SECONDARY HANDBOOK 2019-2020
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Dear Parents,

I would like to wish you a warm welcome to the Secondary School. My name is Mr James Wellings, and as Head of the Secondary School, I am responsible for the daily running and organisation of the Unit.

In the Secondary School, years 7-9, where the children’s ages range from eleven to fourteen years, our main objectives are to ensure students become independent, organised learners, who embrace with confidence, a challenging and diverse academic programme, where every student can be successful.

The Secondary School is a place where traditions are valued and innovation is embraced. It is an exciting learning environment, which brings together students from across the globe. The Secondary School is shaped by a spirit of community, characterised by the students and teachers, working together to achieve our goal of developing independent learners and international citizens.

Secondary School students face many challenges, and I feel it is our duty as a dedicated and professional team of staff, to understand and nurture adolescents, and to help students become well-balanced, confident and creative young adults.

This handbook is intended to be a practical guide to the every day operation of the Secondary School. You will find the school’s Mission Statement and Goals, and the policies which govern the running of the school. The subject overviews for each trimester can be found on our website, http://www.ismonaco.org/subject-overviews

If you have any queries or questions concerning your child, please consider the Homeroom teacher as the first and primary point of contact.

I look forward to supporting your children during their Secondary School years, helping them reach their full potential, both personally and academically.

Yours sincerely

Mr James Wellings
Head of Secondary School
We will work with you and your child to do everything we can to ensure that he/she becomes an academically successful, internationally-minded, caring person and a motivated learner able to communicate effectively using two or more languages and well prepared for the challenges of an ever-changing world.
OUR VALUES

INTEGRITY
We act with honesty, fairness and compassion even in the face of challenge.

CARING
We nurture and care for the physical, emotional and social wellbeing of ourselves and others.

LEARNING
We are all learners who embrace challenges and strive to develop and improve.

RESPECT
We communicate and act with courtesy and politeness. We value what we have.
LEARNING PRINCIPLES

Learning is planned to build upon and develop the knowledge, skills and understanding of all learners.

Learners are highly engaged, genuinely curious and reflect in a meaningful way.

Learners feel safe and valued as part of a learning focused environment.

Learners know what they are learning, how they are learning and why they are learning.

Learning is driven by high expectations of behaviour, individual effort and positive collaboration.

Learning is deepened through effective and formative feedback on both the process and outcome.
KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

RISK-TAKERS
We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
CHILD PROTECTION POLICY

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1. Policy Statement

2. Scope of Policy
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   - Support
   - Protection
   - Information

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   - Visitors

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7. Curriculum

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ISM’s Child Protection Policy

1. Policy Statement
As stated in the Board Policy Manual, child abuse and neglect are violations of a child’s human rights and are obstacles to the child's learning, as well as their physical, emotional and social development. ISM therefore actively promotes and defends the rights of the child to physical and psychological protection and well-being, as defined in the United Nations Convention on the Rights of the Child.

- Article 19 - Protection from Abuse and Neglect
  The State shall take all appropriate measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. The State shall protect the child from sexual exploitation and abuse, including prostitution and involvement in pornography.

- Article 39
  Children who have experienced neglect, abuse, exploitation, torture or any other form of cruel, inhuman or degrading treatment or punishment should be given help and support in an environment, which fosters the health, self-respect and dignity of the child.

2. Scope of Policy
Acknowledging the United Nations Convention of the Rights of the Child and recognizing the School’s responsibility for the safeguarding, welfare and safety of its students, ISM considers that it has a professional obligation to:

Prevention
2.1.1 Provide a safe environment in which students can feel secure, grow, learn and develop
2.1.2 Make every effort possible in its hiring practices and procedures to ensure the suitability of all staff and volunteers to work with children.
2.1.3 Provide information for parents outlining the School’s policy and procedures on Child Protection.

Support
2.2.1 Provide a positive school atmosphere where students feel secure enough to be able to talk to the adults in the School if they are concerned or worried about their safety or the safety of their friends
2.2.2 Identify students who are in need of help and protection and provide prompt and adequate assistance.
2.2.3 Ensure all staff are trained and supported to respond appropriately and with sensitivity to child protection concerns.

Protection
2.3.1 Develop in all staff, an awareness for the need to safeguard students’ well-being.
2.3.2 Ensure that all staff know the reporting and referral procedures.
2.3.3 Conduct a full investigation following due process, should any staff member be reported as an alleged offender, always keeping the safety of the child as the highest priority.

Information
2.4.1 Clearly communicate the policy on Child Protection, to all students and parents of the School.
2.4.2 Organize regular staff training and information sessions to ensure that all school personnel are aware of the School’s policies and internal procedures concerning child protection.
3 Facility Security - an environment that is safe for children and staff.

Building Security
3.1.1 A security guard will be present in the School and conduct a regular sweep of the School and its surrounding region, being watchful for intruders, outside persons watching students etc.
3.1.2 All access doors must be locked with entry being given only by approved pass.
3.1.3 Crisis procedures will be clearly communicated and drills will be conducted regularly.

Supervision
3.2.1 All staff are responsible for the safeguarding and protection of children at all times. Teachers must never leave children alone without supervision.
3.2.2 Heads of School are responsible for drawing up supervision rotas for recreation and lunch breaks which are in keeping with Monegasque student/adult supervision ratios.
3.2.3 Staff on duty at the end of the day must make sure that no child has been left unsupervised and unattended.

Classrooms
3.3.1 All classrooms to which students have access will have clear glass corridor windows or glass inserts in the doors.
3.3.2 Any blinds must allow the occupants to be visible from outside the room.

Visitors
3.4.1 Authorized visitors will be issued with an entrance security badge, which they must wear at all times.

4. Staff
In line with the “Child Protection Policy”, it is the School’s responsibility to ensure that all members of the teaching and non-teaching staff of the school, including part-time staff, cover staff, student activities instructors, such as musicians and sports coaches and any volunteer services which involve contact with students, are suitable people to work with children.

The school will ensure that all new staff are carefully selected, screened, trained and supervised.
4.1.1 Application:
- On each application, there will be a requirement for a signature stating that the applicant knows no reason or prior circumstance, which would preclude him/her from working with children.
- The applicant must also consent in writing to a background and criminal check.

4.1.2 Screening:
- Previous employment history will be examined and extra evidence will be sought to cover any gaps or lack of available police checks.
- Prior to offering employment the School will follow up on professional and character references
- Identity checks will be made to establish that information given by the candidate is accurate
- At least one reference will be followed up with a telephone call or personal contact during which the applicant’s suitability to work with children and young adults will be addressed.

4.1.3 Interview
- If possible, the candidate will be invited to the School and be seen and interviewed by more than one person.
- If interviews take place by Skype, then it is essential that that a male/female be present and more than one person take part in the interview
4.1 Recruitment cont.
4.1.4 Employment/Contract:
   - All candidates to whom a contract is issued will be given a copy of the School’s Child Protection Policy.
   - Successful candidates will be required to provide a Police Clearance certificate from their home country or last place of employment.
   - The contract issued will include a statement informing the applicant that any falsifications or omissions in the information provided may result in termination of employment or volunteer services with the School.

4.2 Staff Induction and Training
4.2.1 All new staff will receive child protection training as part of their Induction.
4.2.2 All School personnel will be given regular training to ensure they are aware of the School’s policies and internal procedures concerning child protection and are confident on how to deal with any concerns.
4.2.3 Information on the School’s Protection Policy will also be given to volunteers, coaches and all persons who have regular contact with students.

4.3 Staff Protecting Themselves
4.3.1 If any staff member is in a one to one situation with a student in a classroom, the classroom door must be left open.
4.3.2 Toilets for staff only are available; on no occasion should staff use the toilets for students.
4.3.3 No contractors, vendors or service providers operating on site during the School day will be left with unsupervised access to children.

5. Reporting Procedures
5.1 Reporting
5.1.1 All staff employed at ISM must report suspected incidences or concerns about child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect.
5.1.2 It is not the staff’s role to investigate or try to verify the situation but it is their responsibility to report their concerns about the well-being of any student to the designated responsible person.
5.1.3 The report should be submitted as soon as possible and at most within 36 hours.

5.2 The Staff Member’s duty is to:
5.2.1 Recognize their concern
   The indicators of child abuse and neglect and the signs that should alert staff, are to be used as guidelines for reporting. (See Appendix 1)
   
5.2.2 Make a written report using the form (See Appendix 3)
   a. Listen to what is said let child/person tell their story
   b. Ask child to tell what happened
   c. To explain what happened
   d. To describe what happened
   e. Reassure the child the/she was right to speak up
   f. Make it clear that it cannot be kept as a secret that it is your duty to report it
   g. Write it down
   h. Report it to designated responsible person

5.3 ISM Reporting Framework
5.3.1 The report must be made by the staff member concerned, following the guidelines given in the ISM Reporting Framework. (see Appendix 2)
5.3.2 The Reporting Framework and Designated Responsible Person(s) will be communicated to all Staff.
5.4 Confidential Record of Concern
5.4.1 Confidentiality is essential to the extent that the law and school procedures permit, keeping the welfare of the child as the priority.
5.4.2 Staff will be asked to record their concerns on the special 'Confidential ISM Record of Concern', any documentation will be stored in a safe place and staff must feel confident that they will be supported if they report a concern.
5.4.3 Reporting and follow up will proceed in accordance with the ISM procedures set out in this policy and if appropriate and necessary will be in keeping with the procedures established by the Monegasque authorities.

6. Allegation against a Staff Member
6.1 Where a child, parent or other staff member makes an allegation against a member of staff, their concerns must be recorded immediately and accurately at the time the event occurs.
6.2 Malicious allegations against staff will be investigated and dealt with by the Director. In the event that it is the Director who is the subject of the allegation, this will be deal with by the Board of Trustees.
6.3 The written report must then be communicated to the Director (or the designated Deputy) immediately.
6.4 Signs of Offenders (adults)
   - Has “favourite” student or child
   - Attempts to find ways to be alone with children
   - Inappropriate language, jokes and discussions about/with students
   - Sexual talk in the presence of students
   - Giving of private gifts to students
   - Private chatting with students on social media.

7. Curriculum
7.1 Age appropriate curriculum based on core elements will be taught to students in the Early Years and Primary schools through the PSE curriculum and in the and Secondary schools through the Homeroom curriculum.
7.2 The curriculum will include students’ rights and responsibilities regarding child protection issues; strategies to recognise inappropriate behaviour; respond assertively; report incidents to school staff or family/parents.
7.3 The curriculum will also include student awareness on issues such as violence, bullying of each other etc.

8. Parent / Community Awareness
8.1 The School’s Child Protection Policy will be communicated clearly to all students and parents through the parent Handbook, which is updated and issued annually.
8.2 New families will receive specific information regarding the School’s policies and procedures as part of their Welcome Pack
8.3 The School’s commitment to child protection will be clearly stated in the School’s marketing and communications materials.
8.4 Guidance and resources on student safety and well being and how parents can talk with, and protect their children will be available in the

9. Responsibility to Local Laws
In addition to the standards above, there may be local laws with respect to protecting children, which the School has an obligation to respect.
CHILD PROTECTION PROCEDURES

Appendix 1  Definitions of Child Abuse

Appendix 2  Reporting Framework

Appendix 3  Confidential Report for Concern

Appendix 4  Information for ISM Community: International Task Force on Child Protection
Appendix 1: Definitions of Child Abuse

Definitions
Child Abuse, according to the World Health Organisation, constitutes “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to a child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power”

Our ISM policy focuses on four main categories of abuse and provides basic information about the physical and behavioural signs associated with each type.

The following definitions are provided to assist staff to decide if abuse/neglect is occurring and to assist them in deciding what the impact warrants and how they should react.

Physical Abuse
1. Physical abuse consists of any non-accidental form of injury or serious physical harm inflicted by another person on a child or young person to cause intentional injury and harm.

2. It may involve forms of aggression such as hitting, punching, shaking, biting, burning, scalding, suffocating.

3. It may be explained as discipline by the person responsible, but is excessive and inappropriate.

4. It may also be a result of failure of parents or carers to adequately ensure the safety of the child by exposing him/her to extremely dangerous and life-threatening situations.

<table>
<thead>
<tr>
<th>Physical Indicators</th>
<th>Behaviour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of several injuries - bruises, cuts or welts on different parts of the body.</td>
<td>Child says injury has been inflicted by someone else but offers an inconsistent and unlikely explanation.</td>
</tr>
<tr>
<td>Injuries which have not received medical attention</td>
<td>Child says he cannot remember or refuses to discuss the injuries.</td>
</tr>
<tr>
<td>Burns from an object like a cigarette, iron or from boiling water or a flame.</td>
<td>Unusual fear of physical contact. Ex. flinches if unexpectedly touched.</td>
</tr>
<tr>
<td>Cuts and grazes to mouth, lips, eyes, ears or human bite marks.</td>
<td>Wearing clothes unsuitable for weather conditions such as keeping arms and legs covered to hide the injury.</td>
</tr>
<tr>
<td>Bald patches on head where hair has been pulled out.</td>
<td>Fear of returning home or parents being contacted. Reluctance to go home.</td>
</tr>
<tr>
<td></td>
<td>Unexplained absence from school. Kept at home until signs of injury disappear.</td>
</tr>
<tr>
<td></td>
<td>Overly compliant, withdrawn. Passive- unlike himself.</td>
</tr>
<tr>
<td></td>
<td>Being aggressive towards others.</td>
</tr>
<tr>
<td></td>
<td>Unexplained sadness and frequent crying.</td>
</tr>
</tbody>
</table>
**Emotional Abuse**

1. Emotional abuse occurs when a child is repeatedly and persistently rejected, made to feel worthless and unloved, isolated or frightened by threats.

2. Emotional abuse may also be caused by the witnessing of family violence.

3. It also includes hostility, exclusion from groups, derogatory name calling, persistent coldness from a person to the extent that the child is disturbed and his/her emotional development is at risk.

4. It may involve serious bullying (including cyber bullying) making fun of what they say, how they look, how they dress, causing children to feel frightened or in danger.

5. Psychological and emotional abuse may occur with or without other forms of abuse.

6. There are few physical indicators although emotional abuse may cause delays in emotional or even physical development. The child may develop personality and behavioural disorders, become filled with self-doubt and/or anger.

---

**Physical Indicators**

- Speech Disorders
- Delays in physical, mental and emotional development
- Failure to develop and thrive

**Behaviour Indicators**

- Overly compliant, withdrawn. Passive - unlike himself.
- Extremely demanding aggressive attention seeking behaviour.
- Anti-social, destructive behaviour.
- Poor self-image and self esteem
- Unexplained mood swings from passivity to aggression.
- Behaviour not age appropriate – thumb sucking, rocking.
- Violence in drawings and writing
- Depression, running away. lying
- Obsessions, phobia, compulsive stealing.
**Sexual Abuse**

Child sexual abuse is the involvement of a child in sexual activity that he/she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent.

1. A child is sexually abused when any person uses his/her authority or power to force or entice him/her to engage in sexual activity, whether or not the child is aware of what is happening.

2. The activities may involve physical contact including penetration (rape) or non-penetration acts such as masturbation, kissing, rubbing or touching outside clothing.

3. It may also involve non-contact activities such as involving children in looking at sexual images, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

4. Sexual abuse may also involve the perpetrator preparing his/her victim through a process called “grooming” a set of factors designed to select and encourage a child in sexual activity.

5. It can also include exploitation through pornography or prostitution.

6. Perpetrators of sexual abuse are very often known to their victims; the child therefore accepts blame, responsibility, guilt and shame.

<table>
<thead>
<tr>
<th>Physical Indicators</th>
<th>Behaviour Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discomfort in urinating and frequent urinary infections.</td>
<td>Saying they have secrets they cannot tell anyone</td>
</tr>
<tr>
<td>Bruising and other injuries to breasts, buttocks and thighs.</td>
<td>Persistent and age inappropriate sexual activity including excessive masturbation, masturbation with objects, rubbing against adults.</td>
</tr>
<tr>
<td>Anxiety related illnesses such as anorexia, bulimia.</td>
<td>Drawings and descriptions that are sexually explicit and not age appropriate.</td>
</tr>
<tr>
<td>Refusing to change into Physical Education clothing.</td>
<td>A fear of home, a particular adult, excessive fear of men and/or women.</td>
</tr>
<tr>
<td>Fear of bathrooms</td>
<td>Frequent rocking, sucking and biting</td>
</tr>
<tr>
<td>Difficulty in walking and/or sitting.</td>
<td>Reluctance to participate in physical and recreational activities.</td>
</tr>
<tr>
<td></td>
<td>Regressive behaviour such as bed wetting and speech loss.</td>
</tr>
<tr>
<td></td>
<td>Sudden decline in academic performance</td>
</tr>
<tr>
<td></td>
<td>Complaining of headaches, stomach pains, nausea.</td>
</tr>
</tbody>
</table>
Neglect

Neglect is the persistent failure to meet a child’s basic physical or physiological need, likely to result in serious consequences to child’s health or development and includes

1. Failure to provide the child or young person with an adequate standard of nutrition, medical care, clothing or shelter to the extent that the child’s health is placed at serious risk.

2. When a child’s home environment is dirty or dangerous and poses a threat to the child’s immediate safety.

3. When a child is provided with consistently insufficient or inadequate food and nourishment for his/her healthy development.

4. When a child has serious medical condition for which the parents have consistently failed to obtain treatment or follow up on the treatment suggested.

5. When parents consistently leave the child unattended and/or inadequately supervised.

**Physical Indicators**

- Consistently dirty and unwashed.
- Consistently wearing the same clothes.
- Consistently without adequate supervision and at risk of injury or harm.
- Parents not present at home – child left with carers.
- Consistently hungry, tired and listless – may even fall asleep in class.
- Medical needs/ problems unattended

**Behaviour Indicators**

- Compulsive stealing or begging for food from others.
- Gorging food when it is available.
- Low self-esteem,
- Appearing miserable
- Extreme need for attention.
- Irregular attendance at school
APPENDIX 2a: Reporting Framework

ISM REPORTING FRAMEWORK
Stage 1

What to do if you are concerned about a child

- Consult the Definition Guidelines
  If these confirm your concern, complete the « Report of Concern »

Where to send your concern?

<table>
<thead>
<tr>
<th>If concern involves Child/Parent/Family</th>
<th>If concern involves Child/Staff Member, coach, volunteer etc.</th>
<th>If concern involves Child/Unit Head or Senior Management</th>
<th>If concern involves Child/Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHARE and SEND your completed report to the Unit Head &amp; Assistant Head for Well being, with copy to Director.</td>
<td>SHARE and SEND your completed report to the Director &amp; Assistant Head for Well being, with copy to Unit Head concerned.</td>
<td>SHARE and SEND your completed report to the Director with copy to the President, of Board of Trustees.</td>
<td>SHARE and SEND your completed report to the President of Board of Trustees with copy to Vice President.</td>
</tr>
</tbody>
</table>
APPENDIX 2b: Reporting Framework

ISM REPORTING FRAMEWORK
Stage 2

What to do when a Report of Concern is received

The Response Team meets within 24 hours. Their task is to:
1. Assess the report received
2. Speak with all parties concerned
3. Investigate if there are any previous incidents
4. Assess the evidence and decide which of the following actions to take:

   1. False

   There is sufficient evidence to disprove the allegations in the report received.

   Director
   Assisted by
   Response Team
   Assistant Head for Staff and
   Student’s Well-being
   Deputy Director
   Named Person
   + if appropriate (Health Coordinator...)
   Unit Head

   No further investigation for the present. Report filed and all parties informed of action taken.

   No further investigation. All parties informed.

   Child is put « on watch ». A person is designated to be his/her mentor and report immediately if there are any further concerns.
# Appendix 3: Reporting Form of Concern

**International School of Monaco**

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class:</td>
</tr>
</tbody>
</table>

| Date and Time of Incident if relevant: | Date and Time (of writing): |

**Record the following factually:**
- Who are you worried about?
- What are you worried about?
- Any other people involved?
- Was any particular person named?

**In Particular:**
- Observed behaviour of child
- Disclosure of child (his/her own words)
- Disclosure by other students/trusted adults
- Observed behaviour in any adult concerned

**Any other relevant information (distinguish between fact and opinion).** Previous concerns etc.

**What is your professional opinion of what you have been told?**

**Name of person filing report:**

Function in School: Relationship to student:

**Name of person to whom report sent:**

Signature: Date Sent:

*Check to make sure your report is clear to someone else reading it.*

*Please now check the School’s Reporting Framework and pass this report to the appropriate person.*
THE SECONDARY SCHOOL

“Developing Responsibility and Independence”

The Secondary School focuses on nurturing and strengthening independent learning in an environment which;

• provides a smooth transition from Primary to Secondary, years 7-9 (childhood to adolescence)

• has a strong academic programme which challenges all students

• helps students become well balanced, confident and competent learners

• develops a strong relationship between staff and students

• instils life and study skills which support healthy personal development

• continues to promote a love of learning and enquiry

• has a fair and consistent approach to discipline
ACADEMIC LIFE

A. THE PROGRAMME

The Secondary School, during its three-year cycle (Classes 7-9), teaches the following subjects to all students: English, French, Maths, Science, History, Geography, ICT, P.E, Drama, Art and Music. In addition to this all students have a Homeroom period in which Personal and Social education is taught. Our third official language is Spanish, and Mother-Tongue languages are offered in Italian, Russian and German. It is at the school’s discretion, which language is best suited to each individual student, and English Support will be compulsory to those students new to the language.

1. Our Approach

We approach learning and teaching in the spirit of the International Baccalaureate, whilst appreciating that academic learning is important but not the only measure of success.

The Secondary School (years 7-9) programme is designed to:

- Provide a balance and breadth of knowledge and skills
- Give students an energy and passion to discover the world around them
- Develop International mindedness and cultural awareness
- Promote curious, creative and motivated students.

We firmly favour enrichment over acceleration. Subjects should not be rushed through, but explored and reflected upon.

2. The Curriculum

Our Secondary School Curriculum (years 7-9) aims to inspire and challenge the student body, whilst instilling lifelong learning experiences through the big6 research philosophy and the critically aware learning approach of the International Baccalaureate.

All Secondary School students follow a broad programme of subjects, each designed to equip them with a deep and detailed understanding of the particular subject area, whilst continuing to develop independent curiosity.

We encourage cross-curricular links, to allow students to transfer knowledge and skills from one subject to another. Students maintain a wide range of subjects throughout Secondary School. This means they can make informed choices of courses at IB level.

We want our students to learn how to study and work effectively on their own, and also how to work collaboratively as part of a group. They will learn how to debate, to keep an open-mind, and how to communicate effectively. We want them to be confident with new technologies, and we want our students to be curious and enthusiastic in their learning approach.
B. **ASSESSMENT POLICY**

ISM believes that assessment allows students to be active participants in their continued learning and teachers to be accountable for the learning opportunities they provide for students.

**Principles of Assessment**

- Assessment should be a supportive and positive process that is used to improve learning and teaching.
- Assessment should be an integral part of the written curriculum and the school’s programme of instruction.
- Assessment should be based on a variety of different sources of evidence, strategies and tools, and not confined to a single ‘testing’ method.
- Assessment methods should be both formative (providing information to the learner to help him/her improve), and summative (recording attainment).
- A variety of assessment techniques should be used which are sensitive to different learning styles and the diversity of the school’s population.
- Assessment should provide students, teachers and parents with feedback and evidence to evaluate the learning process.
- Assessment methods should be fair, transparent and free from bias. They should be valid and linked to defined standards.
- The IB learner profile should play an important role in defining and assessing attitudes and approaches to learning.
- Student and teacher reflection is an important and essential part of the assessment process.
- Assessment allows the school to monitor the effectiveness of programmes and provides direction for development for teachers, students and parents.
- Reporting of progress to parents and students should be honest reflecting progress, achievement and effort.

The assessment component in the ISM curriculum can be divided into:

1. **ASSESSING** – how we discover what students know and have learned
2. **RECORDING** – how we choose to collect and analyse data
3. **REPORTING** – how we choose to communicate information

**Rationale for assessment**

ISM assesses in order to:

- Assess the effectiveness of the environment on the student’s learning
- Enhance and extend the student’s learning
- Monitor student progress
- Inform curriculum review
- Determine the effectiveness of teaching
Assessment Practices

Details of assessment practices which teachers are expected to follow are contained in the individual Departmental Handbooks. ISM Handbooks are published according to subject or faculty as follows:

- English
- Mathematics
- Modern Languages
- Science
- Social Sciences/Humanities
- Physical Education
- Performing Arts

Assessment practices in all subject areas are documented as relevant to IB, IGCSE and the curriculum followed from Years 7 to 9 inclusive. Details include marking, recording and reporting and homework policies.

Links

Links between this assessment policy and other policies are documented in the relevant documents. Please refer to the separate ISM policies on Language and Admissions.

Implementation, evaluation and review

ISM recognizes that an assessment policy is a working document. In this context, the Heads of Department are responsible for the process of continuous review of their schemes of work, of which the assessment policy for each subject forms an integral part. This is a collaborative process, both within each department and on a school-wide basis, via regular departmental and Heads of Department meetings. These forums provide the opportunity for teachers to work collaboratively, share ideas, and ensure that agreed measures for improvement are being implemented. In addition to the ISM induction training, which new teachers receive prior to the beginning of the academic year, Heads of Department, Heads of School, and the Co-ordinators of IB and IGCSE assume a supportive role to ensure that training is a continuous process.

Self-Target Grades

Following each reporting cycle, students will reflect on their achieving and set their own target grades. This will be recorded on Plato our educational electronic platform. Students will conference with their subject teachers to ensure that challenging but realistic targets are set and the students take the leadership for their learning and their goals. Teachers will support the students in achieving their goals and set expectations for each student.

Students and parents have access to Plato for all comparative graphs to track performance and improvements. The comparative graphs will indicate the set target grades and actual achievements from year 7-13.
C. Academic honesty

Academic honesty is an essential ethical principle both of ISM and in relation to the expectations of IB world standards. All stakeholders of ISM (including students and parents) are expected to act responsibly and ethically in relation to the presentation of any academic material submitted for marking and assessment. ISM undertakes to promote good practice and to sanction those deemed guilty of academic misconduct.

Academic Misconduct

The definition of academic misconduct of the International Baccalaureate Organisation is as follows: ‘Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.’ (Academic Honesty in the Diploma Programme 2016)

Categories of ‘academic misconduct’ in the IB are defined as follows:

- Plagiarism
- Collusion
- Misconduct during an examination
- Communication about the content of an examination 24 hours before or after the examination with others outside their school community
- Duplication of work

If students are found to have been dishonest in the completion of academic work of whatever nature, the school will regard this as malpractice and appropriate sanctions will be applied, which will include the awarding of zero for the work.

Appropriate sanctions will also be applied where students have been dishonest in the completion of internal assignments, tests and examinations.

The academically honest student:

DOES

- document source material in a formal and appropriate manner
- use direct quotation appropriately
- understand the concepts of plagiarism, collusion and misconduct in examinations
- understand the consequences of any or all of the above
- acknowledge explicitly and appropriately help provided by another person

DOES NOT

- copy the work of other students
- give another student his/her own work to copy
- use notes during a test unless allowed by the teacher and permitted by the examination rules
- do homework for another student
- present material written largely by another as his/her own, including the work of an external tutor
- make inappropriate use of external tutors (See ‘Guidelines for External Tutors’)
- obtain and submit pieces of writing written by someone else
• write essays for other students
• present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules

D. Homework Policy

All students are expected to complete regular homework. Teachers try to be clear and explicit concerning the purpose, scope and due date of assignments and students need to keep detailed notes on homework assignments in their diaries. Students are expected to complete homework on time. If this is not possible for any reason, or if clarification is necessary, students should see the teacher concerned before the due date. Unless there is a valid excuse, the student can expect a white sheet if he/she fails to do his/her homework.

Parental support is appreciated to ensure that homework is completed to the highest possible standard.

E. Reporting to Parents

At the end of the three trimesters, report cards reflecting the students’ performance are sent to parents.

These report cards indicate the grades provided by each teacher for the individual courses as well as the teachers’ evaluations of the efforts expended by the students in the specific subjects using the following notations: “Very Good, Good, Inconsistent, Weak”. All end of trimester reports and mid-
term grade sheets are supplemented by comments of the Homeroom Teacher. In addition, all end of trimester reports contain comments of individual subject teachers.

Parents should carefully review these report cards. These trimester cards are extremely important in that they can signal to the parents where problems may be developing in either the performance in specific subjects or in the attitudes of the students towards their studies. It is recommended that parents should not wait for special communications from the school before addressing problems identified in the report cards. If parents have questions concerning the contents of the trimester report cards, they should contact the Homeroom Teacher in the first instance.

F. Guidelines for external tutors

There are extra support sessions (or clinics) offered regularly and free of charge by teachers from the school outside lesson times and we encourage you to prompt your sons and daughters to make use of them. The school is aware that some parents also choose to employ private tutors to support their children. This should not need to be the norm but can be beneficial in some circumstances:

• helping students to revise and reinforce the work they have done in class
• identifying any learning gaps/missing topics and working to bridge them;
• helping students to practise subject-specific skills until they have mastered them;
• stretching students and stimulating their intellectual curiosity and confidence.

However, there have been a number of incidents lately where it would appear that some tutors may have exceeded this role. In order to ensure that tutors do not exceed this role, parents and students are asked to please bear in mind the following:

• the tutor should not do the student’s written homework or assignments with or for him/her. Part of the reason teachers set homework is diagnostic – they need to be able to see exactly where a student’s strengths and weaknesses lie so that they can tailor their lessons to their needs.
• if teachers cannot be sure that routine assessed assignments are all a student’s own work, they have to devote valuable classroom time to ensuring that these assignments are completed under controlled conditions.
• tutors are requested never to use past papers published by Cambridge Checkpoint. There is a limited supply of these, and the school uses them – or parts of them – in mock exams.

If parents employ a tutor, ISM requests that parents draw his or her attention the above guidelines and ask for these principles to be followed.
The Learning Hub provides an experience of Next Generation Learning as a fundamental part of everyday school life. It serves as an environment at the heart of the School that facilitates the integration of ICT, research practice and traditional literacy into all aspects of the curriculum. Our students develop the knowledge and skills necessary to use information and technology responsibly, practically and effectively. They leave as confident, creative and independent students who have a love for learning and are equipped to participate in a rapidly-changing world. The Learning HUB supports the ISM philosophy of developing Internationally-Minded, Successful and Motivated students and ensures continuity and vertical transition from Early Years to the Secondary School.

La Bibliothèque Centre de Documentation offre une expérience d'apprentissage “Nouvelle Génération” comme élément fondamental du quotidien scolaire. Environnement privilégié au sein de l'école, il facilite l'intégration des TICE, des techniques de recherche et le développement de la langue en lien avec les programmes. Nos élèves développent les connaissances et les compétences nécessaires afin d'utiliser les informations et les technologies de manière responsable, pratique et efficace.

Lorsqu'ils quitteront l'établissement, ils seront des élèves confiants, créatifs et indépendants qui auront l'envie d'apprendre et qui posséderont des outils pour participer à un monde en constante évolution. La BCD soutient la philosophie de l'ISM qui prône l'épanouissement des élèves ouverts au monde qui les entoure tout en assurant la continuité de l'apprentissage de la Maternelle au Lycée.
H. Independent Reading in the Secondary School

Independent reading is essential for life-long learning. It helps students:

- have a richer, more expressive and effective vocabulary
- be more creative
- be more critical and perceptive
- become more independent in thought, choice and action
- develop advanced level reading skills
- achieve improved results for reading and extended writing exams
- to learn about a wide array of topics and increase their general knowledge.

Making the right choice about books to read at home is very important as it helps the student in all their subjects at school. They choose the book; they choose the topic and the knowledge they wish to gain.

The Accelerated Reader programme helps the student to see their targets so that they take more responsibility for reaching their personal goals. AR tests must be taken regularly to track personal reading progress. AR gives teachers the information they need to monitor students’ reading practice and make informed decisions to guide their future learning. A comprehensive set of reports reveals how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction. Accelerated Reader quizzes can be taken on computers, laptops, tablets, and through the AR Student App for Apple iOS® devices.

A zest for reading is a zeal for learning. Reading regularly at home can establish a wonderful habit and bring pleasure for life.

“Today a reader, tomorrow a leader.”
I. The Big6™ in Secondary School (Information Literacy)

In this digital age, it is now recognised that the average person has access to an overwhelming amount of information. While we welcome the opportunity to get this information, the sheer volume can and does cause confusion. This is especially true for Secondary School students whenever they have been asked to conduct some form of research in any subject.

To make things easier and more structured for students we use the Big6 research model.

The Big6 essentially organizes the overall research process into 6 steps:

- **Step 1** What do I want to find out?
- **Step 2** What are the best places to find the information?
- **Step 3** Find the information sources from the formats prioritized in Step 2.
- **Step 4** Write notes in own words on all relevant information found.
- **Step 5** Organise and present the information as well as create a bibliography using EasyBib™.
- **Step 6** Evaluate both the product and process.

The Big6 research model is transferrable, can be adapted to any subject and is not reserved for major projects as a teacher may only ask for students to complete Step 1, e.g., to make up 10 questions that will help focus the assignment in order to create a quality product.

The final outcome using the Big6 should include a full description of the student thought processes as well as analysis of how the final product was created. In year 9, students begin to use in-text citations in the body of the work to show exactly where the information came from.

Naturally, successfully use of the Big6 as a problem solving tool can only help the student be more confident in his / her critical thinking and analytical skills for all future major research projects, e.g., the extended essay (EE) at the IB level.
The model below represents the 6 steps in a circular format.

This schematic of the Big6 model shows the central question or theme situated in the middle and serves as a guide for the student to tackle the other 5 steps. Naturally, it is expected for each student to demonstrate his or her progress of all the 6 steps by keeping a record of all information found. It is important that students critically evaluate each of the steps of the process so they make sure they are on track.
STUDENT LIFE

A. Pastoral Care

Pastoral Care is at the heart of The International School of Monaco. The Primary aim of our system is to ensure that every student feels individually valued and supported. Each student is a part of a Homeroom, who meet every day; this enables the Homeroom teacher to know them extremely well and to support and guide them, and it enables friendships to flourish. All this we believe, contributes to the particularly happy atmosphere in the Secondary School and our values of respect, open-mindedness and trust.

Homeroom groups are small and meet every morning. This time is used to register students, and incorporates group activities, discussion time and daily announcements. Our PSHE curriculum is taught through the Homeroom period on a Friday, and time is used during the week for Homeroom teachers to see individual students to discuss academic progress and any other problems (both in and out of the classroom) that the students may have.

We also encourage mentors from the Secondary School, who often come and offer advice to our Secondary School students. The share their own personal experiences and act as a friendly face and support.

The Homeroom teacher is the first point of contact for parents. A welcome letter is sent from each Homeroom teacher at the start of each academic year, opening the communication with home and school. When there are any concerns over a student’s academic progress, his/her absences or behaviour, the Homeroom teacher is the person who will contact home.

A part-time Student Counsellor is also very much part of the pastoral care system. She is available during the week for students to meet on an individual basis. The Counsellor also contributes to our Homeroom curriculum, by offering workshops and seminars on topics related to the courses of study.

Our Student Well-being programme is also supported by the School’s Health Care Coordinator.

The Secondary School have weekly assemblies on a Monday morning, bringing the whole Secondary School community together at the beginning of each week. These are primarily student-led, and include presentations and weekly announcements. We celebrate learning once a month during a longer assembly period.
SECONDARY STUDENTS (classes 7-13) CAN WEAR:

For girls:
- smart navy blue or beige skirts or trousers (skirts to be within 2 inches of the knee);
- white shirt or blouse (with a collar) for formal days. Polo shirts are permitted out-with formal days;
- navy blue jumper or cardigan (in colder months).

For boys:
- smart navy blue or beige shorts or trousers;
- white shirt (with a collar) or white or navy polo shirts on non-formal days;
- navy blue pullovers or cardigans (in colder months).

In addition, all Secondary students (Classes 7-13) will be expected to wear a navy jacket with trousers or skirt, on formal occasions such as MUN conferences, Careers Day, Business Enterprise, Photograph Day and Prize giving.

SPECIFICALLY EXCLUDED:
- T-shirts or any shirt or blouse without a collar
- Large logos or other decorations or motifs
- Sweat shirts
- Jogging pants and leggings

All items can be purchased online with major credit card at: www.trotwood.com. Please click on the image of Uniform. For inquiries contact directly Trotwood import export SARL Portable : + 33 (0) 6 07 93 24 94 - Tel : + 377 97 70 68 30 - Fax : + 377 97 70 68 31 Email : info@trotwood.com

Similar items may be obtained from other suppliers of your choice.
C. **School Trips**

The Secondary School trips are an obligatory part of the school programme, as they form part of the school curriculum. They provide the students the opportunity of learning through travel, especially to places that they may not otherwise get to visit. It also offers the opportunity for close interaction with peers and a chance for the teacher to observe and interact with the students in a structure different from and more informal than the classroom.

More important, however, these trips emphasise the attentive mind, and help promote our mission to develop internationally minded, successful students. The trips also enable a sense of discovery and a hands on experience of prior learning which has taken place in the classroom. They reinforce the knowledge and skills from these lessons, and the school trips aim to develop important social skills such as tolerance, respect, problem-solving and teamwork. The destinations are as follows for the Secondary School (years 7-9):

**Class 7 - France: Avignon, Orange and Arles**
The Romans

**Class 8 - Cortona and Florence**
The Renaissance

**Class 9 - France: The Battlefields**
World Wars I and II
D. Extension and Enrichment Programme

Our Extension and Enrichment programme aims to develop diverse interests which allow our students to achieve the very best in what they do. We wish to extend the ability in all students. Extension and Enrichment is one of the programmes which work to support all students in the quest to make the most of their ability.

The curriculum is enriched by clubs and activities, which are organised mostly after school. There is a vibrant range of enrichment activities offered by each department. These include the Maths Society, Science Clubs, Journalism, Robotics, MUN, Problem Solving, The Festival of Languages and many more.

The Secondary School has an active Student Council, elected by the student body. It helps to organize various fund-raising and social events throughout the year, and they play a big role in coordinating ‘hands-on’ philanthropy endeavours.

In addition, students in the Secondary School have the opportunity to join the Model United Nations delegation, the O.A.A weekend trips and the Ski Club.
EXPECTEDATIONS OF SECONDARY SCHOOL STUDENTS

A. Code of conduct

It is a condition of being a student at ISM that students and parents accept and observe the Code of Conduct.

ISM’s Code of Conduct is designed to help create a climate in which effective teaching and learning can take place, in which all can work in a spirit of mutual respect and where there is consideration for the individual and the wider school community.

This Code of Conduct aims to:

- Promote positive behaviour and conduct throughout the school community
- Promote and build positive relationships based on mutual respect
- Promote respect for property and the environment
- Ensure fairness of treatment for all
- Involve parents as active partners in the implementation of the ISM Code of Conduct
- Assist students in developing independence by taking responsibility for their own behaviour

1. Respect for other people

All members of the School community are expected to adhere to the ISM philosophy of respect for self and respect for others.

2. Respect for property and the environment

All members of the School community are expected to adhere to the ISM philosophy of respect for property and for the environment. This includes respect for School property and buildings, as well as the property of other members of the School community.

In order to create and maintain a pleasant environment, litter should be placed in the bins provided and every effort made to keep the School a litter-free environment. Students are requested not to bring chewing gum to school. Accidental or deliberate damage must be reported immediately.

Students should ensure that posters will not cause offence to others and are placed only on the boards provided.
The School provides every student with a lockable locker, but ultimately cannot be responsible for students’ property. The School is not responsible for the security of lockers.

Students should not change their lockers. Lockers will be checked throughout the school year by Homeroom Teachers.
The collecting and/or borrowing of money, clothing or equipment by students is not allowed, nor is the buying or selling of items without permission from the Head of School.

3. Respect for academic integrity
All students are expected to have read, understood and accepted the ISM Academic Honesty Policy.

4. Respect for the working conditions of others
It is expected that students will respect the need for quiet working conditions during the school day. They should therefore not gather in areas where lessons take place.

All students must hand in their mobile phones to Homeroom Teachers during registration at 8h20 every morning. They can then be collected at the end of the school day. Improper use of ipad cameras will have serious consequences.

Students may not use the elevators in any of the school buildings.

A separate Internet Acceptable Use Policy is published and must be accepted by all users.

5. Attendance
Regular attendance is one of the most important factors determining success or failure at school. Absences are disruptive and detrimental not only to the student concerned but also to the rest of the class and the professional efforts of the teacher. There is a close correlation between good attendance and good academic performance.

Only the School can authorise absences.

Parents are particularly requested to observe the published school term dates and not to request extra holidays in term time or to attempt to take their children out of school for other reasons. The School can give the necessary permission for such absences only in the most exceptional circumstances.

A record of attendance is kept centrally and by teachers each lesson. The record of attendance is part of a student’s school record and will normally be transmitted to any school or college requesting it.

Teachers will endeavour to assist students who must miss school for an authorised reason or for a prolonged illness, so that a student’s progress can be maintained as far as possible. On the other hand, teachers cannot reasonably be expected to devote extra time and effort to help students who miss school for non-authorised absences.

It may not be possible to award grades to students who miss tests or assignments for whatever reason, even for authorised absence.
In cases of **unauthorised** absence, students will be liable to sanctions. They must expect to receive a "0" grade for work which was missed through unauthorised absence.

Students are expected to be on time for all classes and meetings for which they are timetabled and to comply with the absence or late arrival procedures of the School.

If a student is involved in an activity (e.g. an off-site visit), which would result in missing a class or other school event, permission should be requested from all relevant teachers in advance. Students are expected to catch up on work which has been missed, and this includes classwork as well as homework.

**Notifying Absence**

All students who have not registered before the end of the Homeroom period, will be marked as an ‘unauthorised late’.

In cases of foreseeable absence (e.g. a doctor’s appointment), the Homeroom teacher should be contacted as far in advance as possible.

In cases of unforeseeable absence, (e.g. illness), the Main School reception should be notified by parents by telephone call or email before 8h20 on each day of absence. Please either dial +377 93 25 68 20 or send an email to ana.bastianelli@ismonaco.com, including the Head of Secondary School in copy.

(1) **Punctuality**

- Students are expected to arrive at school on time each day, unless extenuating circumstances prevail.
- Students are expected to arrive and report to their Homeroom by 8.20 a.m. Any student who arrives after 8.20 a.m. will be marked as “late arrival”.
- Students are also expected to attend all classes during the school day.

(i) **Consequences:**

1. The Homeroom teacher will alert the Head of Secondary School if a habitual late arrival problem is developing.
2. The Head of Secondary School will request a meeting with the parents, to warn them of the consequence of continued lateness. This will be followed up with a written warning.
3. Continued lateness will result in a further parent conference and detentions to make up the missed work. A further written warning will be issued.
4. If the problem persists, the parents will be informed in writing by the Head of Secondary School that the student will not automatically be promoted to the next class.
B. Possible sanctions

SECONDARY SCHOOL
BEHAVIOURAL CONSEQUENCES

<table>
<thead>
<tr>
<th>Examples of Reasons for White Sheets</th>
<th>Examples of Reasons for Red Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forgot homework</td>
<td>Fighting at any time</td>
</tr>
<tr>
<td>Forgot materials for lesson</td>
<td>Disrespecting the teacher</td>
</tr>
<tr>
<td>Disruptive behaviour in class or between lessons</td>
<td>Dangerous behaviour at break/sport</td>
</tr>
<tr>
<td>Using an i-pod at any time</td>
<td>Spitting/Swearing</td>
</tr>
<tr>
<td>Jumping line in the cafeteria</td>
<td>Using elevator without permission</td>
</tr>
<tr>
<td>Talking out in class inappropriately</td>
<td>Severely breaking the school rules</td>
</tr>
<tr>
<td>Disrespecting other students</td>
<td>Bullying – verbal or physical</td>
</tr>
<tr>
<td>Chewing Gum/Eating in class</td>
<td>Misuse of ipad</td>
</tr>
<tr>
<td>Not respecting ISM Dress Code</td>
<td>Serious academic dishonesty (e.g copying in a test, plagiarism)</td>
</tr>
<tr>
<td>Not respecting ISM sports uniform</td>
<td>Carrying dangerous items</td>
</tr>
<tr>
<td>Disturbing the learning of others</td>
<td>Continually disturbing the learning of others</td>
</tr>
<tr>
<td>Disrespecting school property</td>
<td>Disrupting the class in a serious manner</td>
</tr>
<tr>
<td></td>
<td>In possession of phone during school time</td>
</tr>
</tbody>
</table>

Detentions are given in the following way;
- 4 lates = detention for 1 hour
- 3 white sheets = detention for 2 hours
- 1 red sheets = detention for 2 hours

All detentions will take place on a Wednesday afternoon during term time.

White and Red sheets are available to view on the Engage Parent Portal.

*Parents will be informed of detentions, and parent conferences will be called if any student repeatedly receives white or red sheets*
The school believes in promoting, encouraging and rewarding good behaviour at all times. Where it is necessary to impose sanctions, however, they will be in accordance with the following principles:

1. Sanctions should be applied as soon after the event as possible
2. All sanctions should be fair, proportionate, reasonable and consistent
3. The Homeroom Teacher directly responsible for the student receiving a sanction should always be notified that the sanction has been given and record it accordingly

The following list of possible sanctions is neither exclusive, nor prescriptive, nor automatic. The list of possible sanctions below is intended to be for general guidance. Sanctions will be applied in line with the circumstances of specific incidents.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Example of Incident</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any example from white sheet list</td>
<td>White Sheet</td>
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<tr>
<td></td>
<td></td>
<td>Warning</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Example of Incident</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any example from red sheet list</td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td>1st case of physical/mental bullying (depending on severity)</td>
<td>Letter Home</td>
</tr>
<tr>
<td></td>
<td>Missing homework</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Level 3</th>
<th>Example of Incident</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continued accumulation of white or red sheets</td>
<td>Parent Conference</td>
</tr>
<tr>
<td></td>
<td>Cheating in an exam/test</td>
<td>Counselling</td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td>In School Suspension</td>
</tr>
<tr>
<td></td>
<td>Fighting</td>
<td>Referral to Unit Head</td>
</tr>
<tr>
<td></td>
<td>Continually missing homework</td>
<td>Behaviour contract</td>
</tr>
<tr>
<td></td>
<td>Most forms of academic dishonesty</td>
<td>Community Service</td>
</tr>
<tr>
<td></td>
<td>Inappropriate communication by computer/phone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disrespectful behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In possession of cigarettes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leaving school without permission</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Level 4</th>
<th>Example of Incident</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Smoking in school</td>
<td>Referral to Director</td>
</tr>
<tr>
<td></td>
<td>Vandalism of school property</td>
<td>Temporary Suspension</td>
</tr>
<tr>
<td></td>
<td>Theft</td>
<td>In-school community service</td>
</tr>
<tr>
<td></td>
<td>Continued fighting</td>
<td>Letter on file</td>
</tr>
<tr>
<td></td>
<td>Under influence of alcohol</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serious or repeated academic dishonesty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serious inappropriate communication by computer/phone</td>
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<tr>
<td></td>
<td>Racism or lack of respect towards other religions</td>
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<td>Serious or repeated misconduct</td>
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<tr>
<th>Level 5</th>
<th>Example of Incident</th>
<th>Possible Consequences</th>
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<td>Illegal Behaviour</td>
<td>Director’s Panel</td>
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<td>Assault</td>
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<td>Persistent bullying</td>
<td>Expulsion (at the Director’s Discretion)</td>
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<td>Persistent theft</td>
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<td>Repeated serious misdemeanors</td>
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Addendum: “The levels of behavioural management outlined in the Student/Parent Handbook are intended to be for a general guidance. They will be applied flexibly in line with the circumstances of specific incidents.”
Roles and Responsibilities in the Decision-making Process

Students should expect to be told their behaviour is unacceptable or antisocial by any member of staff who sees it as such. All necessary follow-up is usually done by the Homeroom Teacher.

The following points should be noted:

- Issues are often resolved satisfactorily via informal means
- The school reserves the right to investigate possible misdemeanours without notifying parents beforehand
- Homeroom Teachers should be informed of any problems as soon as possible
- Heads of Department should also be informed if the issue is academic in nature
- Parents should be kept informed
- The established line of reporting is as follows: individual Teacher, Head of Department where appropriate, Homeroom Teacher, Head of School, Director (See Concerns and Complaints Policy)
- Exclusion from an external exam will be discussed by the Homeroom Teacher, the IGCSE and IB Co-ordinators, the Guidance Counsellor and the Head of School
- Only the Head of School may impose the sanction of temporary exclusion
- The sanction of permanent exclusion will be used only by the Head of School, and after consultation with senior colleagues. In such a case there is a right of appeal. (See Concerns and Complaints Policy)
- In the context of imposing sanctions, parents will normally be informed.
C. **Anti-Bullying Policy**

ISM does not tolerate bullying in any form and all members of the school should be committed and pro-active in ensuring a safe and caring environment which promotes growth and positive self-esteem for all.

**At ISM we define bullying as**

- A person or group exerting power over the victim, making them feel miserable, frightened, hurt and isolated. It can involve physical aggression, verbal harassment, purposeful exclusion or cyber bullying.
- It is a repeated action and goes on over time.
- It is deliberate, intentional and not accidental.

**Aims**

- To create a caring and compassionate community within the school
- To provide for all a safe, supportive learning and work environment free from threat or fear.
- To create a school culture where bullying is unacceptable to staff, students, parents and carers.
- To ensure that all members of the school community have the confidence to be able to disclose and discuss bullying if it does occur.
- To develop procedures for noting, reporting, investigating and dealing with incidents of bullying behaviour.
- To meet any legal obligations which rest with the school.

**Procedures for noting and reporting an incident of bullying**

- All reports of suspected bullying, no matter how trivial, will be investigated and dealt with by Class teachers / Homeroom teachers in the first instance.
- Serious cases of bullying will be referred immediately to the appropriate Head of School.
- If it is established that bullying has taken place, parents of victims and victimisers will be contacted and a meeting will be arranged to discuss the incidents.

**Procedures for investigating and dealing with bullying**

When analysing incidents of bullying, teachers will seek answers to questions of: what? / where? / when? / who? and why? If a group is involved, each member will be spoken to separately. Other students may also be spoken to in order to get a clearer picture of the incident itself and any other contributory factors.

- Full written records of any incidents will be kept by the Heads of School. It may also be appropriate for students to write down their own accounts. Responsibility for keeping these records will rest with the Heads of School.
- In cases where it has been determined that bullying has occurred, the parents/ carers of both parties will be met with to explain the actions being taken and to discuss ways in which they can help or support the school’s actions.
- Separate follow-up meetings with both parties will also be arranged.
- Both the ‘victim’ and ‘victimiser’ will be supported and at times required to attend external specialist support. The ‘victim’ will receive support in order to deal with their feelings and the ‘victimiser’ in order to change this type of behaviour and prevent further incidents occurring.
• The following range of sanctions may be used in the case of proven bullying. However, each case will be dealt with on an individual basis.
• Verbal warning – Head of School
• Behavioural contract and Parent meeting with Head of School
• Suspension from specified school activities, on or off-site
• After school detention
• Internal suspension within school
• Temporary suspension from school
• Permanent exclusion from school (following the established procedures)

D. **ICT Acceptable Use Statement**

It is appropriate for staff and students to be allowed trust and freedom in using ICT for study, work and leisure. With freedom comes responsibility. The International School of Monaco cannot control what people, all over the world, make available on the Internet and a small proportion of the material which it is possible to access is not acceptable in school, while other material must be treated with great sensitivity and care. Exactly the same standards apply to electronic material, as to material in any other form. If material is considered to be unacceptable by the school when presented in a book, magazine, video, audio tape or spoken form, then it is not acceptable on the ICT network.

We expect **ALL ICT users (Students & Staff) to take responsibility in the following ways:**

1. Not to access or even try to access any material which is:
   • Violent or that which glorifies violence
   • Criminal, terrorist or glorified criminal activity (including drug abuse)
   • Racist or designed to incite racial hatred
   • Of political opinion which could be reasonably considered offensive
   • Pornographic or with otherwise unsuitable sexual content
   • Crude, profane or with otherwise unsuitable language
   • In breach of the law, including copyright law, data protection, and computer misuse
      • Belongs to other users of ICT systems and which they do not have explicit permission to use

2. Not to use games other than those with an educational purpose and only with the direction of a teacher.
3. Not to search for, or use websites that bypass the school's Internet filtering
4. Not to access social networking sites during normal working hours, lessons or during prep time.
5. Not to download or even try to download any software without the explicit permission of a member of the ICT systems support department
6. Not to attempt to install unauthorized and unlicensed software
7. To be extremely cautious about revealing any personal details and never to reveal a home address or mobile telephone number, on social networking sites or e-mails to strangers
8. Not to use other people's user ID or password, even with their permission
9. Not to interfere with or cause malicious damage to the ICT resources and facilities
10. To report any breach (deliberate or accidental) of this policy to the ICT Manager immediately

In order to protect responsible users, electronic methods will be used to help prevent access to unsuitable material. Any use of ICT may be monitored and recorded, including the contents of e-mail messages, to ensure that this policy is followed. The International School of Monaco reserves the right to access all material stored on its ICT system, including that held in personal areas of staff and pupil accounts, including email mailboxes, for purposes of ensuring appropriate use and health and safety.

E. Substance Abuse

Substance Abuse is defined as being under the influence of illegal drugs as well as the use of, possession, buying or selling of any drugs. Drug-taking violates Monaco law and is therefore a criminal offence. Any student found under the influence or in possession of any drugs will be expelled from the school.

Alcohol Abuse is defined as being under the influence of any alcoholic drink or the possession of alcoholic drinks during school time or during school events. All instances of alcohol abuse will be referred to the Director.

Smoking is forbidden on or near the school premises, during the school day and during school events. The school is a smoke-free zone and a student who breaks this rule will be referred to the Director.
GENERAL

A. Organisation

(1) Arrival
School officially begins each day at 8.15 and finishes at 16:00, except on Wednesdays, when classes finishes at 13.00.
Please note that no adult supervision is provided before 8.00 and after 16.30, except in the case of detentions and organized enrichment activities.

(2) Lunch
All Secondary School students (years 7-9) eat in the school’s cafeteria and the cost of the daily meal is included in the tuition fees.

(3) Daily Timetables
Daily schedules are issued at the beginning of the school year.

(4) Library
A well stocked library is available to students and is also open to parents.

(5) Safety and Security
The doors leading to the Secondary School Unit are automatically closed during the school day.
Fire and Emergency procedures are in place and are practised regularly with the students.

(6) Labels for Clothes
Parents are asked to label all their children’s possessions, and especially the Sports Uniform. Woven name tapes can be purchased from “De Fil en Aiguille” on rue Grimaldi, or ordered from Cash’s: www.jjcash.co.uk.

(7) School Supplies
Specific textbooks are issued to the students at the beginning of each school year – these are billed as an extra fee to parents.
Library books are the property of the school. In the event that a book is lost, parents will be asked to reimburse the cost of replacement.

(8) Yearbook
A group of teachers and students work together to produce a Yearbook, which records the most important events of the year, and provides a wonderful souvenir for staff, parents and students.

(9) School Photographs
Individual and class photographs are taken during the first term; the photographer sends an order form directly to the parents and pictures may be ordered online.

(10) School Directory
A school Telephone Directory listing the children with their telephone numbers is issued at the beginning of each year. It is uniquely for the use of the parents and school personnel, but parents not wishing to be included are asked to inform the school’s Receptionist.
B. Health

(1) On Admission
On admission, all students are required to complete the school’s yellow medical questionnaire, as well as a blue medical form, which is required for the Monégasque medical authorities. Photocopies of each child’s up to date vaccination certificates must be attached. Parents are reminded that a vaccination against diphtheria, tetanus and polio is compulsory in Monaco. BCG vaccination against TB is also requested. Parents should obtain a medical certificate from their doctor if any vaccinations are contra-indicated.

(2) Medical Visit
During the school year new students undergo a medical examination carried out by the “Inspection Médicale”. This is a brief routine physical check-up and a brief report is then sent home to the parents. Parents are informed well in advance of the dates of these visits. These now take place on school premises with ISM staff present.

(3) Emergency Card
An Emergency Card with the parent’s contact numbers, the names of further contact persons and other important information about the child, is filled in at the time of each child’s admission to the school and updated at the beginning of each school year. Parents are responsible for informing the school if any of this information changes during the school year.

(4) Medication
School policy does not allow school staff to dispense medicine to students without written consent from the parents. Any medicine brought to school must be clearly labelled with the child’s name and prescribed dosage. No responsibility can be accepted if a dose is missed.

(5) Illness
Students who are obviously not well, who have sickness or diarrhea or who have fever should not be sent to school. In the case of contagious diseases, the school should be notified immediately, so that other parents can be informed.

(6) First Aid Training
All of our staff is trained to administer the basics in first aid. Several of our staff are fully trained in this area and will be contacted to help, should an emergency arise.

(7) First Aid and Emergencies
The school will administer whatever first aid measures seem necessary if a child is sick or injured at school. Parents will be notified immediately or at the end of the school day, if this is deemed more appropriate. If there is any concern, an ambulance will be called immediately and the injured or sick child will be taken to hospital, accompanied by a member of staff who knows the child. The parents will be alerted to meet the ambulance at the hospital. If neither of the parents nor the parents’ emergency contact person can be contacted, the school will proceed with whatever measures it deems necessary, on the advice of a medical practitioner.
C. Home and School

There are many ways in which parents and teachers can keep in touch with each other and ISM actively encourages this dialogue. The teachers, Secondary School Head and Director are always available to talk with parents and discuss their concerns.

1. **Personal Appointments**
   These can be made at any time during the school year. This is best arranged directly with the teacher or Homeroom Teacher concerned.

2. **Parent Teacher Meetings**
   These more formal meetings are arranged during the school year. We urge you to take advantage of these to discuss your child’s progress with the class teacher.

3. **Written Reports**
   Full reports are issued in December and June, with a transcript issued at the end of October and March.

4. **Parent Handbook**
   This Parent Handbook, which provides programme and curriculum information as well as details on the day to day organisation and policies which govern the school, is automatically given to parents when they enter the school and is available on the ISM website.

5. **Information Meeting**
   An Information session, to explain the curriculum, the school’s philosophy and to answer any questions is held at the beginning of the school year. The Secondary School Handbook is distributed to parents at this meeting.

6. **School Newsletter**
   A general Newsletter, the ISM Gazette, which provides you with information on what is happening throughout the school, is sent home approximately three times per trimester. An additional Secondary School newsletter is produced every 6 weeks, highlighting learning activities and important dates.

7. **Board Communiqué**
   The Board of Trustees gives information and communicates its activities to the parent body by way of a Board Communiqué, which is sent home to parents at least twice a year.

8. **Annual Report**
   At the end of each school year, all parents receive a copy of the Annual Report giving details and information on the previous year’s activities.
D. **ISM Parent Profile**

ISM sees parents as partners, who support its Mission, Values and Learning Principles:

- by encouraging their children to develop positive attitudes towards the school, a respect for all members of the school community and an adherence to the school’s Code of Conduct.
- by being open and honest in all their dealings with the school concerning their child’s learning and their social, emotional and behavioural needs.
- by respecting the holiday periods provided within the school calendar and ensuring that their children attend school regularly and arrive on time each day.
- by supporting the school in its efforts to give their children a multilingual education.
- by becoming involved in the school to help promote activities which will enrich and enhance the curriculum, and provide opportunities for students to engage in action and service in the community.
- by attending Parent Curriculum meetings and information events on a regular basis
- by following the lines of reporting as follows:
  a. should there be a concern, contact the Homeroom or Classroom teacher;
  b. if the issue is unresolved, contact the Head of School
  c. if the problem remains, you may wish to contact the Director.

E. **Director’s Panel**

The Director’s Panel is set up:

a. to provide a forum for discussion and action on major issues stemming from a non-adherence by any member of the school community to:
   - the ISM Mission Statement and IB Learner Profile
   - the Staff and Parent Profiles.
   - the School’s Reporting Lines.
b. to ensure a fair hearing and consistency in the application of the consequences of non-acceptable behaviour as described in the school’s Behavioural Expectations.
c. to give guidance in dealing with cases of any student’s excessive absence or non-compliance with any other school policy affecting his/her education.

**Procedure:**

Any staff member, parent or student may refer any concern regarding the above areas, in writing to the Director. The Director will seek to resolve the issue in consultation with colleagues as appropriate. In the event of failure to resolve the issue, the Director reserves the right to convene a Director’s Panel. The Director’s Panel will examine the concerns and/or complaints and reach a conclusion on the matter(s) in question. The decision of the Director’s Panel is final.
F. **Concerns and Complaints Policy**

ISM considers parents to be partners in the education of the students, and believes that communication is essential to the success of this partnership. This policy allows for concerns and complaints to be raised and resolved in an informal manner as well as setting out the formal procedures where an informal resolution is not possible or not appropriate.

In the context of responding to concerns and complaints, ISM believes that:

- The needs of the students are the principal consideration
- All parties have a right to express a view
- All views should be heard and valued
- Concerns or complaints should be raised and addressed with courtesy and consideration
- Concerns or complaints should be raised according to ISM procedures as outlined in this document

1. **Informal Dispute Resolution**

If parents have any concerns about their children, they should normally speak first to the member of staff concerned, or the Homeroom teacher, depending on the nature of the complaint. If these parties cannot resolve the matter together, s/he should contact the appropriate Head of Department, who will seek to resolve the issue satisfactorily. In cases where the matter remains unresolved, parents should contact the Head of Secondary School who will seek to further mediate and resolve the issue.

2. **Making a Formal Complaint**

In the case of failure to resolve a complaint following the Informal Dispute Resolution procedures as outlined above, a parent may make a formal complaint. All formal complaints must be made in writing. The complainant should write to the Head of Secondary School, or if the complaint relates to Head of Secondary School, to the Director. If the complaint relates to the Director, the complainant should write to the Chairman of the Board of Directors.

The person who receives a formal complaint should ensure that the complainant has first of all sought resolution by informal means. If this has not happened, it is the Head of Secondary School or Director’s responsibility (as appropriate), before pursuing the investigation further, to notify the person being complained about of the existence and nature of the complaint and to seek his or her views on the matter.

If the complainant remains dissatisfied with the manner in which the formal complaint has been handled by the Head of Secondary School, s/he may refer the matter to the Director in writing.

Parents who remain dissatisfied with the outcome of their written complaint may appeal to a formally constituted Panel, in accordance with the procedures set out below:

- Upon written receipt of the notice to appeal, the Director will notify the Chairman of the Board as soon as possible
- The Chairman of the Board will convene a Panel, charged with deciding the appeal of the resolution of the complaint
- At least one member of the Panel shall be independent of the management of the school, and none may have been directly involved in the matters relating to the complaint
The decision to either uphold or change the resolution of a complaint must be supported by a majority of the Panel. The decision of the Panel is final regarding all complaints.

Timescales for the management and resolution of the complaint will vary according to the nature of the complaint, but normally, ISM will seek to reach a resolution within three working weeks from receipt of the complaint.

All complaints and the outcomes of such complaints will be kept for the record as appropriate.

(3) Hearing Procedures

In the case of a hearing being convened, the following procedures will apply:

- The Panel will give the parents and the school at least 2 weeks’ notice of any hearing
- Complainants and the person about whom the complaint has been made may attend the hearing, and may be accompanied by one other person, who may not be a legal representative
- The Panel may appoint someone outside the Panel to take minutes of the hearing. Minutes will be reviewed and approved by the Panel and distributed to the school and the complainant(s) within one week of approval
- The parents and the school may suggest the names of witnesses for the Panel to interview. Whether or not a particular witness is interviewed rests entirely within the discretion of the Panel
- The Panel will be appointed within two weeks of the Director’s receipt of the notice to appeal, and sooner where practicable
- The Panel will notify the Director and the complainant(s) in writing of its decision, with findings and recommendations as soon as practicable.

(4) Confidentiality

All persons present at the hearing are required to keep confidential all information obtained in the course of the appeal, unless such information is already in the public domain.
G. **Secondary School Prize-Giving**

An annual prize-giving ceremony takes place at the end of each academic year. Prizes are awarded for: Academic Excellence, Merit achievements, Maths Challenges, LAMDA (London Academy of Music and Dramatic Arts), ABRSM (Associated Board of the Royal Schools of Music). Awards for Reading, in collaboration with our AR Reading Scheme are also given during this time.

![ABRSM Logo](image1) ![LAMDA Logo](image2)

H. **Gifts**

It is acknowledged that offering gifts to teachers and other employees at certain times of the year are traditional for many parents and students. While the school Director does not prohibit teachers and employees from accepting gifts of nominal value on special occasions, employees should not accept expensive gifts, as this could create a conflict of interest. (In general an individual gift exceeding a value of Euros 250 is considered to be expensive).
PARENTS

1. **School Association**
   All parents are automatically members of the School’s Association, which gives them the right to vote at the General Assembly.

2. **General Assembly**
   A General Assembly of the members of the School Association (all parents and members of the Board of Trustees) is held at least once per year. The date, usually during the month of April or May, will be communicated to you well in advance.

3. **Board of Trustees**
   This group of four elected parents and representatives meets regularly with the school’s Director to discuss educational policies, major building projects and the school’s finances. Elections to the Board take place every three years at the General Assembly, where all parents have a right to vote and to stand for election.

4. **Parent/Teacher Association**
   The PTA is made up of a representative for each class. All parents can attend the monthly PTA meetings, the dates of which will be communicated to you via one of the Newsletters. The minutes of each PTA meeting are posted on the school’s notice board.

5. **Class Representatives**
   Each class has a parent representative who is a member of the Parent Teacher Association and, as such, is present at all PTA meetings. This representative is there to represent the class, welcome new parents and deal with matters of very general concern.

6. **School Council**
   The Board of Trustees set up the School Council to serve as a vital link between themselves, the PTA and the school administration. Several committees work on projects, which will enhance and enrich the school’s academic programme.

   a) **How Parents can Help**

   - be a Class Representative
   - be a Library Volunteer
   - help with the Summer Fête
   - be on the School Council
   - help with the PTA Activities
   - help with school outings
   - share your expertise with students

7. **Database Information**
   The information the school has on your child is stored in the database and sent to you each September for verification. It is essential for good communication and also for security purposes that you help us keep this information updated. All changes should be communicated in writing to the school’s Receptionist.