school has a number of competitive sports teams, known as the ISP Panthers. Trials for these teams are announced at the beginning of each sports season, and students should check school notice boards and email notices if they wish to be considered for selection.

## Extended Curriculum Activities (ECA)

The extended curriculum program is an important part of student life. Apart from a sports program that will rotate during the school year, there are a variety of activities, including the school play, drama, homework club, student council, yearbook, literary magazine, community service, movie nights and all kinds of music classes and events. ISP also runs a successful Model United Nations program.

If you would like any information about the extended curriculum activities program, please contact Steven Trollope, [strollope@isparis.net](mailto:strollope@isparis.net) who, as Sports and Extended Curriculum Director, coordinates all of these activities. Please note that if an activity takes place off campus and finishes outside of normal school hours, and we have ensured that prior notice is given to parents, students will be allowed to make their own way home from the off-campus site. A teacher will always be available to accompany students back to school if they wish.

## Awards

At the end of the academic year the following awards will be given in each grade:

- **Award for Academic Excellence**  
This goes to the student with the best all-around academic record in each grade.
- **Spirit Award**  
This is given to the student in each grade who has done most for the spirit of the school in terms of international understanding and in focusing other students towards positive school activities.
- **Service as Action Award**  
This is given to the student in grades 6 – 10 with the most-balanced Service as Action program, which is supported by detailed records.
- **Creativity, Activity, Service (CAS) Award**  
This is given to the student in Grades 11 & 12 with the most-balanced program of creativity, activity and service activities supported by detailed records.

At the Grade 10 end of MYP Celebration the following additional award is presented in memory of Matías Fernandez Polcuch:

- **Remembering Matías, The Spirit Award:**

This is given to the student in the grade who has done most for the spirit of the school in terms of developing a positive attitude amongst students and inspiring teachers and students, alike, to be their best and most compassionate selves.

The following additional awards are given at Grade 12 Graduation:

- **European Council of International Schools (ECIS) Award for International Understanding**

This is given to “A student who is a good representative of his own country, with a positive attitude towards the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding.”

- **The Spencer Hanson Memorial Award**

This is given to the graduating student who, over the two-year IB Diploma program, has shown the most improvement in the creative arts. The award recognises endeavour, engagement and achievement, as demonstrated by a sustained focus on self-improvement; personal fulfilment in the creative process; and a final portfolio of thoughtful, technically successful pieces. The award also celebrates the power and responsibility of art to bring positive change to the lives of both the audience and the artist. This award goes to the student who has demonstrated this understanding most clearly in their journey through the IB Diploma program.

## Student Council

Students in the high school and middle school are represented by their peers in the Student Council. This body consists of one student from each homeroom. The student body on each campus elects a campus president. The Student Council is consulted on important decisions regarding students in the school and is mandated to represent individuals or groups of students.

# Student wellbeing

The ISP student wellbeing team is dedicated to supporting each student by promoting positive attitudes, choices and behaviours. The wellbeing program supports both the school's Mission and Guiding Principles and the IB Learner Profile. It aims to:

- develop transferable skills in compassionate thinking and self-management;
- develop skills to foster the peaceful resolution of conflict;
- promote the development of physical health, ethics and social behaviour;
- encourage lifelong learning;
- provide an environment where students feel secure and welcome;
- promote respect for the rights of everyone.

Our team encourages everyone in our school community to promote and maintain appropriate conduct, and this is characterized as behaviour which:

- values and respects the rights of others, including the right to learn;
- fosters a happy, safe and secure environment;
- recognizes that each member of the community is unique;
- treats others fairly;
- expects members of the community to take responsibility for their actions;
- promotes compassion and tolerance;
- develops skills for a peaceful resolution of conflict;
- values and respects others and their differences;
- addresses inappropriate behaviour;
- upholds the school's Mission, Guiding Statements and ethos.

## Support

The International School of Paris believes that education encompasses the whole child and his or her wellbeing. Teachers care for the individual student in a wider meaning than just academic growth: the primary responsibility for wellbeing lies with the individuals who are directly with the student at any particular time during scheduled activities.

The wellbeing team will address a range of concerns; this means providing support for students who are unable to benefit fully from the Secondary School's programs and so are not fulfilling their potential. The team will also work with students who need support

managing their behaviour or whose approach to learning may be detrimental to others. Parents will be informed of, and/or engaged with, all interventions of a significant nature. ISP promotes a collaborative working process and at any time parents may request a meeting with the wellbeing team to discuss their child's progress.

## The Secondary School Student Wellbeing Team

Student wellbeing is established and maintained through the agency of the wellbeing team, and this structure is set out as follows:

### **Vice Principal (Student Wellbeing)**

The vice principal for student wellbeing coordinates the wellbeing team and ensures that the needs of both the individual and the community are balanced to support a positive, harmonious learning environment. The VP and the wellbeing team have the choice of pursuing any combination of advisory, mentoring, counselling (including therapeutic) or community-building strategies to support individual student needs and the best interests of the learning community. A student's failure to maintain ISP's expectations for appropriate conduct may also lead to the employment of structured sanctions.

### **Heads of Grade and the homeroom team**

The homeroom team provides a regular daily contact time for each class with one teacher dedicated to their wellbeing. Each student will have a homeroom teacher, a teacher who can provide a range of general support strategies for everyday concerns (academic or personal/social) as well as being able to mediate issues between the student/parents and the school (for example, helping to schedule 3-way conferences).

### *Contacting a member of the team*

In most cases, the homeroom teacher would be the first point of contact for parents with inquiries about their child's academic progress. The homeroom teacher will best know the students and will have a detailed knowledge of their daily routine. For example, the homeroom teacher will be able to request information from teachers/administrators about the curriculum or gather information about a student's progress or address social concerns. The homeroom teacher will also be able to assist parents in setting up a meeting with a subject teacher should such a meeting be necessary. If parents need to speak with a homeroom teacher they should call the school to schedule an appointment or send an email to the teacher concerned.

All ISP staff members have email addresses and parents can contact them directly about issues which concern their child. The Faculty and Staff Directory can be accessed through the contact information and directory page of the ISP website, [www.isparis.edu](http://www.isparis.edu), in the [Parent Portal section](#).

## Personal and Social Education program

The Secondary School has a curricular PSE (personal and social education) program. The content of the PSE program addresses the following areas:

- Peaceful resolution of conflict, social interactions, relationships;
- Subject choices for school programs, careers and university guidance;
- Health and sex education, drugs and substance abuse;
- School life and family life;
- Self-awareness;
- Self-management skills;
- Citizenship, the global world and religions.

The program is a dynamic one, allowing us to address issues which arise throughout the year, either to support individual students who may not meet our community's expectations, or to support groups of students when difficult situations arise. This process could include the development of an Individual Learning Plan, a negotiated structured learning map to address identified needs and/or concerns. The team aims to promote healthy, positive life choices and thus integrate students into our community through shared understanding, dialogue and cooperation. Where necessary, engagement with our mentoring team may be a requirement of enrolment, or a required response following a student's failure to maintain ISP's expectations for appropriate conduct.

## Counselling services

The school has a full-time counsellor, dedicated to dealing with emotional, behavioural, social and psychological issues. Any student may approach the counsellor for support. Similarly, parents may request this service for their children. The school may also initiate a counselling program as a response to legitimate and/or shared concerns. Where necessary, engagement with our counsellor (or recommended proxy) may be a requirement of enrolment or a required response following a student's failure to maintain ISP's expectations for appropriate conduct.

## Nurse

The Secondary School nurse is not only available to meet students' immediate medical needs but also to advise the Wellbeing Team on health-related issues. The nurse also liaises with external organizations and ensures that ISP meets all our medical obligations with regard to French law.

## Confidentiality

Any counselling or mentoring program initiated by the school or parents will have agreed-upon and clearly understood boundaries of confidentiality. Any information divulged and required to be addressed by the Wellbeing Team will be treated as confidential within the Team, except when a failure to disclose information would be detrimental to that student's wellbeing or education; or would mean that ISP would be in breach of the law; or that ISP would not meet its responsibility acting *in loco parentis*.

## Responsibilities and Rights

All students and members of the community have rights and responsibilities, as follows:

<b>Students have a right to:</b>	<b>Students have a responsibility to:</b>
<ul style="list-style-type: none"> <li>● learn and play in a safe and clean environment;</li> <li>● learn and play in a supportive environment;</li> <li>● be respected;</li> <li>● access adequate and appropriate facilities;</li> <li>● express their opinion;</li> <li>● express themselves in an appropriate manner;</li> <li>● privacy;</li> <li>● learning experiences which cater to individual requirements;</li> </ul>	<ul style="list-style-type: none"> <li>● actively promote safe and clean practices whilst at school;</li> <li>● participate in school activities to the best of their ability;</li> <li>● respect the rights of others;</li> <li>● care for school facilities in a respectful manner;</li> <li>● tolerate opinions of others;</li> <li>● express themselves in a socially acceptable way;</li> <li>● allow others their privacy;</li> <li>● respect the learning styles of peers;</li> <li>● report perceived bullying.</li> </ul>
<b>Parents have a right to:</b>	<b>Parents have a responsibility to:</b>
<ul style="list-style-type: none"> <li>● be respected by staff, students and the wider community;</li> <li>● be welcomed at our school;</li> <li>● have their child's full potential realised within the limitations of available resources;</li> <li>● meet with staff and discuss issues relating to Secondary School policy and procedure, their child's progress and reports;</li> <li>● have their opinions valued.</li> </ul>	<ul style="list-style-type: none"> <li>● show respect towards staff, students and the wider community;</li> <li>● model appropriate behaviour, including language;</li> <li>● be available to discuss their child's progress</li> <li>● ensure their child is sent to school prepared to be involved in the formulation and support of Secondary School policy;</li> <li>● support programs developed by the Primary School;</li> <li>● express themselves in a socially acceptable way;</li> <li>● allow others their privacy;</li> <li>● respect the learning styles of peers;</li> <li>● report welfare concerns.</li> </ul>

# Health & Safety

The school emphasises the importance of safety in all aspects of our operations and interactions. The wellbeing of our community, and particularly our students, is critical.

## Child Protection Policy

ISP is committed to maintaining the highest standards in the area of child protection and has a very clear [Child Protection Policy](#) addressing the school's and individuals' responsibilities to protecting the children in our care. If any member of the community has any questions or concerns about child protection or our policy regarding it, they should contact the Vice Principal for Student Wellbeing, Ms Raj Bolla ([rbolla@isparis.net](mailto:rbolla@isparis.net)), the Assistant Principal, Ms Amy Bowley ([abowley@isparis.edu](mailto:abowley@isparis.edu)), or the Secondary School Principal, Mr Damian Kerr ([dkerr@isparis.edu](mailto:dkerr@isparis.edu)).

## Bullying

ISP has a very clear stance on bullying. We state explicitly that bullying is not tolerated in any form, or at any level.

## Emergency procedures

Fire drills and evacuation/lockdown exercises (typically unannounced) are carried out regularly throughout the year. Students and visitors should ensure that they are familiar with the different procedures that are posted around the school campuses. In the event of an emergency, students and visitors should always follow the instructions given by the security guards and members of staff.

## Medical care

If a student becomes unwell while at school, he/she must go to the sickroom on campus. The School Nurse, or a nominated member of staff in the case of her unavailability, will evaluate the student's medical condition. No student should leave school because of illness without speaking to the nurse or her replacement, and students should also consult the nurse before contacting their parents to request to leave school. The school will notify the student's parents if a decision is made to send a child home.

Please note that if a student has a minor complaint, the School Nurse — and only the School Nurse — may administer medication. In the case of a more serious concern, the school will contact the parents and/or the SAMU (emergency medical service). In the case of an emergency, the school will contact the SAMU and will make medical decisions based on the

doctor's recommendations, including surgical intervention. Parents will be systematically informed if the school contacts the SAMU about their child's health, but it may not always be possible to do this before contacting emergency services.

The school provides medical insurance for all students while they are in our care, although, depending on circumstances, this insurance may not cover all medical costs.

## Security

We do all we can to offer a secure and safe environment. The school provides lockers for all students, and we strongly advise students to store their belongings in their lockers with a secure combination or key lock. We have security cameras in all our buildings, and a secure pass system on all external doors. The school cannot be responsible for any cost arising from the loss or theft of personal items on the campus. For safety reasons, any unattended belongings may be removed.

Students are asked not to bring unnecessary valuables into school, but if they do, these should not be left in schoolbags or in changing rooms, for example, during PHE. Rather, they should be locked in their lockers before the lesson begins. Occasionally, a student may wish to bring a valuable item into school as part of a project or other piece of school-related work, and, in these circumstances, this may be given to the school reception for safekeeping.

All students' belongings should be labelled with their name. A lost and found box is kept on each campus and we also ask students and others who find valuable items to hand these in to reception. If a student loses an item they should first check in the lost and found box and then speak to the receptionists to see if it has been given to the receptionist.

At specific times during the school year, any uncollected items are sent to a charitable organization. Parents will be informed of this via email.

## E-safety

All students and members of the community should take steps to ensure that they understand all of the risks posed by digital technologies. Everyone should have clear strategies in place to minimise the impact of these risks. E-safety is incorporated into the Personal and Social Education curriculum and workshops are held during the year for parents and students.

## Dangerous items

Students should not come to school in possession of anything which may pose a danger to themselves or others. Specifically, knives, other weapons and imitation weapons are forbidden.

## Health and Safety

If a student's wellbeing is at immediate risk, the High School will notify parents and call the SAMU (the French emergency medical services). Should the Wellbeing Team consider a student to be unfit to attend school or a school event (such as field trip), then parents may be asked to take a student home. Please note that the school has a right to search students and their belongings at any time during the school day to safeguard the wellbeing of the community.

## Seeking Support

Should a student approach the school seeking support for the consequences of risky behaviours and/or choices, the school's primary responsibility is for the wellbeing of the student. The school will identify as quickly as possible the parameters of the support we can meaningfully offer and communicate these with the parents or carers of the student and those colleagues who are directly involved in the wellbeing of the student. Assurances can be sought to safeguard this support as a wellbeing process and not a disciplinary issue.

## Tracking Student Wellbeing

So that students, parents and teachers can understand and track the work being carried out by the Wellbeing Team, every student event that requires a staff intervention is allocated a descriptor, from Level 1 (minor) to Level 5 (most serious). Each intervention at Level 2 or above is recorded for a minimum of one school year and at each level there are different responses, as indicated below:

Level 1	<p><b>Minor concern.</b></p>
Level 2	<p><b>Moderate concern or repeated Level 1.</b></p> <p><b>Intervention:</b> Advisory meeting with teacher and homeroom teacher; parents informed; reflection required; mentoring considered; structured loss of recreational time.</p>
Level 3	<p><b>Serious concern or repeated Level 1 or 2.</b></p> <p><b>Intervention:</b> Advisory meeting with homeroom teacher and head of grades; parents informed and engaged; reflection required; mentoring and/or counseling may be required; formative, structured loss of access to learning time.</p>
Level 4	<p><b>Very serious concern or repeated Level 1, 2, or 3.</b></p> <p><b>Intervention:</b> Advisory meeting with vice principal, and principal or assistant principal; parents informed and engaged; reflection required; mentoring and/or counseling required; formative, structured loss of access to learning time; re-registration may not be offered.</p>
Level 5	<p><b>Most serious concern or repeated Level 1, 2, 3 or 4.</b></p> <p><b>Intervention:</b> Advisory meeting with vice principal, principal and head of school; parents informed and engaged; re-registration may not be offered; student may be immediately and/or permanently withdrawn from learning community.</p>

## Specific Responses

The Secondary School has a map of interventions (below) so that both teachers and students have shared expectations for appropriate student behaviour. These interventions are not exhaustive but cover the most serious issues that the Secondary School may have to address such as drug abuse, substance abuse, violence at school, concerns about alcohol and tobacco, bullying and personal safety. Please note that repeated failures to manage behaviour will automatically raise the level of concern.

Level 1	<p><b>Minor concern</b>  <b>For example:</b> demonstration of minor violence/aggression (pushing, verbal aggression); minor demonstration of disrespect to people or property (disrespect for ISP school rules).</p>
Level 2	<p><b>Moderate concern</b> (or repeated Level 1)  <b>For example:</b> smoking tobacco, possession of smoking materials/paraphernalia (including electronic cigarettes); demonstration of moderate violence/aggression; low-level bullying; passive acceptance of bullying (a student who knowingly chooses not to protect a victim or seek help for a victim of bullying); clear demonstration of disrespect to people or property; bringing any look-alike weapon to school; academic dishonesty.</p>
Level 3	<p><b>Serious concern</b> (or repeated Level 1 or 2)  <b>For example:</b> possession, consumption, distribution, or sale of alcohol; serious demonstration of violence/aggression (fighting/assault); serious bullying or intimidation; serious disrespect to people or property (theft, intentional damage to property, verbal sexual harassment, flagrant or willful disrespect for community members or rules); use of language which undermines ISP's commitment to diversity and inclusion <i>even when the intent is humorous</i>; bringing any weapon, or potential</p>
Level 4	<p><b>Very serious concern</b> (or repeated Level 1, 2 or 3)  <b>For example:</b> possession or consumption of illegal drugs, illicit prescription medicines, or abuse of dangerous substances; serious physical assault, bodily harm; physical sexual harassment; repeated, inflammatory or abusive use of language which undermines ISP's commitment to diversity and inclusion; serious academic dishonesty.</p>
Level 5	<p><b>Most serious concern</b> (or repeated Level 1, 2, 3 or 4)  <b>For example:</b> distribution or sale of illegal drugs, illicit prescription medicines, or dangerous substances; life-threatening violence; sexual assault; serious breach of ISP's commitment to diversity and inclusion.</p>

## French Law

If a concern is serious enough under French Law to be reported to authorities, the Wellbeing Team will manage this with the prior approval of the head of school and, where appropriate, with due notification to parents. In this respect the High School will act vigorously to protect all individuals in the community from drugs, violence, weapons, sexual harassment or theft.

## Appeal

For any concern, the student may appeal the level determined and/or the consequences. In the case of level 5 concerns the board of trustees must be informed. The only purpose of an appeal to the board of trustees is in the case of procedural defects. Our work presumes full collaboration from all parties; in the case of non-collaboration, the High School does reserve the right not to re-register the student for the following school year.

## Student badges

All students should come to school each day wearing their school badge on the school-issued lanyard so that they can be easily identified, if necessary. Students should badge into the buildings when they enter and a record is kept of their presence for fire evacuation procedures.

## Visitors

All visitors invited to the campus by students are required to report to the relevant reception, where they will be asked to sign in. They will then receive a visitor's badge that must be worn and displayed at all times.

## Road safety, motor vehicles, bicycles, and scooters

All students should use marked road crossings provided when crossing the roads during or between school activities. Students may choose to come to school by bike, or by scooter; however, students may not use their own mode of transport during school activities. Scooters and bikes left in school during the day should be securely locked. All use of bicycles and scooters must follow the French *code de la route*.

# Communication

Good communication between home and school is essential. The following information will assist you in identifying where information may be found and with whom you may wish to speak.

## School information systems

The school strives to model sustainable development and this means taking active steps to reduce our carbon footprint. Therefore, we have paperless communication whenever possible, and this can be summarized as follows:

- **ManageBac:** ManageBac is the school’s curriculum management system and a vital communication tool for all members of our community. Secondary School students, teachers and parents all have individual ManageBac accounts. Parents are also given access to student reports via ManageBac.
- **Google email:** The school provides every student with a personal Google mail account, recognizable by the @isparis.net address. This account is an essential communication route between students and teachers, especially as it integrates with a range of Google applications that are in frequent use in the classroom.
- **Emails from “ISP NEWS”:** The school will email parents with news about specific events, special announcements, field trips or changes to our normal routine. In addition, all notices about electronic communication, including login details for the ISP Parent Portal (see below), are sent by email, so it is very important that your email address is valid and that you check your email account regularly for school news. Please note that the sender for most ISP-related regular mass emails will appear as “ISP News” or “IT Support”.
- **[ISP Parent Portal:](#)** ISP provides a resource for parents seeking more detailed information about school activities. Parents are strongly encouraged to login to this secure area of the school website. The Parent Portal contains an electronic directory of staff contacts, photos of recent events, curricular and school handbooks, learning resources, and much more. The login details will be sent at the beginning of the school year. In case you misplace your login details, you can retrieve a link to change

your password by clicking on the Forgot Username or Password link on the login page.

- **Weekly newsletter:** This is a summary of upcoming school events. In addition, there are links to the latest headlines, as well as various important documents and forms. We strongly recommend that you use this resource to keep-up with school events and activities.
- **ISP website:** The school website (<https://www.isparis.edu/>) provides details of major events, recent news, and up-to-date curricular information. Some of this is password protected, and not accessible to the general public.

For further information about ISP's communications systems or to provide feedback or suggestions for improvement, you are welcome to contact our communications team at [communications@isparis.edu](mailto:communications@isparis.edu).

## Personal information

It is very important for the school to have complete and up-to-date information about all of the students and those whom we may need to contact in case of emergency. Please send an email to [reception@isparis.edu](mailto:reception@isparis.edu) in the case of changes or additions to any of the following details:

- home address or telephone number;
- parents' and other contact details, especially mobile phone number and email addresses;
- medical information including vaccinations, operations, allergies and anything else of relevance.

For reasons of health and safety, parents should inform the school of any medication that their child is taking. For any health-related information, please also copy [ispnurse@isparis.net](mailto:ispnurse@isparis.net)

## 3-way conferences

Parents are always welcome to arrange conferences at school and, likewise, the school may initiate a conference with parents at any time during the year. Mid-way through each academic semester, two days are set aside for 3-way (student, parent and teacher) conferences. Conference bookings are made online and parents will receive guidance in this process prior to each conference date.

## University counselling

The school has several university counsellors who specialize in different regions of the world. All applications should be given to the university counsellors at least ten school days before the deadline and references from teachers should be requested at least 15 school days before they are required. While it is currently popular to apply to an increasing number of universities, it is the student's responsibility to ensure that the research needed in making their university choices is undertaken before an application is sent. The school will help students with up to eight applications per country. Please note that the school does not pay for express delivery of application documents. For a detailed list of recent university acceptances, please visit ISP's [university counselling webpages](#).

## Support structures for students

Each student in the Secondary School is a member of a homeroom of between 16 and 24 students. Each homeroom is monitored by the students' homeroom teacher who has day-to-day responsibility for the students in his or her group. Students who have a problem, either academic or personal, can bring it to the attention of their homeroom teacher, or their head of grade, or another member of the Wellbeing Team, or the relevant curriculum coordinator depending on the nature and seriousness of the problem. Students can also ask their Student Council representative to act on their behalf.

We recommend that if students or parents have a concern about any issue concerning a member of staff, they should first try to resolve the problem with the individual concerned. If the matter is not brought to a satisfactory conclusion, then parents or students should bring it to the attention of the homeroom teacher, who will attempt to work with all those involved to find a solution.

## Parent Teacher Association

The school works closely with the PTA in order to understand the needs and perspective of the parent body. Five yearly meetings take place between the Secondary School Leadership Team and the PTA Grade Representatives. These consultative meetings are held in a spirit of openness, allowing both constituencies to understand the other's reasoning and perspectives on different school matters.

## Parent volunteers

We like to involve our parents in the daily life of the school. Our parent population is a rich sea of experience from which every student can benefit, and we welcome parents' input. These are just some of the ways in which you can participate: join the [Human Library](#); give a

presentation on your country; demonstrate your special talent in music or crafts; chaperone social events; assist with the work of special needs, English as an Additional Language (EAL), French and other languages; share your career experience with students; offer a placement for our Work Experience program; host students from visiting schools. This is not an exhaustive list. If you have time to spare and an idea of how you might help, please contact the school.

## Alumni and guest visits to school

Former students or friends of currently enrolled students may make one-day visits with permission of the Secondary School Principal, the Assistant Principal, or the Vice Principal for Student Wellbeing. Requests must be made at least five days in advance, and all guests must identify a currently enrolled student who will be responsible for him or her during the time spent in school. The accompanying student is also responsible for ensuring that teachers are informed ahead of time to ensure that their visit causes no disruption to lessons. Visiting students will need to wear their visitor badge at all times. Prior to the visit, parents must complete and return [an insurance waiver which can be found on our website](#). Please note that at certain times in the school year, for safety, organizational or security reasons, we are not able to accommodate student guests.



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Educating *for complexity*

