



International sharing school

INTERNAL POLICIES 2022 - 2023

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VISION

We are dedicated to achieving enjoyment and excellence in education for all.

We follow three basic principles:

1. **Respect yourself;**
2. **Respect others;**
3. **Respect the environment.**

MISSION STATEMENT

International Sharing School aims to develop inquiring, knowledgeable and open-minded lifelong learners who aspire to build a better tomorrow, through a supportive, respectful and caring environment promoting **learning through sharing**.

We aim to achieve this by:

- Providing a safe, supportive and caring environment.
- Emphasizing the values of integrity, respect, tolerance and trust.
- Implementing internationally recognized and transferable curricula.
- Using a wide range of teaching and learning resources.
- Developing independent, creative and critical thinking.
- Preparing our students for higher education world-wide.
- Fostering active involvement in local, host country and international communities.
- Working collaboratively with parents, families and other partners.
- Promoting the global goals for sustainable development by emphasizing the need to protect and preserve our planet working together to build a better future for everyone.
- Encouraging a balanced and healthy lifestyle.

AIMS

We are dedicated to differentiated teaching which creates opportunities for all children to progress and to make use of their diverse social and cultural backgrounds.

International Sharing School is an IB World School authorised to teach the Diploma Programme and has Candidate status, entering the authorisation phase for both the Primary Years and Middle Years Programmes.

The acquisition of knowledge is part of a larger framework designed to develop skills and attitudes and which drives an inquiry and concept-based approach to learning. We build on the children's natural curiosity and enthusiasm to develop their ability to think analytically, connect ideas and be imaginative and creative actors in their own learning process.

At International Sharing School we:

- Study across a broad range of subjects, including specific languages, drawing on the content from educational cultures across the world;
- Give special emphasis to language acquisition and development;
- Encourage transdisciplinary learning;
- Focus on developing the skills and passion of learning;
- Provide students with opportunities for individual and collaborative planning and research.

EQUAL OPPORTUNITIES

International Sharing School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs.

The achievements, attitudes and wellbeing of all our children matter. We ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

CHILD PROTECTION

Child protection team:

Head of PYP: Déspina K. Sariouglou

Special Education Needs Coordinator: Sofia Ramires

Educational Consultant/Acting Head - Heather Pinto

At International Sharing School Taguspark, every student has the right to develop themselves emotionally, intellectually, and physically. All students have equal rights to protection from any form of violence, abuse, or neglect; Therefore, we believe that:

- Every staff member at International Sharing School Taguspark has the responsibility to safeguard and promote the physical and social-emotional wellbeing of all students.
- International Sharing School Taguspark is committed to ensuring the safety and wellbeing of all the students including when developing and delivering school activities.
- All staff have an equal responsibility to report to a child protection team member any suspicion or disclosure suggesting a child is at risk of harm, to himself or others, in accordance with the protection procedures described in this policy.
- Every member of staff will sign and adhere to the ISS staff code of conduct. This agreement has guidelines of safe professional practice for the protection of the whole community.
- All students and staff involved in child protection issues will receive appropriate support from the child protection team and school administration who are charged with applying this policy.

The aim of this document is:

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure best practices are consistent across the school.

- To maintain hiring practices that ensure the safety of children.
- To demonstrate the school's commitment and compliance with procedures regarding safeguarding children. Policy Statement Child abuse and neglect are concerns throughout the world.

Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their **physical**, **emotional**, and **spiritual** development. International Sharing School Taguspark endorses the UN Convention on the Rights of the Child, of which our host country, Portugal, is a signatory and seeks to be a safe place for students who may be experiencing abuse or neglect in any aspect of their lives.

Schools fill a special institutional role in society as protectors of children. The ISS community must ensure that all children in our care are afforded a safe and secure environment in which to grow and develop. ISS staff, having the opportunity to observe and interact with students over time, is in a unique position to identify children who are in need of help and protection. All ISS staff has the obligation to understand the main crimes against minors for Portuguese law and the related duties to report these crimes. Therefore, all ISS members of staff are legal mandatory reporters and have a professional and ethical obligation to be alert to the signs of neglect or abuse and inform a member of the Child Protection Team of suspected abuse or neglect.

Procedures are initiated as directed by school policy and regulations in accordance with local authorities and Portuguese child protection laws.

International Sharing School Taguspark will distribute this policy annually to all parents, applicants, and ISS members of staff. ISS will provide developmentally appropriate education to ISS students on child protection issues and will provide training for all staff. ISS will make every effort to implement hiring practices to ensure the safety of children and will review the policy annually for child protection law and regulation compliance and effectiveness.

In the case of a staff member reported as an alleged offender, International Sharing School Taguspark will follow a carefully designed course of action in accordance with Portuguese law and regulations, keeping the safety and wellbeing of the child as the highest priority.

DEFINITION OF TERMS

What is child abuse?

According to the World Health Organization (Krug EG et al., 2002), child abuse 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 the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.” A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them or by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem. Most child abuse is inflicted by someone the child knows, respects or trusts. The World report on violence and health and the 1999 WHO Consultation on Child Abuse Prevention distinguish four types of child maltreatment:

- Physical abuse;
- Sexual abuse;
- Emotional and psychological abuse;
- Neglect

Physical abuse

Physical abuse of a child is defined as the intentional use of physical force against a child that results in – or has a high likelihood of resulting in – harm for the child’s health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the objective of punishing.

Sexual abuse

Sexual abuse is defined as the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Children can be sexually abused by both adults and other children who are – by virtue of their age or stage of development – in a position of responsibility, trust or power over the victim.

Emotional and psychological abuse

Emotional and psychological abuse involves both isolated incidents, as well as a pattern of failure over time on the part of a parent or caregiver to provide a developmentally

appropriate and supportive environment. Acts in this category may have a high probability of damaging the child's physical or mental health, or its physical, mental, spiritual, moral or social development. Abuse of this type includes: the restriction of movement; patterns of belittling, blaming, threatening, frightening, discriminating against or ridiculing; and other non-physical forms of rejection or hostile treatment

Neglect

Neglect includes both isolated incidents, as well as a pattern of failure over time on the part of a parent or other family member to provide for the development and well-being of the child - where the parent is able to do so - in one or more of the following areas:

- health;
- education;
- emotional development;
- nutrition;
- shelter and safe living conditions.

The parents of neglected children are not necessarily poor. They may equally be financially well off.

Legal obligation to report situations prejudicial to minors (criminal ambit).

A "prejudicial" situation is one occurring in the home or outside where the minor is subjected to suffering, distress, or neglect such as to impair his/her potential for growth and development. Certain offences against minors are prosecutable ex officio (the Judiciary may intervene without any need for a formal complaint by the injured party. All that is required is that a magistrate be notified of the offence). If public officials and those in public service come to hear of such offences (or sufficiently substantiated suspicion thereof), they are in duty bound to report them, and commit a crime in omitting to do so.

CODE OF CONDUCT

INTRODUCTION

At International Sharing School Taguspark we believe in creating a whole school culture that is safe and inclusive. This staff Code of Conduct Policy is designed to guide the standards of behaviour all school staff are expected to observe. School staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the students within the school. As a member of a school community, each staff member has an individual responsibility to maintain their and the school's reputation, whether inside or outside of working hours.

Our aims underpin the school culture: to develop a happy, friendly and safe environment and to encourage a caring, respectful and trusting relationship between all students and adults.

This policy helps all staff to better understand the standards of behaviour which are and are not acceptable; also taking into consideration the disciplinary rules in the School's Disciplinary Policy and Procedure. Staff should be aware that a failure to comply with the school's Staff Code of Conduct could result in disciplinary action, including but not limited to dismissal.

Objective of this policy:

- To safeguard students and protect staff;
- To make explicit expectations of performance and conduct;
- To minimise opportunities for abuse;
- For all staff to have the confidence to report concerns with full confidentiality;
- To respond promptly to concerns: we always investigate and address issues;
- To implement appropriate measures;
- To create and maintain an ethos of mutual respect, transparency and fairness.

OUR CODE OF CONDUCT

All staff are expected to follow all school policies.

Students and staff are expected to work together to build a school whereby relationships are characterised by mutual and appropriate respect. Praise and building on the positive should always be the priority. Where firmness is called for, this should be exercised calmly, and always avoiding shouting at students, unless there is a Health and Safety risk.

The school behaviour policy and associated documents establish expectations and consequences. If a staff member is having difficulties managing students' behaviour, they should discuss this matter with the curriculum coordinator immediately.

Setting an Example

Relationships between staff should be characterised by fairness, transparency and respect. This means valuing all contributions, acknowledging differences, and working together to build a climate of continuous improvement. Politeness and respect are essential ingredients: where differences occur, they should be dealt with calmly and fairly.

- All staff who work in our school set examples of behaviour and conduct that students' can replicate. They must, therefore, avoid using inappropriate or offensive language at all times.
- All staff must demonstrate high standards of conduct to encourage our students to do the same, avoiding putting themselves at risk of allegations of abusive or unprofessional conduct.
- All staff are expected to familiarise themselves and comply with all school policies and procedures.

Safeguarding Students

Staff must have regard for keeping students safe, which means safeguarding students from physical abuse, sexual abuse, emotional abuse and neglect.

To protect consists of the duty of reporting concerns about a student or colleague to the school's Designated Safeguarding Lead.

The school's DSL is Sofia Ramires, the SEN Coordinator, Déspina Sarioglou, the Head of PYP and Heather Pinto the Head of Curriculum.

We lead by example; therefore, we must treat students with respect and dignity and not seriously demean or undermine students, their parents, guardians, carers, or colleagues.

As a team, we should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.

All staff members must take reasonable care of students under their supervision to ensure their safety and welfare.

Relationships

Staff must declare relationships with students outside of school, including mutual membership in social groups, tutoring, or family connections. Staff should not assume that the school is aware of any such connections.

A declaration form may be found in appendix 1 of this document.

- Relationships with students must be professional at all times. Physical relationships with students are not permitted and may lead to a criminal conviction.
- Staff must refer to each other appropriately by their professional or chosen names. Nicknames or mispronunciation might cause offence and should be avoided.
- Encouraging a relationship to develop in a way that may lead to a sexual relationship or any other inappropriate one will be viewed as a grave breach of trust.
- Contact with students must be via school-authorized mechanisms and solely for educational purposes. At no time should personal telephone numbers, texts, email addresses or communication routes via personal accounts on social media platforms be used to communicate with students.
- If contacted by a student by an inappropriate route, staff should report the contact to their Line Manager immediately.
- Behaviour giving rise to concern should also be reported, which includes students seeking affection, being sexually provocative or exhibiting overly familiar behaviour.
- Staff should inform their Line Manager of any relationships which may create an enhanced risk to children so that necessary steps can be taken, e.g. cohabitation with a person convicted of a serious offence.

Honesty and Integrity

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

Professional references from the school will be provided by the line manager, head of school and/or programme coordinator. References given by other staff members must be clear that they are provided in a personal capacity.

Conduct Outside of Work

Staff must not engage in conduct outside work which could seriously damage the school's reputation or the employee's reputation or the reputation of other members of the school community.

In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school. It is recommended that permission is sought in advance.

Staff must disclose any work outside school or outside business interests where there is a potential conflict of interest with their employment at the school.

If any allegation of wrongdoing occurs in a staff member's work outside school (whether or not they deny this) which may have a bearing on their employment, they must disclose this immediately to the Programme Coordinator or their Line Manager.

Forming inappropriate relationships or friendships with children or young students under the age of 18 will be viewed as inappropriate and impact the school's ability to trust the staff member to maintain professional boundaries with students at the school.

A work-related social event is considered an extension of the workplace; as such, the standards of behaviour expected at these events align with this policy.

E-Safety and Internet Use

(All staff should be familiar with the Internet and e-mail Policy)

Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Consideration should be given to the school's ICT Manager at all times, both inside and outside of work.

Staff must not engage in inappropriate use of social media sites which may put themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high-security settings on any personal profiles they may have.

Staff should exercise caution in using all social media or any other web-based presence they may have, including written content, videos or photographs, and views expressed directly or by 'liking' certain pages or posts established by others. This may also include using dating websites where staff could encounter students with their own profiles or acting covertly.

Contact with students should only be made via school email accounts or telephone equipment when appropriate and strictly for educational reasons.

Photographs or video footage of students should only be for purposes authorised by the school, and any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored following the school's procedures on school equipment.

Confidentiality

Where staff have access to confidential information about students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student.

All staff are likely at some point to witness actions which need to be confidential. For example, where a student is bullied by another student (or by a member of staff), this needs to be reported and dealt with following the appropriate school procedure. It must not be discussed outside the school, including with the student's parent or carer, nor with colleagues in the school except with the school's Designated Senior Lead, Sofia Ramires,

the SEN Coordinaor, Déspina Sarioglou, the Head of PYP and Heather Pinto, the Head of Curriculum and with the appropriate authority to deal with the matter.

However, staff have an obligation to share any information with their line manager or the school's Designated Senior Lead that concerns a student's safety or welfare. Staff must not promise a student that they will not act on information that they are told by the student.

Staff are not allowed to make any comment to the media about the school, its performance, governance, student or parents without written approval. Any media queries should be directed to the Board.

Dress and Appearance

All staff must dress in a manner that is appropriate to their role and promote a professional image. Staff should dress in a manner that is not offensive, revealing or sexually provocative. Staff should dress in a manner absent from political or other contentious slogans. (See appendix 2 for Dress Code Expectations)

Compliance

All staff must complete the form in appendix 3 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed, dated, and returned to Heather Pinto, the Head of Curriculum.

Photocopier Use and Printed Documents

Staff should be aware that the nature and details of all printed materials (website, date, time, etc) are available to the IT Manager and Programme Coordinators when auditing printing usage/content.

Use of Phones (School and Mobiles)

Staff are requested not to use the school telephones for personal calls, and it is understood that there are exceptions at times.

Staff must not use personal mobiles or have them out in the classrooms or corridors when students are present - unless previously agreed with the Programme Coordinator.

Entering and Exiting the Building

Staff are required to enter and exit the building using the main front door, always wearing their individually ID badges.

For security purposes, all staff are required to sign in and sign out of the building.

All staff members should be in school by 08h00 until 16h00, unless with prior permission from line manger.

Mental Health

All staff should take care of their physical and mental well-being.

All staff are encouraged to look after their physical and mental well-being, including maintaining a healthy work-life balance. We take stress issues very seriously and look to provide appropriate support and help in these cases.

All staff should have access to counselling and support. Staff members needing support are encouraged to confidently discuss issues and concerns with the Programme Coordinator or school Psychologist. Support can be provided both internally or externally.

Conclusion

All staff are expected to demonstrate consistently high standards of personal and professional conduct. By adhering to this code of conduct, staff can be assured they are playing their part in safeguarding students and protecting themselves. We expect all staff to sign a copy of this code of conduct.

Appendix 1

RELATIONSHIPS WITH STUDENTS OUTSIDE OF WORK DECLARATION

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name:

Student's Name:

Relationship:

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student(s) outside of school I am aware that the following must be adhered to:

- I do not, at any point, teach the child in question as part of my daily timetable.
- I do not, at any point, tutor a child that is my students.
- I emphasise to parents that this is done completely independently of the school.
- Exchange of financial compensation will not, at any point, come through the school, neither informally (e.g. via the student) or formally.
- No private tutoring is to take place on the school premises unless authorized by the Programme Coordinator and Line Manager.

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed Date

Once completed, signed and dated, please return this form to your Programme Coordinator.

Appendix 2

STAFF DRESS CODE

Rationale

All staff at International Sharing School are role models for the students across the school. This responsibility includes modelling the best example of appropriate clothing for the task in hand and maintaining high standards of professional practice. A reasonable dress code also reinforces effective ways that staff can and do model their behaviour and communication.

Teaching is a professional vocation and a dress code is a relatively straightforward way in which the professional practice of teaching can be maintained, demonstrated and evaluated.

Having a dress code for staff helps to align good practice and set the school standards, expectations and ethos.

It is also essential that staff are suitably dressed to meet safeguarding and health and safety procedures and practice.

Legislation

There are two principle pieces of legislation that are relevant to dress codes:

1. Equality Act 2010

- An employer's Dress Code policy must not contravene prohibited direct or indirect discrimination in respect of the following 'protected characteristics' – age; disability; gender reassignment; race; religion or belief; sex; or sexual orientation.

2. Human Rights Act 1998

- Article 9 of the act sets out the right to freedom of thought, conscience and religion;
- Article 10, the right to freedom of expression.

Guidelines

As a general principle, staff at ISS should be able to dress according to their professional judgement, individual style and personality unless this is detrimental to their capacity to do their job, safeguard students or is deemed unsafe or inappropriate for some other good reason.

Nevertheless, the following must be adhered to:

- Suitable, smart clothing must be worn.
- No transparencies showing underwear or private parts of the body.
- Tracksuit bottoms and trainers are not to be worn, unless for P.E.
- Men are expected to wear a shirt or smart top.
- Ensure underwear is not showing, including bra straps.
- If jewellery is worn, please ensure that it is not excessive and does not present a potential health and safety risk to either students or staff, including body piercings.
- If visible, piercings must not cause offence to others; if piercings are visible, staff members may be asked to remove them or replace them with a less noticeable alternative.
- Ensure large jewellery is removed during P.E. sessions.
- Facial coverings will generally be expected to be removed whilst on duty, to optimise good communication and to help identify individual teachers (This does not apply whilst protective measures relating to COVID-19 and social distancing are in place).
- No aspect of an employee's dress or appearance should be politically motivated, sexually provocative, discriminatory, insensitive, or offensive.
- If visible, tattoos must not cause offence to others; if tattoos are likely to cause offence, they must be covered up whilst at work.
- Appropriate clothing should be worn for the occasion (e.g. if you are sitting on the floor/crawling around outside etc).
- In accordance with the student uniform: short dresses and shorts one palm above the knee and leggings are not allowed.
- There may be special occasions or events when the dress code does not have to be adopted (e.g non- uniform days).
- ID Badges must be worn at all times.

In all circumstances, common sense should prevail. Please ask if you are unsure of what is appropriate.

Appendix 3

CONFIRMATION OF COMPLIANCE

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name

Position/Post Held.....

Signed Date

Once completed, signed and dated, please return this form to the Head of Curriculum.

ACCIDENT AND INJURY

INTRODUCTION

An accident is an unplanned, uncontrolled event which causes or could cause injury.

RATIONALE

The formulation of this Policy enables our school to effectively:

- Provide for the immediate needs and requirements of students or staff who have sustained either a serious or a minor injury;
- Ensure that adequate resources and arrangements are in place to deal with injuries/accidents as they arise;
- Ensure lines of communication with parents/guardians are in place if required;
- Activate a known plan of action with which all staff are familiar.

ROLES AND RESPONSIBILITIES

The overall responsibility for managing school supervision /routines rests with the Head of each Programme. The teacher and teaching assistants are responsible for classroom supervision, and teachers/teaching assistants on playground duty are directly responsible for supervising students during break/lunchtime.

This Policy reinforces the school's mission statement by ensuring the continued provision of a safe and secure learning environment for each child and a duty of care at all times when the school is in operation.

AIMS/OBJECTIVES

- To ensure the physical safety and well-being of all staff and students;
- To develop a framework of procedures whereby all injuries are dealt with in a competent and safe manner;
- To provide training for staff with the effective use of outside expertise so that children have access to proper interventions;
- To comply with all legislation relating to safety and welfare at work.

PROCEDURES

- Safety of students and staff is a priority for International Sharing School, and robust measures have been put in place to ensure no children or staff members are put at risk;
- The school is insured under Allianz Insurance and a 24-hour policy in place for all children and staff;
- Each classroom teacher regularly instructs their class on issues relating to safety in the class/playground. Dangerous practices such as climbing trees, climbing goalposts, throwing stones, running fast, engaging in fighting etc. are subject to correction (see School Behaviour Policy);
- There are at least three staff members on playground duty at any one time.

MINOR ACCIDENT/INJURY

A staff member on playground duty initially looks after the injured party. If deemed necessary, the child will be taken to the school nurse. Medicines are only administered by the school nurse, but cuts are cleaned, and antiseptic cream and bandages/plasters are applied if deemed appropriate. The use of plastic gloves is advised at all times. The school nurse will evaluate the need to call the parents or emergency assistance (112 emergency number).

SERIOUS ACCIDENTS/INJURIES

If considered safe to do so, the injured party is taken to the nurse's office. Parents/guardians are immediately informed, particularly if there is a suspicion of broken bones/head or eye injuries. An ambulance is called if the considered opinion of the nurse or staff on duty is that immediate professional help is required.

The child is kept under observation until emergency arrives, making the child as comfortable and as settled as possible. An accident report form will be filed.

VERY SERIOUS INJURIES

In the event of a very serious injury, parents/guardians are immediately contacted. An ambulance (112) should be called immediately. On rare occasions, the staff may agree that taking the child to a hospital in a private car is a more prudent option, particularly in the case of rapid blood loss. Parents are kept informed of developing situations.

CATEGORIES OF INJURY/SCHOOL PROCEDURES

Minor Cuts and Bruises

In all cases of injury, it is understood that there are at least three teachers on playground duty.

1. Clean around cuts using antiseptic, cleaning from the centre outwards;
2. Gloves are used at all times to reduce the risk of spread of infection;
3. A check is carried out to locate small bodies which may be embedded in the wound;
4. Plaster, gauze or lint is placed on the wound;
5. Nurse observation is maintained;
6. Nurse will inform parents.

Sprains/Bruises

1. In the event of a sprain/bruise, the process of rest, ice, compressing and elevating is implemented;
2. Nurse will inform parents if necessary.

Vomiting / Diarrhoea

Children suffering from the above should not remain in school – parents will be contacted.

Faints and Shocks

1. Lie the injured party down;
2. Raise the legs above the level of the heart;
3. Loosen any tight clothing;
4. Ensure there is fresh air;
5. Keep crowds away;
6. Nurse will contact parents;
7. The event is subsequently recorded in the Accident Book.

Severe Bleeding

1. Act instantly;
2. Set or lie the injured party down;
3. Press down on wound using gloves;

4. Lift (if possible) the injured part above the level of the heart;
5. Put a clean dressing over the wound and secure it firmly with a bandage;
6. If blood shows through the dressing, then place another one over the first and bandage firmly;
7. Nurse will contact parents;
8. If very serious, call an ambulance immediately;
9. Record in the Accident Book.

Burns/Scalds

1. Immediately remove the child from the danger area;
2. Cool burnt area with cold running water;
3. Remove rings etc., and other tight-fitting accessories;
4. Do not remove objects stuck to the skin;
5. In case of a minor burn, use a special burn gauze/burneze.

Unconsciousness

1. Call an ambulance immediately;
2. Place child in the recovery position (sideways);
3. Nurse will call parents;
4. If the child is not breathing, artificial respiration is applied (CPR);
5. Other children are kept away.

Stings/Bites

1. Antihistamine cream is applied;
2. If the case is serious, parent/s are contacted.

This Policy is based on collective teacher, nurse and school doctor input. The teacher on duty must be automatically assisted by others who should call the nurse in the case of a serious injury.

RECORD KEEPING

All accidents/injuries of a non-trivial nature require an Accident Report (appendix 1) to be filled in. Serious injuries will be notified to the school's insurers.

The relevant medical information on all students is obtained at the time of enrolment. This section asks parents to list allergies and other medical conditions their child may have. Parents are asked to fill in this form at the beginning of each school year and

must also give details in writing to their child's new teacher of any ongoing medical condition/medication requirements.

EVALUATION

- The success of this Policy is measured from set criteria;
- Maintaining a relatively accident-free school environment;
- Positive feedback from staff, parents, and children;
- Continual playground observation of behaviour by all staff engaged in supervision duties;
- Monitoring and evaluation at staff meetings.

Appendix 1 - Accident Reports

TO BE FILLED BY NURSE/TEACHER/STAFF RESPONSIBLE

Injured Student's Name:

Date of Incident:

Time:

Injured Student's Parents

Mother:

Father:

School Site: International Sharing School Taguspark

Location of Campus where accident occurred:

Describe what happened:

Describe Injury:

School Employees or volunteers who witnessed incident:

Name

Position

Medical Response

Was medical attention needed or provided?

First Aid Given: Yes ☐ No ☐

Ambulance Yes ☐ No ☐

112 called? Yes ☐ No ☐

Other Witness Contact Information

International Sharing School

Avenida Dr. Mário Soares, 14 - 2740-119 Porto Salvo | +351 214 876 140
www.sharingschool.org | office@taguspark.sharingschool.org

Name

Position

Signature

Date

Signature

Date

Signature

Date

School Employees or student/s who witnessed the incident? If YES, who?

Name

Position

International Sharing School

Avenida Dr. Mário Soares, 14 - 2740-119 Porto Salvo | +351 214 876 140
www.sharingschool.org | office@taguspark.sharingschool.org

INFECTION CONTROL

This policy incorporates the Portuguese Public Health guidance, health protection in schools, Ministry for Education guidance and COVID-19 infection prevention and control.

INTRODUCTION

Schools and nurseries are common sites for transmission of infections. Children are particularly susceptible because:

- They have immature immune systems;
- Have close contact with other children;
- Sometimes have no or incomplete vaccinations;
- Have a poor understanding of hygiene practices.

This policy provides information for staff managing a range of common and important childhood infections in settings, including schools.

It includes the principles of infection prevention and control to enable safe working during the coronavirus (COVID-19) outbreak.

Infection in childcare settings

Infections in children are common. This is because a child's immune system is immature. Added to this, young children often have close contact with their friends, for example through play, and lack good hygiene habits, making it easier for infections to be passed on. Many diseases can spread before the individual shows any symptoms at all (during the infectious period). Infection prevention and control measures aim to interrupt the cycle of infection by promoting the routine use of good standards of hygiene so that transmission of infection is reduced overall. This is usually through:

- Immunisation of students and staff;
- Good hand washing;
- Making sure the environment is kept clean.

Where a case of infection is known, measures aim to reduce or eliminate the risk of spread through information and prompt exclusion of a case.

How infection spreads

Infections are spread in many different ways:

Respiratory spread:

Contact with cough or other secretions from an infected person, like influenza. This can happen by being near the infected person when they cough and then breathe in the organism; or by picking up the organism from an infected item, for example, a used tissue or on an object in the environment, and then touching your nose or mouth.

Direct contact spread:

By direct contact with the infecting organism, for example, contact with the skin during contact sports such as gymnastics, like staphylococcal infections.

Gastrointestinal spread:

Resulting from contact with contaminated food or water (hepatitis A), contact with infected faeces or unwashed hands after using the toilet (typhoid fever).

Blood borne virus spread:

By contact with infected blood or body fluids, for example, while attending to a bleeding person or injury with a used needle (hepatitis B). Human mouths are inhabited by a wide variety of organisms, some of which can be transmitted by bites. Human bites resulting in puncture or breaking of the skin are potential sources of exposure to blood borne infections, therefore, it is essential that they are managed promptly.

Transmission of Coronavirus

Transmission of coronavirus mainly occurs via respiratory droplets generated during breathing, talking, coughing and sneezing. These droplets can directly infect the respiratory tracts of other people if there is close contact. They also infect others indirectly. This happens when the droplets get onto and contaminate surfaces which are then touched and introduced into the mouth or eyes of an uninfected person. Another route of transmission is via aerosols (extremely small droplets), but this is only relevant to medical procedures for a very small number of children in education and social care settings.

In all education, childcare and children's social care settings, preventing the spread of coronavirus involves preventing:

- Direct transmission, for instance, when in close contact with those sneezing and coughing;
- Indirect transmission, for instance, touching contaminated surfaces.

Prevention and control

Hand washing is one of the most important ways of controlling the spread of infections, especially those that cause diarrhoea and vomiting and respiratory disease.

Liquid soap, warm water and paper towels are recommended.

- All staff and students advised to wash their hands after using the toilet, before eating or handling food and after touching animals;
- Cover all cuts and abrasions with a waterproof dressing;
- Coughs and sneezes spread diseases. Children and adults are encouraged to cover their mouth and nose with a disposable tissue and wash hands after using or disposing of tissues. Spitting should be discouraged;
- Wear disposable gloves and plastic aprons if there is a risk of splashing or contamination with blood or body fluids during an activity. Gloves should be disposable, non-powdered vinyl or latex-free and CE marked. Wear goggles if there is a risk of splashing to the face.

Bites

- If a bite does not break the skin: clean with soap and water and no further action is needed;
- If a bite breaks the skin: clean immediately with soap and running water. Record incident in accident book. Seek medical advice as soon as possible (on the same day) to treat potential infection.

Managing needle stick injuries

Occasionally children or staff may injure themselves with discarded used hypodermic needles which they have found. Dispose of the needle safely to avoid the same thing happening to someone else. This can be done by contacting your local authority or school nurse. If someone pricks or scratches themselves with a used hypodermic needle:

- Wash the wound thoroughly with soap and water;
- Cover it with a waterproof dressing;

- Record it in the accident book and complete the accident form;
- Seek immediate medical attention from local Accident and Emergency department.

Cleaning blood and body fluid spills

All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately, wearing PPE (personal protective equipment). Clean spillages using a product which combines detergent and disinfectant (and ensure it is effective against both bacteria and viruses). Always follow the manufacturer's instructions. Use disposable paper towels or cloths to clean up blood and body fluid spills and dispose of after use. A spillage kit should be available for bodily fluids like blood, vomit and urine.

Sanitary facilities

Good hygiene practices depend on adequate facilities. A hand wash basin with warm running water along with a mild liquid soap, preferably wall mounted with disposable cartridges, should be available. Bar soap should not be used. Place disposable paper towels next to basins in wall mounted dispensers, together with a nearby foot-operated waste paper bin. Toilet paper should be available in each cubicle. Suitable sanitary disposal facilities should be provided where there are female staff and students aged 9 or over (junior and senior age groups).

Children with continence aids

Students who use continence aids (like continence pads, catheters) should be encouraged to be as independent as possible. The principles of basic hygiene should be applied by both students and staff involved in the management of these aids. Continence pads should be changed in a designated area. Disposable powder-free non-sterile latex gloves and a disposable plastic apron should also be worn. Gloves and aprons should be changed after every student. Hand washing facilities should be readily available. Contact your school health team for further advice.

Dealing with contaminated clothing

Clothing of either the child or the first-aider may become contaminated with blood or body fluids. Clothing should be removed as soon as possible and placed in a plastic

bag and sent home with the child with advice for the parent on how to launder the contaminated clothing. The clothing should be washed separately in a washing machine, using a pre-wash cycle, on the hottest temperature that the clothes will tolerate.

COVID-19 prevention and control

A range of approaches and actions should be employed. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system where the risk of transmission of infection is substantially reduced. These include:

Minimise contact with individuals who are unwell;

- Clean your hands often;
- Robust hand and respiratory hygiene (catch it, bin it, kill it);
- Enhanced cleaning, including cleaning frequently touched surfaces often;
- Minimise contact and mixing;
- Personal protective equipment (PPE);
- Social distancing measures are implemented;
- Soft furnishing, soft toys and toys that are hard to clean have been removed;
- The use of shared resources has been reduced;
- Air flow and ventilation is increased by opening windows and children spend more time outdoors;
- Active engagement with NHS Test and Trace.



How to prevent COVID-19?

❖ **Coronavirus** spreads very easily so you need respect these rules to protect yourself and the others:



Clean your hands

Wash your hands often and well with soap and water or use an alcohol-based solution (minimum **20 seconds**)



Avoid touching your face

Avoid touching your eyes, nose and mouth with unwashed hands



Cover Coughs and sneezes

When coughing or sneezing cover your mouth and nose with your **forearm** or with a **tissue paper** but make sure you discard immediately the use tissue into the trash

Avoid Close Contact

Keep the distance between you and other people



Use Mask

If you have, 10 years or more you need to use mask correctly.

Avoid share things

Avoid share school material, toys, and cutlery.



- A greater than expected rate of infection compared with the usual background rate for the place and time where the outbreak has occurred.

When to report

Headteachers and managers will contact the local health protection team as soon as they suspect an outbreak to discuss the situation and agree if any actions are needed. It is useful to have the information listed below available before this discussion as it will help to inform the size and nature of the outbreak:

- Total numbers affected (staff and children);
- Symptoms;
- Date(s) when symptoms started;
- Number of classes affected.

For suspected cases of infectious illness where there is uncertainty it's an outbreak, call your local HPT.

For suspected cases of COVID-19, the school follow the Guidance for Childcare and Educational Settings in the Management of COVID-19 Flowchart - Flowchart School response to suspected or confirmed cases of Covid 19 coronavirus

How to report

The school is to telephone their local HPT as soon as possible to report any serious or unusual illness particularly for:

- Escherichia coli (VTEC) (also called E.coli 0157) or E coli VTEC infection;
- Food poisoning;
- Hepatitis;
- Measles, mumps, rubella (rubella is also called German measles);
- Meningitis;
- Tuberculosis;
- Typhoid;
- Whooping cough (also called pertussis)
- COVID-19

Immunisation

International Sharing School

Avenida Dr. Mário Soares, 14 - 2740-119 Porto Salvo | +351 214 876 140
www.sharingschool.org | office@taguspark.sharingschool.org

Immunisations is checked at school entry and at the time of any vaccination. Parents are encouraged to have their child immunised.

Cleaning the environment

Cleaning of the environment, including toys and equipment, is an important function for the control of infection in childcare settings. It is important that cleaning schedules clearly describe the activities needed, the frequency and who will carry them out. Cleaning standards are monitored regularly by the school. Cleaning staff should be appropriately trained and have access to personal protective equipment.

Cleaning contract

Essential elements of a comprehensive cleaning contract include daily, weekly and periodic cleaning schedules, based on national guidance.

Cleaning solutions should be stored in accordance with Control of Substances of Hazardous to Health, and cleaning equipment changed and decontaminated regularly. Consideration should be given to situations where additional cleaning will be required including during term time (for example in the event of an outbreak) and how the school might carry this out.

A nominated member of staff, Ana Filipa Cruz, is responsible for monitor cleaning standards and discuss any issues with cleaning staff.

Cleaning blood and body fluid spills

All spillages of blood, faeces, saliva and vomit should be cleaned up immediately, wearing personal protective equipment. Clean spillages using a product which combines detergent and disinfectant, and ensure it is effective against both bacteria and viruses. Always follow the manufacturer's instructions. Use disposable paper towels or cloths to cleaning up blood and body fluid spills, and dispose of after use. A spillage kit should be available for blood spills.

COVID-19 advice - cleaning and waste disposal

All objects which are visibly contaminated with body fluids must be cleaned using disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:

Use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine or a household detergent followed by disinfection (1000 ppm av.cl.) Avoid creating splashes and spray when cleaning. Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below. When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.

Disposal of waste: Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):

- Should be put in a plastic rubbish bag and tied when full;
- The plastic bag should then be placed in a second bin bag and tied;
- It should be put in a suitable and secure place and marked for storage until the individual's test results are known.

Waste should be stored safely and kept away from children. The waste should not be put in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours.

- If the individual tests negative, this can be put in with the normal waste;
- If the individual tests positive, then store it for at least 72 hours and put in with the normal waste;
- If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.

Toys and equipment

If toys are shared, it is strongly recommended that only hard toys are made available because they can be wiped clean after play. The condition of toys and equipment should be part of the monitoring process and any damaged item that cannot be cleaned or repaired should be discarded.

Soft modelling and play dough should be replaced regularly or whenever they look dirty and should be included in the cleaning schedule.

COVID-19 advice

Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Remove soft furnishings, soft toys and toys that are hard to clean such as those with intricate parts.

Enhanced cleaning during an outbreak of infection

In the event of an outbreak of infection at school, the local health protection team will recommend enhanced or more frequent cleaning, to help reduce transmission. Advice may be given to ensure regular cleaning of areas with particular attention to door handles, toilet flushes and taps and communal areas where surfaces can easily become contaminated such as handrails. Plans should be developed for such an event on how the school might carry this out which could also include during term time. Dedicated cleaning equipment must be colour coded according to area of use.

COVID-19 advice

Areas where a symptomatic individual have passed through and spent minimal time, such as corridors which are not visibly contaminated with body fluids can be cleaned thoroughly as normal. All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:

- Objects which are visibly contaminated with body fluids;
- All potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells.

Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:

Use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine or a household detergent followed by disinfection (1000 ppm av.cl.) Avoid creating splashes and spray when cleaning. Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below. When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.

STAFF WELFARE

Staff immunisation

All staff should undergo a full occupational health check before starting employment; this includes ensuring they are up to date with immunisations.

Exclusion

Staff employed in schools, nurseries and other childcare settings should have the same rules regarding exclusion applied to them as are applied to the children. They may return to work when they are no longer infectious, provided they feel well enough to do so.

Pregnant staff

If a pregnant woman develops a rash or is in direct contact with someone with a rash who is potentially infectious, she should consult her doctor.

Chickenpox can affect the pregnancy if a woman has not already had the infection. Shingles is caused by the same virus as chickenpox therefore anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles.

Measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed, the doctor should be informed immediately.

Food handling staff

Food handlers and catering staff may present a particular risk to the health of their students and staff if they become infected or have close contact with diseases that can be transmitted to others via the medium of food or drink. These diseases commonly affect the gastrointestinal system (stomach and bowel) and usually cause diarrhoea or vomiting, or both.

Food handling staff suffering from such diseases must be excluded from all food handling activity in the school or nursery setting until advised by the local Environmental Health Officer that they are clear to return to work. There are legal powers for the formal exclusion of such cases but usually voluntary exclusion will suffice with 'off work' certificates from the school doctor or family doctor, as necessary.

Staff and attenders should not be present at the school if they are currently suffering from diarrhoea or vomiting, or both. At the very least, persons suffering from gastrointestinal diseases should not return to work until 48 hours post recovery (no further diarrhoea or vomiting).

This policy should be made clear to the person in charge of the kitchen and all catering staff at the time of appointment. Food handlers are required by law to inform their employer immediately if they are suffering from:

- Typhoid fever;
- Paratyphoid fever;
- Other salmonella infections;
- Dysentery;
- Higellois;
- Diarrhoea (cause of which has not been established);
- Infective jaundice;
- Staphylococcal infections likely to cause food poisoning like impetigo, septic skin lesions, exposed infected wounds, boils;
- E. coli VTEC infection.

COVID-19 advice

Staff testing: Access to testing is already available to all essential workers.

Clinically extremely vulnerable adults and children were advised to take extra precautions during the peak of the pandemic in Portugal. Clinically extremely vulnerable children should attend education settings in line with the wider guidance on reopening of schools and guidance for full opening: special schools and other specialist settings.

If transmission of COVID-19 increases individuals could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community.

Managing specific diseases and infections

Please refer to Portuguese Public Health advice on specific diseases and infections.

When to report

Headteachers and managers will contact the local health protection team as soon as they suspect an outbreak to discuss the situation and agree if any actions are needed.

It is useful to have the information listed below available before this discussion as it will help to inform the size and nature of the outbreak: · total numbers affected (staff and children):

- Symptoms
- Date(s) when symptoms started
- Number of classes affected For suspected cases of infectious illness where there is uncertainty it's an outbreak, call your local health authorities.

How to report

The school has to telephone their local health authorities as soon as possible to report any serious or unusual illness particularly for:

- Escherichia coli or E coli VTEC infection
- Food poisoning
- Fepatitis
- Measles, mumps, rubella
- Meningitis
- Tuberculosis
- Typhoid
- Whooping cough
- COVID-1

The local health authorities can also draft letters and provide factsheets for parents and carers to ensure the most up to date information is given.

The school will follow advice from the Department for Education and Public Health Authorities. A risk assessment is in place to assess the risk of COVID-19 and the control measures. This risk assessment will be reviewed on a regular basis and in light with any change in guidance. In the event a member of staff or students has COVID-19, the school will follow all procedures to suspected or confirmed cases of Covid 19 coronavirus.

SCHOOL UNIFORM

Introduction

International Sharing School values the individuality of all students. We are committed to giving all our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum with an international outlook and have high expectations of all our students. The achievements, attitudes and well-being of all our students matter to us. This policy helps to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, ability, disability, gender or background.

The school is committed to providing an environment that caters to all students' needs within the scope of its resources, including an appropriate level of human support, to allow all students to access learning.

Our policy is that all students from Nursery to D.P. 1 should wear school uniform when attending or participating in a school-organised event outside normal school hours unless exempted from doing so by the Head of Programmes on designated days.

Effective teaching and learning require organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in students' appearance.

Aims and objectives

Our policy is based on the notion that a school uniform:

- Promotes a sense of identity and pride for students attending the school;
- Engenders a feeling of community and belonging;
- Is practical and smart;
- Makes students feel equal to their peers.

ROLES AND RESPONSIBILITIES

Leadership Team

- Monitors and reviews the school uniform policy.

Coordinators

- Implement and monitor the policy on a day-to-day basis;
- Responsible for ensuring standards are maintained;
- Responsible for contacting parents or any disciplinary measures required for failing to follow the uniform rules;
- Considers any requests from parents for special dispensation concerning uniforms.

Staff

- Support in maintaining high standards of uniform dress;
- Are role models in the wearing of appropriate clothing;
- Make discreet and sympathetic enquiries when students fail to wear the correct school uniform;
- Are aware of students whose standard of dress may indicate care issues at home and report concerns to the appropriate persons (see Child Protection Policy);
- Give positive encouragement to students setting good examples of dress.

Parents/Guardians

- Support the School Uniform Policy.
- Ensure the students are appropriately dressed, wearing the correct uniform, and ready to learn.
- Ensure they keep their child's school uniform clean and in good condition.

Students

- Wear the correct school uniform when attending, representing the school, or participating in a school-organised event outside normal school hours.
- Wear their uniform with pride.
- Keep their uniform clean and tidy.
- Remember to bring PHE. kit on the correct days.

Our Uniform from Early Years to MYP 5 consists of:

- A white polo with the school logo (available in school);
 - A white t-shirt with the school logo (Pre-School and Early Years - available in school);
 - A grey jumper with the school logo (available in school);
 - Blue winter parka with school logo (available in school);
 - Dark blue trousers/shorts/bermudas/skirts (dark blue jeans are acceptable - any brand - not available in school);
1. Ripped trousers are not acceptable;
 2. Leggings are not acceptable.
- Plain black/brown/dark blue school shoes (trainers acceptable - any brand - nor available in school).

Diploma students (DP 1 and DP 2) will have free dress, but with some rules. The school does not wish to set down a multitude of specific restrictions about appearance and personal style, but we expect students to be appropriately dressed for a working space. We have a wide range of ages and visiting parents throughout the school year. Diploma Students should set an example for all the other students, and they should lead by setting a positive example; therefore, find below a few examples to be clear about what is not allowed:

1. Ripped trousers
2. Any type of beach wear
3. Revealing tops
4. Transparent clothes
5. Short skirts - one palm (horizontally) above the knee.
6. Leggings

PHYSICAL AND HEALTH EDUCATION (PHE) CLOTHING

Students must wear our branded PHE kit consisting of trousers, t-shirt, jackets, and shorts (available for primary and secondary. Pre-school and early years will wear the school t-shirt and blue shorts/trousers).

- Early Years and PYP 1 students have PHE lessons 3 times a week (all single lessons);
- PYP 2 to PYP 5 students have PHE lessons twice a week (one double lessons and one single);

- MYP students have PHE lessons twice a week (one double lesson and one single).

GUIDELINES

- It is expected that all students wear the school uniform on each school day with the appropriate footwear;
- If a student does not wear the correct uniform, a verbal and/or written reminder of our expectations will be communicated to the student and parents/guardians;
- If a student arrives at school wearing the incorrect uniform with no communication from parents/guardians, they are expected to wear borrowed uniform items from the Uniform Store (at the main office) for that day;
- Students are responsible for taking care of their own school uniforms and that borrowed from school.

INTERNET AND EMAIL

Objective

This document aims to ensure the effective and appropriate use of the internet and email.

Scope

This Email section of the policy shall apply to all emails processed by International Sharing School teachers, administrative staff and students.

All teachers, administrative staff and students shall remember that standard email is not a secure form of communication. The messages that you send may be over networks owned by other people. A more secure method of communication shall be used if the content of an email is sensitive or critical such that if the contents were disclosed or modified by an unauthorised person, it could cause embarrassment, distress or financial loss. The school email account should not be used for personal purposes in any situation.

Internet access refers to using any resources from the World Wide Web, whether browsed or downloaded.

Policy Statements

International Sharing School's email shall be used by:

- Specified and published policies and guidance, including e-safety.
- All appropriate legislation.
- Internet and Email usage shall be monitored to ensure compliance with policies and guidance.
- This Internet and Email Policy is approved by and has the full support of the Leadership Team and the school's Board of directors.
- The Leadership team and Board shall ensure that employees and students receive continual education and training to support compliance with this internet and email policy and the school's e-safety policy.

- The System and IT Team shall develop, maintain and publish processes to achieve compliance with this Internet and Email Policy.
- All teachers and administrative staff shall be responsible for implementing this Internet and Email Policy in their areas of responsibility.
- All employees and students provided with internet and email facilities shall sign the Acceptable Use Policy to indicate their agreement to comply with this policy.

Email Usage Principles

International Sharing School's email facilities shall indicate acceptance of this Email Policy.

International Sharing School provides email to assist employees in the performance of their jobs and students with their learning objectives. Whilst its use should be primarily for official International Sharing School business, incidental and occasional personal use of email shall be permitted, on the understanding that:

- Any email from unknown origin, or that you suspect to be phishing or any other suspicious content, should:
 - Not be opened, or in any case click in any link.
 - Be forward to the IT manager (**Pedro Vaz - p.vaz@taguspark.sharingschool.org**), with the subject "SUSPICIOUS".
 - And send a quick email reporting what has been done and if the email has been opened.
- Personal messages shall be treated the same as any other message.
- Personal use of the email system shall never impact the normal traffic flow of business-related emails.
- International Sharing School shall reserve the right to purge identifiable personal email to preserve the integrity of the email systems.
- No employee or student shall send, forward or receive emails that in any way may be interpreted as insulting, disruptive or offensive by any other person or company.
- Examples of prohibited material include but are not limited to:
 - Sexually explicit messages, images, cartoons, jokes or movie files
 - Unwelcome propositions

- o Profanity, obscenity, slander or libel
- o Ethnic, religious or racial slurs
- o Political beliefs or commentary
- o Any message which could be viewed as harassment or disparagement of others based on their sex, race, sexual orientation, age, national origin, disability or religious or political beliefs.

The school owns the email system, which means that all email traffic, both sent and received, including attachments, shall be monitored and reviewed, and any action deemed appropriate shall be taken.

This means that nothing should be considered private, even if marked as "private" and/or "confidential" or with any similar wording.

This monitoring will ensure that this policy is effective and that users of the email system abide by its content. The monitoring also ensures that the school's email systems are working properly.

All teaching staff, administrative staff and students shall ensure compliance with relevant legislation.

Email folders shall be reviewed regularly, and any non-essential messages shall be deleted.

- Internal email and other internal information shall not be forwarded to destinations outside of International Sharing School domain without the authority of the appropriate individual.
- Email users shall not forward chain letters either internally or externally. This includes those purporting to be for charity or other good causes and those promising wealth or other personal gains. Virus warnings shall come under the same exclusion, as the majority of these are false. You should refer to your IT manager (**Pedro Vaz - p.vaz@taguspark.sharingschool.org**) to check the validity of such messages but shall not forward these messages to anyone inside or outside International Sharing School under any circumstances.

- Emails of any kind shall not be sent to multiple external organisations without the appropriate approval of the direct Line Manager or IT Manager. This may be considered 'spamming', an illegal activity in some countries.
- The individual logged in at a computer shall be considered the author of any messages sent from that computer. All ICT users shall log off or lock their computers when away from their desks; under no circumstances should a user send a message from somebody else's account.
- Email addresses should not be disclosed unnecessarily. Information provided in surveys or other questionnaires may lead to risks such as receiving unwanted junk messages.
- Email shall not be used to send large attached files unless it is very urgent and authorised by the IT Manager. Many email systems will not accept large files and, if returned, may overload International Sharing School's email system. Other solutions, such as We Transfer, shall be used when sending large amounts of data.
- Emails and attachments shall not be opened unless they are from a known source. Caution shall also be exercised even if attachments are received from a known source but are unexpected.

Sending emails

Before sending emails, consider:

- The maintenance of the highest professional standards.
- Whether the email is the correct medium for communication.
- The content and design consider the level of formality.
- To whom should the email be sent, consider the expected communication style.
- Only copy in people who have an immediate need for the information.
- The length of the email, avoid long detailed emails.
- Time required for the recipient to respond.
- Always read and reflect upon your email before sending it.

Receiving and Managing emails

- Staff should become 'responsible communicators,' i.e. they should check their emails at the start of each day.
- Always set time aside to deal with emails.

- Consider whether they need you to respond, retain print and/or delete.
- If they require retention, place emails and attachments in folders.
- If they require a response, consider carefully using the "reply to all" button.
- Delete unwanted emails promptly.
- Protect yourself from viruses when emailing from home.
- Sensitive Information
- Emails are the electronic equivalent of a postcard. Anyone can read the content along the delivery path. Sensitive information should be sent by post or via a secure transfer system.
- Child Protection issues should not be reported via email.
- Never email in haste; consider the facts and consequences of the message.
- Be professional and careful about what you say about others, as email is easily forwarded. Only put in writing what you would say to someone's face.
- Be aware of copyright and libel issues, e.g. when sending scanned text, pictures or information downloaded from the internet.
- If an urgent email is sent, you may want to follow this with a phone call.
- Never send emails that are offensive, threatening, defamatory or illegal. Emails have been used successfully as evidence in libel cases.

Security

- Staff is responsible for the security of their computer and for protecting any information or data used and/or stored on it.
- Do not leave a mailbox open and unattended; always keep it password protected. The account holder must strive to keep their passwords confidential; to prevent other users from accessing and sending emails from their account. Users may need to make their passwords known in the event of absence.
- Staff should be responsible for changing passwords on an agreed schedule to maintain security.
- Emails will only be monitored by the IT Manager in exceptional circumstances.
- Absent staff are aware that their email account may be opened by another staff member.
- When to use other methods of communication
- Never discuss performance appraisal or review issues by email; always do it face-to-face.

- Human Resource issues (salary, job, career progression).
- Private or privileged materials.
- Complex issues should be discussed at meetings.
- Topics that require interactive dialogue – or robust discussion on certain issues.
- When needing to vent frustration about a workplace situation, particularly if you are angry, wait to calm down, so your response is more measured.

Internet Usage Principles

International Sharing School provides its students and employees with internet access to assist them in their learning and performance of their jobs. Whilst its use should primarily be official International Sharing School business, incidental and occasional personal use of the internet is permitted, on the understanding that:

- Personal internet use shall never impact the learning or business-related internet access or ISS' operational activities.
- International Sharing School reserves the right to curtail a student or employee's internet access to preserve its reputation and the integrity of its systems.
- Messages shall not be posted on any internet message board or similar Web-based service that would bring International Sharing School into disrepute or which a reasonable person would consider offensive or abusive. The list of prohibited material is the same as those for email.
- Students or employees should not place any opinion or statement that might be construed as representing International Sharing School on the internet, including on social networking sites.
- International Sharing School shall report any illegal activity to the police. Students and employees will also be liable for International Sharing School's disciplinary process.
- Internet access shall not be used for personal financial gain or to host a website on any International Sharing School equipment without the express permission of the Pedagogical Director or a Board of Directors.
- Students and employees shall not visit websites that display material of a pornographic nature or contain material that could be considered offensive. System users should notify the IT Manager immediately should accidental access to such material occur. No disciplinary action shall be taken against

students or employees who accidentally access sites containing dubious or unethical material, providing they advise the IT Manager promptly. However, to avoid disciplinary action, the students/employees must ensure that such unauthorised access does not happen frequently.

- Students and employees shall not download any files or software from the internet or capture images displayed as there may well be any issues concerning copyright, malicious software and overall functioning of the computer and ICT systems.
- Students and employees logged into a computer shall be considered the person browsing the internet. Under no circumstances shall any student or employee browse the internet from an account belonging to another person.
- The school shall monitor and log all internet access by students and employees and reserve the right to disclose this information to any relevant authority.

ADMISSION

GUIDING PRINCIPLES

Students enrolled at International Sharing School will have equal opportunities to access the academic curriculum and to take part in the full life of the school.

International Sharing School is committed to attracting students who have a positive attitude and are willing to strive to meet the challenges of the Programmes offered.

It is therefore the aim of the school that parents, guardians, and students become fully aware of and develop a good understanding of the school mission, philosophy, values to establish a constructive working partnership.

International Sharing School will admit students regardless of ethnicity, religious belief, nationality, social background, or gender and aims to promote an effective holistic approach to teaching and learning nurturing personal, social and academic development.

The student and staff population are culturally, and linguistically diverse and great importance is placed on promoting international mindedness and multicultural understanding within the curriculum and throughout school life.

The school will endeavour to meet the needs of each individual student so that they benefit from their education and achieve their full potential, however for students with significant academic or physical needs the school may not be able to provide the support a student requires with the resources available.

STUDENT PROFILE, AT INTERNATIONAL SHARING SCHOOL

STUDENTS SHOULD BE:

- Committed to the school's vision, mission and philosophy;
- Motivated, enthusiastic, determined and principled;
- Respectful towards all members of the school community and school facilities;
- Responsible for their actions;
- Providing positive contributions within and beyond the school community;

- Inquiring, open and internationally minded global citizens, observing the school's learner profile across the school community;
- Risk-takers, challenging themselves through their academic learning, to fully benefit from the education available;

LANGUAGE OF INSTRUCTION

English is the language of instruction in all grades. Therefore, a strong understanding of the English language is recommended for students to be able to thrive.

While all teachers are expected to support language development, specialist English as a Second Language (ESL) teachers provide additional support and instruction.

LANGUAGE PROFILE

A developmental language profile is created for each student through the Admissions process when enrolling at the school; recording and identifying the student's mother-tongue language and written and oral competency in other languages; in order to best support students in their respective languages and in their learning.

ENGLISH AS A SECOND LANGUAGE SUPPORT

All students who indicate that English is not their mother-tongue, are required to be reviewed by the ESL department. The procedure for students who are identified as requiring additional English language support is as follows:

- **PYP:** The ESL teachers will support students both in classroom context and in small groups according to student needs.
- **MYP:** If a student's mother-tongue is not English, the student will attend an ESL grade level class, instead of attending the English Language & Literature lessons. For students who require extra support in the English Language they are not required to study a third language, instead receive additional English language support.
- **DP:** ESL is not provided to Diploma students, as the demanding course requires students to have a proficient level of English at entry to the programme.

(See Language Policy)

LEARNING NEEDS

A safe, supportive caring environment emphasizing integrity is reflected in our philosophy of supporting the diversity of learning needs within our school community (*See the SEN policy*). We endeavour to accommodate students with diverse learning needs to achieve their highest potential, while celebrating their unique learning strengths and individuality.

Students with mild social/emotional issues, learning differences or other learning needs will be referred to our in-house learning support team for review.

In order to ensure that the school meets the teaching and learning differentiation needs of the students, it is important for parents to divulge any learning needs and to provide the results of any and all standardised testing, including educational evaluations or psychological and/or other medical reports, together with information on the academic support a student may have received or is currently receiving.

While the school is committed to being inclusive and the present admissions policy is non-discriminatory, the school recognizes that it does not have the facilities to serve the educational needs of students who are significantly disabled, whether mentally, emotionally or physically or who have significant learning difficulties.

Admissions are evaluated by the Programme Coordinators, Pedagogical Director and learning support staff and the final admission decision is the responsibility of the Pedagogical Director.

(For detailed information regarding student support please review the school Special Educational Needs Policy)

GRADE PLACEMENT

Students at International Sharing School come from a variety of educational backgrounds, including international and national systems. Students are placed

according to their age as of 1st September of the year of entry and taking into consideration the number of school years completed by the student, and in accordance with the Portuguese equivalence table: *Portaria 433/2005 April 19th*.

However, factors such as previous records, measured aptitude and achievement, physical and emotional development are relevant details that may also be considered. The final decision regarding grade placement lies with the Pedagogical Director. All students must provide evidence and records of previous educational level **prior to entering the school**.

PRIORITY FOR ADMISSION

- Siblings of students already enrolled at ISS;
- International students;
- Maintaining a balanced ratio of nationalities;
- In the event of the maximum number of students being enrolled at any time, a waiting list will be instituted.

CONSIDERATIONS PRIOR TO ADMISSION

1. Students

- We encourage all students applying for admission to visit the school and to meet the Pedagogical Director and/or Programme Coordinator for an informal interview. Students are welcome to spend one day at the school to see if they like the school environment, for which there is no charge to the parent/guardian;
- Students may be required to take an English and Mathematics placement test. The information attained will be used for assessing, for the student to be appropriately placed;
- Students applying to Grades 9 and above, who indicate that English is not their mother-tongue, are required to be reviewed by the ESL department;
- Submission of evidence of learning and behaviour from previous schools;
- Understanding and acceptance of the school's rules and regulations as well as the constraints with regards to attendance, punctuality and assessment;
- Students from grade 9 upwards must sign the academic honesty contract (*See Academic Honesty Policy*).

2. Parents / Guardians

- Understanding and acceptance of the school's rules, regulations and policies, as well as the requirements and constraints of the Programmes with regards to attendance, punctuality and assessment;
- Collaboration with teachers and/or Programme Coordinators with a view to supporting the student(s);
- Accepting that the school has overall authority and responsibility regarding pedagogical matters;
- Parents with children in grade 9 upwards must sign the academic honesty contract (see *Academic Honesty Policy*).

SUBJECTS OFFERED:

PYP

- Unit of Inquiry: Science & Social Studies;
- Mathematics;
- Languages: English & Portuguese;
- Physical Education;
- Arts: Visual & Music;
- Library;
- Positive Education;
- Yoga;
- Additional non-curricular languages: Mandarin and German.

MYP

Grades 6-8 (MYP 1-3):

- Language & Literature: English A: obligatory;
- Language & Literature or Language Acquisition: Portuguese A or B: obligatory choice;
- Language Acquisition: French, Spanish, English B: obligatory choice of one;
- Individuals & Societies (Integrated Humanities): obligatory;
- Integrated Sciences: obligatory;
- Mathematics: obligatory;
- Arts: Drama, Music & Visual: obligatory - taught in termly rotation;
- Physical & Health Education: obligatory;

- Design: obligatory;
- Language Acquisition: German B, Mandarin B, Russian B: additional non-curricular after-school languages.

Grades 9 & 10 (MYP 4 & 5):

- Language & Literature: English A: obligatory;
- Language & Literature or Language Acquisition: Portuguese A or B: obligatory choice;
- Language Acquisition: French, Spanish, English B: obligatory choice of one;
- Individuals & Societies (Integrated Humanities): obligatory;
- Sciences: Biology, Chemistry, Physics: obligatory choice of two sciences;
- Mathematics: obligatory;
- Visual Art, Performing Art, Design: obligatory choice of one subject;
- Physical & Health Education: obligatory;
- Language Acquisition: German B, Mandarin B, Russian B: additional non-curricular after-school languages.

DIPLOMA: please see Appendix 1

PROCEDURES FOR ADMISSION & ENROLMENT

STEP 1:

The following documentation **must be** supplied for a student application to be considered:

- **Student Application Form:** completed and signed by the parent or legal guardian and accompanied by **one passport-sized photograph**;
- **Medical Information Form:** completed and signed by the parent or legal guardian and accompanied by **evidence of vaccinations**;
- **School Records/Reports:** two sets of records, relating to the current school year and the previous year;
- **Passport/Identity Card:** a photocopy of the student's and parents/guardians' passport/identity card;
- **SEN Reports:** the results of any and all standardised testing, including educational evaluations or psychological and/or other medical reports, if student requires learning support;
- **Signing the academic honesty policy** (*See Academic Honesty Policy*);

STEP 2:

The above listed documentation is to be reviewed by the Programme Coordinator and/or Pedagogical Director, who will let the parents and/or Enrolment Counsellor know if more information is required or if a final decision for the student's application has been made, as well as the availability of a vacancy at that moment.

STEP 3:

Upon acceptance of the student's application, the parent or legal guardian must confirm it is their wish to proceed with the enrolment within 2 working days. If no confirmation is received within this period, the school may offer the student's vacancy to another applicant.

STEP 4:

After confirmation is received, the School Office will proceed with the student's enrolment and issue the invoice for the applicable fees required for the enrolment (*see Payment Procedures*). Full payment must be received within 5 working days or the school may offer the student's vacancy to another applicant.

Students will only be enrolled and eligible to join classroom lessons once the above process has been completed and all relevant documentation and payments are received.

DATES FOR ADMISSIONS

The school has no deadline for applications for up to Grade 10, therefore students may be admitted throughout the academic year.

While students may be admitted to Grade 10 throughout the academic year, they will only be eligible for the IB MYP Certificate if they complete a minimum of one full academic year, therefore it is recommended that students begin Grade 10 in September of the academic year.

Students in grades 11 & 12 are required to attend two school academic years in order to be eligible for the IB Diploma, therefore students may not be admitted to the school in the middle of the two year IB Diploma Programme, unless they are transferring from another IB School and all IB requirements are able to be met.

PROCEDURES FOR RE-ENROLMENT

Student re-enrolment is required to be completed for each academic year that the student intends to study at the school.

The school will require annual confirmation and if information is not received within the school's communicated deadline, student places cannot be guaranteed.

If there are financial, behavioural or academic issues with a student, parents may not be invited to re-enrol until the situation has been resolved. The Pedagogical Director has final decision regarding the possible refusal of student re-enrolment.

PROCEDURES FOR WAITING LIST

Students can apply for Grade levels in which no vacancies are currently available. Upon acceptance of the application with the mention of no availability of vacancies at that moment, the parent or guardian must confirm it is their wish to be placed in the Waiting List within 2 working days. For placement in the Waiting List, a non-refundable payment of 1.200€ is required. This payment may be discounted off the enrolment fee once a vacancy becomes available and enrolment is processed. Parents must keep in mind this might only happen in the following years.

The Waiting List is processed in a “first come, first served” sequence, with priority given to:

- Siblings of students already enrolled at ISS;
- International students;
- Students allowing the maintenance of a balanced ratio of nationalities;

ADMISSIONS FOR EARLY YEARS AND IB PRIMARY YEARS PROGRAMME AND PROGRESSION TO NEXT GRADE LEVEL:

For a student to automatically progress to the next grade level they must:

- Maintain a minimum of 80% attendance.

ADMISSIONS FOR IB MIDDLE YEARS PROGRAMME AND PROGRESSION TO NEXT GRADE LEVEL:

MYP 1 - 4 (Grades 6-9): criteria for progressing to next grade level

For a student to automatically progress to the next grade level they must:

- Achieve a minimum of a Grade 3 in every subject;
- Satisfactorily complete the requirements for Service as Action;
- Maintain a minimum of 80% overall attendance;
- Failure to meet any of the above requirements will result in the student repeating the year.

MYP 5 (Grade 10): criteria for successful completion of Grade 10:

- Gained a total of at least 28 points from six subject groups, the interdisciplinary assessment and personal project combined, out of a possible maximum of 56 points;
- Gained at least a grade 3 in at least one subject from each subject group;
- Gained at least a grade 3 for the personal project;
- Gained at least a grade 3 for the interdisciplinary on-screen examination;
- Service as Action and Personal Project requirements have been completed;
- Maintained a minimum of 80% overall attendance;
- Maintained a minimum of 90% subject-specific attendance.

Failure to meet any of the above requirements will result in the student repeating the year.

MYP 5: Eligibility for IB MYP certificate:

(©General Regulations: Middle Years Programme, Article 10 MYP Certificate Candidates, International Baccalaureate Organization, April 2014)

To be eligible for the IB MYP Certificate a candidate must

- a. Participate in the programme for the recommended period of at least two years, with a minimum of one year (MYP5);
- b. Complete on-screen examinations for a minimum of four subjects, one from each of the following groups: language and literature, Individual and societies, science and mathematics;
- c. Submit an eportfolio for language acquisition (or complete the on-screen examination for a second language from the language and literature group);
- d. Submit at least one eportfolio from any of the following subject groups: arts, physical and health education, or design;
- e. Take the Interdisciplinary on-screen examination;
- f. Submit a personal project;
- g. Complete the school's requirements for community service.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the MYP Certificate:

- Language and literature;
- Language acquisition (or a second language and literature);

- Individuals and societies;
- Mathematics;
- Sciences;
- Arts, physical and health education or design.

CRITERIA FOR THE AWARD OF THE IB MYP CERTIFICATE

(©General Regulations: Middle Years Programme, Article 10 MYP Certificate Candidates, International Baccalaureate Organization, April 2014)

- A candidate must gain at least 28 points overall, but a grade 1 or grade 2 in any subject, the interdisciplinary assessment or the personal project cannot contribute to the award of the MYP Certificate;
- A candidate who attempts the MYP Certificate but does not attain it will receive the MYP Course Results.

Students that have not completed a full academic year in MYP 5 and/or not met the full IB MYP Certificate requirements will be provided with the opportunity to be assessed internally and receive a school certificate.

ADMISSIONS FOR THE IB DIPLOMA PROGRAMME

The strategy of the school is to encourage all students to attempt the full IB Diploma, only considering individual Diploma Courses if students are struggling to succeed. The Pedagogical Leadership Team annually reviews DP subjects offered, taking into consideration student numbers and subject preferences. The school website provides information regarding the requirements of the Diploma Programme. The Diploma Coordinator, with the Career Counsellor host parent/student presentations to explain and discuss the requirements and benefits of the full Diploma Programme as well as provide advice on higher education requirements.

All teachers are responsible for the well-being of students. The SEN Coordinator collaborates with teachers to develop learning strategies to support students with learning needs. The Careers Counsellor provides guidance on post-secondary options and requirements for university applications. The DP Coordinator, in

collaboration with DP teachers, provides an induction programme for students of MYP5.

CRITERIA FOR ADMISSION TO THE IB DIPLOMA PROGRAMME

- The criteria for successful completion of Grade 10, as shown above, are the minimum requirements for entry into the Diploma Programme.
- Additional subject-specific entry requirements for chosen courses of study in the Diploma are recommended: (*see the assessment policy*):
 - Higher Level subjects: have gained a minimum of grade 5 in the MYP 5 or equivalent in the chosen subject
 - English Language minimum requirement: gained a minimum of grade 5 in English B Phase 5 in the MYP 5 or equivalent.
 - Group 1 - Languages A: gained a minimum of grade 5 in the Language B Phase 5 in the MYP 5 or equivalent, to be able to study a group 1 Language A course.
 - Mathematics Higher Level: have gained a minimum of grade 6 in the MYP Mathematics Extended or equivalent.
- Students who do not meet the above criteria will be reviewed on an individual basis. If the school considers the student to be unable to attempt the full IB Diploma programme, the student may be provided with the opportunity to study IB individual courses. The Pedagogical Director is responsible for the final decision to accept a student for IB individual courses.

ADDITIONAL REQUIREMENTS FOR NEW STUDENTS TO MYP AND DIPLOMA:

- Mathematics and English Language entrance tests;
- Submission of diagnostic tests/exams and Report Cards from previous school.

INCLUSION/SPECIAL EDUCATIONAL NEEDS FOR THE MYP AND DIPLOMA PROGRAMMES (*see SEN Policy*)

- Students with Special Educational Needs will be reviewed on an individual basis;
- A full set of medical diagnostic tests must be submitted to the school **prior to the registration process;**

- The Programme Coordinator(s) in collaboration with the Pedagogical Director will review and determine student eligibility for entry into the MYP and/or Diploma Programmes, based on the resources available at the school in order to successfully meet the student's needs;
- The Programme Coordinator(s) will request IB Inclusive access requirements for eligible students for MYP eAssessments and IB Diploma examinations, together with providing provision for internal assessments.

ADVICE TO STUDENTS REGARDING SUBJECT OPTION CHOICES

Grade 8 (MYP 3): During term 2 students and parents will be invited to a meeting with Careers Counsellor and MYP Coordinator to discuss university requirements in order for the students to make informed subject choices for Grade 9 & 10 (MYP 4 & 5).

Grade 10 (MYP 5): During term 2 students and parents will be invited to a meeting with the Careers Counsellor and DP Coordinator for the students to make informed subject choices for the Diploma Programme.

These sessions will address subject-specific choices available, their link to career aspirations, with focus on university subject-specific pre-requisites particularly those requiring Mathematics and the Science subjects.

Students will be presented with an option form (*Appendix 1 - DP Option Form*). The option form provides students with the opportunity to choose the IB DP eligible subjects. Candidates must study six subjects plus the three core subjects EE, TOK and CAS.

Group 1 Languages will offer students the possibility to study a school supported self-taught language, in order to support students whose mother-tongue language is not taught in the school.

New students: New students to Grades 9 – 11 and parents will be offered an interview with the Careers Counsellor to discuss university requirements in order to make an informed choice of subjects that are offered by the school.

ENTERING THE DIPLOMA PROGRAMME:

- All students will be provided with the opportunity to study the full IB Diploma;
- Students whose academic ability prohibits them from undertaking the full IB Diploma will be provided with the opportunity to study individual courses, and these will be reviewed on a one to one basis;
- A trial period for student subject choices is the first month of the academic year in DP1 (*Appendix 2 - Change of Option Form*);
- Students may not change subject choices after that timeframe.

REMAINING IN THE DIPLOMA PROGRAMME:

- DP1 students may request to exchange Higher and Standard levels at a later stage, providing the IB requirements for each subject can be met (*Appendix 2 - Change of Option Form*);
- DP2 students are not allowed to change subjects and/or levels, unless there are extenuating circumstances, which must be authorized by the Diploma Programme Coordinator.

CRITERIA FOR SUCCESSFUL COMPLETION OF DP1 TO SUCCESSFULLY PROGRESS TO DP2:

- Gained a total of at least 24 points
- Maintained a minimum of 80% attendance
- Maintained a successful record of behaviour
- Completed the requirements for Creativity, Action, Service (CAS)

Failure to meet any of the above requirements will result in the student repeating the year.

CRITERIA FOR THE AWARD OF THE IB DIPLOMA:

(©General Regulations: Diploma Programme, Article 13: Award of the IB Diploma, International Baccalaureate, May 2019)

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met;
- The candidate's total points are 24 or more;
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject;
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay;
- There is no grade 1 awarded in a subject/level;
- There are no more than two grade 2s awarded (SL or HL);
- There are no more than three grade 3s or below awarded (SL or HL);
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least five points at SL);
- The candidate has not received a penalty for academic misconduct from the final award committee.

Change to Option choices may only be requested by students in MYP 4 & 5 and DP 1 within the first two months of the academic year.

DP 1 students may request to change Higher & Standard Levels at a later stage, providing the IB requirements for each subject can be met.

Students in DP 2 are not allowed to change subjects and/or levels, unless there are extenuating circumstances, which must be authorized by the Programme Coordinator

Student Name: **Tutor Group:**

Subject to Change FROM: **Level:**

Subject to Change TO: **Level:**

Please provide a brief description for the REASON FOR CHANGE:

.....
.....
.....
.....

What will you need to do in order to catch up with missed work in the subject you wish to join?

.....
.....
.....

How do you intend to catch up with the missed work in the subject you wish to join? Please include a timeline

.....
.....
.....

Name of Teacher - Subject leaving:

Signature approval:

Name of Teacher - Subject joining:

Signature approval:

I understand that the Change of Option involves additional work and I agree to follow the proposed timeline and to seek assistance if I am having difficulties

Student Signature: **Date:**

Parent Authorization: **Date:**

Programme Coordinator Approval: **Date:**

International Sharing School

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APPENDIX 1
International Sharing School
DIPLOMA OPTION FORM - 2020 / 2022

Student Name: **Tutor Group:** .

Block 1: Language & Literature	HL	SL
English Language & Literature		
Portuguese Literature		
School supported self-taught Language A Literature		

Block 2: Language Acquisition	HL	SL
English B		
Portuguese B		
French B		

Block 3: Individuals & Societies	HL	SL
Economics		
History		

Block 4: Sciences	HL	SL
Biology		
Physics		
Sports, Exercise & Health Science		

Block 5: Mathematics	HL	SL
Mathematics: AA Analysis & Approaches		
Mathematics: AI Applications & Interpretations		

Block 6:	HL	SL
Visual Art		
Chemistry		
Spanish B		
Global Politics		

Please tick as appropriate:

- Choose ONE subject from each Block

APPENDIX 1
International Sharing School
DIPLOMA OPTION FORM - 2020 / 2022

- Choose 3 Higher Level and 3 Standard Level subjects

Student Signature: **Date:**

Parent Authorization: **Date:**

Programme Coordinator Approval: **Date:**

ASSESSMENT

OVERVIEW

At International Sharing School, as part of a learning continuum, the Junior and Senior programmes share commonalities in what they assess and how they assess. Throughout the school, feedback is provided on the attributes of the Learner Profile. This profile serves to increase student awareness of, and sensitivity to, the experiences of others beyond the local or national community. Additionally, both the Primary and Senior are driven by the desire to measure a student's conceptual understanding, not merely their ability to learn content. We believe that student learning is best done when it is authentic (ie relevant to the "real" world) and transdisciplinary (i.e. where the learning is not confined within the boundaries of traditional subject areas; but is supported and enriched by them).

This is reflected in the manner that the written curriculum is planned and in the importance of recognizing the inquiry to be addressed.

Assessment aims to:

- Improve the learning outcomes of students;
- Inform, enhance and improve teaching and learning practices;
- Inform whether the learning goals of the teaching programme have been achieved;
- Inform collaborative teacher meetings;
- Support and encourage student learning by providing feedback on the learning process;
- Provide opportunity for students to exhibit transfer of skills across subjects, such as in the PYP exhibition, MYP personal project and interdisciplinary assessments; DP extended essay, TOK essay and CAS;
- Promote positive student attitudes towards learning;
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
- Promote the development of ATL skills;
- To reflect international mindedness by allowing assessments to be set in a variety of cultural and linguistic contexts;
- Support the holistic nature of the programme, by including in its model, principles that take account of the development of the whole student;
- Encourage students to be self-reflective on their learning, to set targets for themselves that are realistic and to enjoy the sense of accomplishment when targets are met.

Definition of Assessment: Assessment is the gathering and analysis of information about student understanding and performance. It identifies what students know, understand and can do at different stages in the learning process.

PURPOSES OF ASSESSMENT

There are three main purposes of assessment:

Assessment for Learning – *Formative Assessment* – this type of assessment comes at the beginning of a new unit or topic learning process; It is to gauge a student's prior knowledge and provide teachers with the information that they need to differentiate the topics and tasks to meet the needs of individual learners. In addition, formative assessment is carried out during the learning process to provide feedback to students and teachers so that they can modify their learning and teaching. It ensures that students are learning the necessary concepts, content and skills to reach the established curriculum outcomes measured in the Summative Assessments.

Assessment as Learning – *Peer- and Self-Assessment* – this type of assessment comes before, during and after the learning process. It is student driven and involves students helping to establish criteria, setting goals and assessing their own work as well as the work of their peers so that they can gain insight into their own learning.

Assessment of Learning – *Summative Assessment* – this type of assessment comes at the end of a task or grading period. The purpose of this type of assessment is to report on what students know, understand and can do. It is designed to measure and provide evidence of student achievement to parents/guardians, students and teachers.

The assessment component of the International Sharing School curriculum is subdivided into three closely related areas:

Assessing—what the students know and have learned

Recording—collecting and analysing data

Reporting—communicating information

ASSESSING

Assessment Principles

International Sharing School believes assessment is an integral component of all teaching and learning. It has a positive impact on student attitude, motivation and self-knowledge. The prime objective of assessment is to provide feedback on the learning process.

Assessment is a continual and ongoing process which guides effective learning and teaching. It provides meaningful feedback and collaboratively involves students, parents/guardians and teachers as partners throughout the learning process.

Communication of student learning is based on curricular objectives. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. It is the means by which ISS analyses student learning and the effectiveness of our teaching as a foundation on which to base our future planning and practice.

At International Sharing School we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

1. Acquisition of knowledge
2. Understanding of concepts
3. Mastery of skills
4. Development of attitudes
5. Taking responsible action and reflection

Students, parents/guardians, teachers and administrators must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which assessment is made. Both students and teachers should be actively engaged in the assessment process.

Assessment Practices

At International Sharing School a balanced and comprehensive approach to assessment will include planned opportunities for observational, formative and summative assessments. Assessment shall inform collaborative meetings among teachers and staff, designed to enhance teaching and learning.

In certain circumstances diagnostic assessment will also be used to inform teachers and parents/guardians about student individual learning needs. *Please review the Admissions Policy & Special Educational Needs Policy for further information.*

ASSESSMENT STRATEGIES AND RECORDING TOOLS

The assessment of the students' development and learning is an essential component of the curriculum and helps to inform continued growth, learning and teaching. Students are observed in various situations and a wide range of assessment strategies are implemented.

At ISS the classroom employs a range of formative and summative assessments, demonstrating student achievements.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned.

It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards agency.

Formative assessment: provides information that is used to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do.

Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment promotes learning by giving regular and frequent feedback throughout the learning process. This process helps learners to:

- Improve knowledge and understanding;
- Foster self-motivation and enthusiasm for learning;
- To engage in thoughtful reflection;
- To develop the capacity for self-assessment;
- To recognize the criteria for success.

There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Assessment in the classroom includes:

- Collecting evidence of students' understanding and thinking;
- Documenting learning processes of groups and individuals;
- Engaging students in reflecting on their learning;
- Students assessing work produced by themselves and by others;
- Developing clear rubrics;
- Identifying exemplary student work;
- Keeping records of test/task results.

Assessment strategies and recording tools form the basis of a comprehensive approach to assessment and represent the school's answer to the question "How will we know what we have learned?" The strategies are the methods or approaches that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

At International Sharing School a variety of strategies and recording tools are used, which take into consideration IB criteria and requirements.

Assessment Strategies

- **Observations:** All students are observed regularly with a focus on the individual, the group, and/or the whole class. Records such as checklists and note taking are common methods of recording observations.
- **Performance Assessments:** The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems.
- **Selected responses:** Common examples are tests, quizzes and written projects.
- **Open-Ended tasks:** Students are presented with a challenge and asked to provide an original response/solution. The response/solution could be a brief written answer, a drawing, a diagram, an oral presentation, etc. Examples include essays, compositions (musical, physical, artistic) or on going projects.
- **Self- and/or peer-assessment:** *Peer and self-assessment* involves students using information to improve their learning and that of their *peers*. *It is a process* of having the students critically reflect upon, record the progress, and possibly suggest grades for their own learning. Peer and *self-assessment* are important aspects of assessment for learning practice.
- **Process journals:** Students document the development process of projects and include reflection.

Recording/Assessing Tools

- **Assessment criteria** are established set of criteria for rating students in all areas. The descriptors inform the teacher what characteristics or signs to look for in the work/project and then how to rate it on a predetermined scale.
- **Rubrics** are issued to students at the beginning of the tasks and/or with the assessments. It guides the student in the process of understanding how to get higher marks based on concrete steps and outcomes which will be assessed.
- **Checklists** are lists of information, data, attributes, or elements that should be present. A mark scheme is a type of check list.
- **Anecdotal Records** are brief, written notes based on observations of students.
- **Exemplars** are samples of students' work that serve as concrete standards against which other samples are judged.

ASSESSMENT STRATEGIES AND TOOLS					
TOOLS STRATEGIES	Rubrics	Exemplars	Checklists	Anecdotal records	Assessment Criteria
Observations	👍		👍	👍	👍
Performance Assessments	👍	👍		👍	👍
Selected Responses	👍		👍	👍	👍
Open-Ended Tasks	👍	👍		👍	👍
Self- and/or Peer-Assessment	👍		👍		👍
Process Journals	👍	👍	👍	👍	👍

Teachers use a range of methods to document the evidence of student learning and understanding. This at times includes video, audio, photographs and graphic representations. Teachers also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

REPORTING

Reporting on assessment at ISS includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest,

Formative
Assessment
(beginning of unit)

Formative Assessment
(during the unit)

Summative
Assessment
(end of unit)

What I **know**

What I **need** to know

What I **learned**

- Class discussions
- Provocation
- Observation
- Self-reflection

- Teacher observations
- Open-ended Tasks
- Process journals
- Research
- Essays
- Homework
- Investigations
- Self- assessment
- Peer - assessment

- Formally assessed
Tasks and/or
projects

comprehensive and understandable to all parties.

Reporting to parents, students and teachers occur through:

- Parent Information Evenings
- Conferences (parent- student-teacher, student-teacher and Student Led)
- Portfolio Day
- Official School Reports
- Managebac
- The Exhibition
- Meeting (parents-teacher and parents-teachers-students)

Parent Information Evening

Parents gain information about the school from the Head of Primary and classroom teachers regarding the curriculum and classroom routines. This important evening happens at the beginning of Term 1, on Thursday, September 15 at 17.00.

Portfolio

The Portfolio is an important part of the school's reporting programme. It provides a record of student effort and achievement in all areas of the school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. Each student has their own Portfolio taken home after Portfolio Day in term 3.

Managebac

Managebac is our official school curriculum management system. Parents and students will have their own login. From Early Years to PYP 2 Managebac is exclusively used by parents to access curriculum information, communicate with teachers, access assessments and check homework and given tasks. Parents and students will have access from PYP 3 to PYP 5. This will foster students' organisation and time management skills and prepare them for entering MYP.

Assessment information will be available on Managebac at the completion of each Unit of Inquiry.

Official School Reports

Reports will be issued at the end of each term in December, April and June. In October, a Settlement Report will be issued which will allow parents to better understand how their child has adapted to the school community in general, classroom environment, classmates and teachers.

One report per Semester will be completed for each of the following curriculum areas.

Student Led Conferences

Student Led Conferences are formal reporting sessions to parents led by the students. The teacher's role in this process is to guide and prepare the students. The emphasis is on discussing a child and their parent.

The focus of the Student Led Conference is on students' progress - academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become active participants in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to become confident participants and conference leaders. The

development of their training will naturally be progressive as students move through the year levels. We would have different expectations about how a PYP 1 student would report as distinct from a PYP 5 student. We aim to build skill development beginning in Nursery and moving through the year levels. Parents will be supported and guided with checklists and suggested questions so that they are informed about their child's learning in the most effective way possible.

Three Way Conferences

Three Way Conferences are formal reporting sessions with both parents and students and are led by the teacher and the students.

The Exhibition

Students in the final year of the PYP carry out an extended, collaborative inquiry approach – the PYP Exhibition. At ISS this takes place towards the end of the school year.

One of the purposes of the PYP Exhibition is to provide a forum for student-driven reporting. Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry;
- To provide students with an opportunity to demonstrate independence and responsibility for their learning;
- To provide students with an opportunity to explore multiple perspectives on their topics;
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP;
- To provide an authentic process of assessing student understanding;
- To demonstrate how students can take action as a result of their learning;
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP;
- To celebrate the transition of learners from PYP to MYP education;

Standardised Achievement Tests

Standardised assessments are used as a part of the whole school assessment policy to gain as much information as possible about the student as a learner and the programme. The types of assessment used in the school are:

- Placement assessment for ESL;
- Mathematics Assessment;
- Reading/Writing Assessment.

Standardised assessments are specifically used for the following reasons:

- To inform teaching;
- To provide information which shows growth over time;
- To provide information for differentiation;
- To allow Learning Development Team to determine those students whose basic skills fall outside the normal range expected for students of that particular age. This information is used alongside other assessment information to determine those students who will access support from the Learning Support Department. (see Learning Support policy);
- To form part of the process of reporting to parents.

Parent/Teacher Communication

All teachers are responsible for informing parents about the PYP and their program of inquiry units for the year using the following forms of communication:

- Parent Information Nights at the beginning of the year
- Class Newsletters and emails
- Inviting parents to view the learning of their children formally (mini-'exhibition', SLC or celebration of learning events) or informally (when parents visit classes or student learning is sent home to share)
- Student portfolios
- Three-Way Conferences
- Student Led Conferences
- Open days

The PYP coordinator will provide regular information about the PYP using various communication strategies, e.g. newsletter articles, parent workshops, etc.

EXPECTATIONS

International Sharing School expects students to:

- Be able to demonstrate a range of knowledge, conceptual understanding, skills and attitudes in a variety of different ways;
- Participate in reflection, self-assessment and peer-assessment;
- Analyse their own learning and understand how it can be improved;
- Arrive promptly to all lessons and have with them the appropriate materials for the lesson or assessment task (*see Behaviour Policy*);
- Respect the right of others to learn;

- Collaborate constructively with peers;
- Submit all required work, which includes homework, class work, assignments and projects within stipulated deadlines.

International Sharing School expects teachers to:

- Clearly identify what is required in each piece of work and provide students with assessment rubrics which include details of objectives, assessment criteria, feedback and task-specific clarification;
- Provide students with a balance between formative and summative assessment tasks;
- Provide adequate time for students to complete assessment tasks and should aim to notify students about summative assessment timelines at the beginning of a new unit;
- Provide adequate access to necessary materials to complete assessment tasks;
- Assess work carefully and appropriately and return to the student within ten working days;
- Maintain detailed assessment records using ManageBac, and use these to provide valid student achievement information for students and parents/guardians, both ongoing and at time of formal reporting;
- Use the collection of assessment data to inform each stage of the teaching and learning process;
- Support parent/guardian understanding of the purpose and practice of student assessment.
- Collaborate with colleagues to ensure (when possible) transdisciplinarity in the give assessments;
- Place summative assessment dates on ManageBac within the first two weeks of each Unit of Inquiry.

Parents/Guardians can help by:

- Supporting students in completing their schoolwork, but not to such an extent that it is no longer authentically the student's own work;
- Engaging in opportunities to be involved in, support and celebrate student learning;
- Ensure students are equipped with required materials to complete school activities;
- Providing the student with adequate time, physical space and necessary equipment to complete homework;

- Attending meetings with the teacher/programme coordinator in order to discuss strategies to improve learning and raise student achievement;
- Monitoring student progress by attending teacher-parent/guardian-student conferences;
- Alert the teacher if a student is experiencing any difficulties with the completion of homework assignments;
- Develop healthy eating habits and routines for adequate sleep;
- Ensuring the student meets the school's attendance requirements.

ELECTRONIC DEVICES

INTRODUCTION

International Sharing School strongly believes that the IB curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities which promotes independent learning through the development of the learner profile attributes and a positive attitude towards social behaviour and respect for their learning environment, therefore the school encourages systems and procedures.

MOBILE PHONE POLICY

Student use of mobile phones during the school day is forbidden. Adherence to the guidelines below is essential to maintaining an appropriate academic environment and the integrity of the learning environment.

Mobile phones and all functions within the mobile phone (i.e. cameras and all other applications) are prohibited.

If a student brings a mobile phone to school, the phone must be switched off and handed to the MYP/DP Secretary, Ms Rute, immediately upon entering the building.

The mobile phone may not be used for school purposes and must not remain in the student's school bag.

Under no circumstances should students have access to their mobile phone during the school day.

Students may collect their mobile phone from the MYP/DP Secretary at 16h00, for the sole purpose of contacting parents/transportation services.

Breach of this policy will result in the following consequences:

If a student is found to be using their mobile phone, or found to have their mobile phone in their possession:

First offence: the mobile phone will be confiscated, and parents informed;

Second offence: the student will be immediately placed on an internal, one day suspension and parent conference will be requested;

Third offence: the student will be immediately placed on external three days suspension and parent conference will be requested;

Fourth offence: the student will be invited to leave the school.

Parents must please complete the Students Use of Mobile Phone & Messaging Devices Permission Form (Appendix 1) and hand it to the MYP/DP Secretary.

ELECTRONIC DEVICE POLICY

Laptops and tablets can be powerful learning tools when used appropriately in the school setting. Access to technology in the classroom enhances our opportunities to investigate, analyze, evaluate, problem solve, create, contribute, and connect globally, just to name a few. At International Sharing School, when teachers specify an appropriate time, students will use their own digital devices (computers/tablets) for use in the classroom.

Students may not use their laptop or tablet in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

- In particular, students are prohibited from using their electronic device to: Transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, colour, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs;
- Engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using their electronic device to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their electronic devices to receive such information.

If a student is found to be using their electronic device inappropriately, demonstrating a clear breach of this policy, the consequences will be the following:

First offence: the electronic device will be confiscated, and parents informed;

Second offence: the student will be immediately placed on internal, one day suspension and parent conference will be requested;

Third offence: the student will be immediately placed on external three days suspension and parent conference will be requested;

Fourth offence: the student will be invited to leave the school;

- I, the student, understand that the digital device I bring from home is only for educational purposes when I am at school. When I use the device I bring from home, I know that I will follow the guidelines given by my teacher.
- I, the student, understand that I will only use my device in my classroom when my teacher directs me to do so. I will not carry the device with me to places outside of the school unless required to do so by my teacher. Except for when my teacher has directed me to use my device, it will be powered off and stored in my locker.
- I, the parent, understand that International Sharing Schools is requesting my child to bring their laptop/tablet to school as a learning tool in the classroom. I understand that it is my child's responsibility to care for this item. I also understand that International Sharing School is not responsible for any items which are lost, stolen, or broken.
- I, the parent, have discussed this permission form with my child and my child understands and agrees to follow it.
- I, the parent, give my child permission to bring the following digital device to school for educational purposes:

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

Student Name (printed): _____

Classroom Tutor: _____

BEHAVIOUR

Introduction

International Sharing School strongly believes that the IB curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting, and challenging activities which promotes independence, the development of the learner profile and good behaviour. School encourages systems and routines.

The school's behaviour policy is to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe, and secure.

At International Sharing School we are committed to provide a safe and nurturing environment for our students, one which eliminates discrimination and encourages the development of positive behaviour, regardless of ethnicity, religious belief, nationality, social background, or gender, promoting an effective holistic approach, nurturing personal, social and academic development.

International Sharing School places great emphasis on the importance of interacting with members of the community at large in respectful ways through **speech, actions** and **relationships**. We believe that students have **rights** and **responsibilities**:

Students have the right to be safe, treated politely and to learn without disruption.

Students have the responsibility to care for themselves, other people and their school.

To this end, the Primary Years Programme has developed this policy which acts as a core community agreement intended to promote key values to help achieve our mission, based on the mission and philosophy of the International Baccalaureate Programme, which is derived from the IB Learner Profile.

This agreement and its guidelines are applicable at any time on school, in any and all school settings, both on and off campus, and include all interactions between community members, be they in person or via other non-direct means such as online interaction.

Objectives

1. To provide care and support for our students and assist them to learn how to manage their behaviour appropriately.
2. To enable students to develop a sense of self-worth, respect, and tolerance.
3. To create and maintain a safe and supportive environment, in which the school community feels safe, secure, and valued.
4. To encourage good behaviour, self-discipline, and independence.
5. To provide students with choices and make it clear as to the consequences of the choices they make.
6. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving improvement, but with the understanding of consequences if improvement is not achieved.

Behaviour expectations

The relationship between rights and responsibilities is key to behaviour expectations of our PYP students. For each of us to exercise our rights, we must uphold and honour our responsibilities to preserve these rights for everyone. We will use a problem-solving approach to develop life skills specifically linked to the IB Learner Profile that are necessary both in and out of school.

Classroom agreements and procedures are aligned with school-wide expectations and support the development of the IB Learner Profiles. Students will receive positive reinforcement as well as clear and consistent consequences that focus on students taking responsibility for their own behaviour as appropriate.

At International Sharing school members of the community are expected to:

- In our school we:
 1. Respect ourselves
 2. Respect others
 3. Respect the environment and all living things
- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another, being fair and consistent.
- Value, take pride in and care for the school's environment by looking after school property and equipment.
- Respect everyone's right to high quality teaching and learning situations and activities.

Students are expected to:

1. Attend all classes, be punctual, bring all relevant required materials to each lesson.
2. Complete all homework/projects and all assignments.
3. Adhere to all deadlines.
4. Wear the designated school uniform daily and PE uniform for sports activities (please refer to Uniform Policy).
5. Respect that International Sharing School is a smoke, alcohol and drug free campus, therefore the use of any forms of drugs, cigarettes, matches or lighters and alcoholic drinks are strictly prohibited, whether within the school building, in recreational areas or on external field trips.
6. Understand that International Sharing School has a zero-tolerance policy regarding items #5.

Students are not allowed:

- To run in the common areas, except in the outside areas;
- To use mobile phones during school time (8:00 – 16:00).

Misuse of mobile phones

Mobiles phones will be confiscated if students occurred using mobile phones during school hours. Parents will be asked to collect from the secretary.

The use of iPods and personal listening devices is not permitted during school hours (unless, authorised by the classroom teacher for a specific purpose), including recess times. Within some creative and performing arts classes, exceptions may be made.

These rules are in the best interests of students. Social interaction is an important part of a child's growth, and the use of personal listening devices at school greatly limits this interaction. **Repeated violations will translate into an internal suspension.**

STUDENT'S RIGHTS & RESPONSIBILITIES**Rights & Responsibilities FOR LEARNING**

I have the right to learn and help others learn; therefore, I am responsible for respecting others in the learning process.

Everyone should be free to learn, teach and express him or herself without being interrupted. This means that I am responsible for:

- Coming to school on time and being ready to learn.
- Respect and be respected.
- During lessons, refrain from disruptive talking as it disrupts my and others' learning.
- Being engaged in learning and putting forth the best effort
- Understanding that making mistakes is part of learning and being comfortable and prepared to make them. In our school, mistakes are:
 - Respected
 - Accepted
 - Corrected
- Moving through hallways and inside the classroom in an orderly manner and respectful of other learners

Rights & Responsibilities TO SELF

I have the right to my own individual style as both a person and learner; therefore, I am responsible for allowing others their personal style. Everyone should be able to play, work, read, study, teach or spend time quietly and peacefully without unwelcome interference.

This means that I am responsible for:

- Showing awareness of myself and others as learners and thinkers.
- Regulating and taking responsibility for my actions.
- Acting in a principled, responsible manner with all members of our ISS community.
- Taking care of my personal hygiene and health.

Rights & Responsibilities TO OTHERS

I have the right to be myself and be happy in school; therefore, I am responsible for acting with integrity and respect for others. Everyone should be treated fairly and have their feelings and cultures respected.

This means that I am responsible for:

- Speaking to others in a kind and respectful way.
- Being considerate of the feelings of others and their personal space.
- Showing tolerance and appreciation for all personal and cultural differences.
- Respect all personnel on campus: teachers, support staff, parents, volunteers, and classmates.

Rights & Responsibilities FOR PROPERTY

I have the right to feel and be safe in this school and to have what I bring to school protected; therefore, I have the responsibility to ensure that others also feel safe regarding their property.

I have the right to enjoy the facilities and environment at ISS; therefore, I am responsible for doing whatever I can to protect and preserve our school and community's property (materials and furniture).

This means that I am responsible for:

- Taking care of my own property.
- Respecting the property of others.
- Keeping my hands to myself and sharing in a friendly and respectful manner.
- Using equipment in the manner that it was designed
- Keeping our school free of destruction and reminding or reporting anyone who fails in that responsibility.

PYP students and staff will be responsible for complying with this policy in the classroom, on the playground, in the refectory, on the bus, and within the context of all other common spaces and school-related activities. Each student is held responsible for their actions when supervised by an adult. Once students have been dismissed, parents or guardians are expected to adhere to all policies and procedures in this document whilst on campus.

PYP teachers and students work together to build classroom community agreements that are consistent and aligned with ISS Student's Rights and Responsibilities and community agreements. Each teacher has the professional discretion to establish and enforce their own classroom agreements, which are posted in the classroom, and is responsible for communicating the classroom agreements and consequences to the respective parents. Teachers, students, parents and administrators are committed to working together to address disciplinary matters to help students develop strategies to self-regulate behaviour and take responsibility for their actions.

SETTING

PYP STUDENT BEHAVIOUR EXPECTATIONS

CLASSROOM

- Adhere to the classroom agreements.
- Demonstrate acceptable use of technology.
- Store personal items in an assigned locker.
- Use respectful language.

HALLWAY

- Walk in an orderly, quiet line in the hallways, staying on the right side.
- Refrain from being in hallways before school and during morning and lunch recesses.
- Use respectful language.

REFECTORY

- Wash hands before eating.
- Always walk.
- Sit down while eating at designated areas.
- Use appropriate table manners.
- Clean the area when finished eating; carry the tray to the tray holder, push in chairs, and throw away any rubbish.
- Take responsibility for spilt food or other accidents.
- Talk using indoor voices.
- Use respectful language.

BUS

- Show respect to bus driver and all passengers at all times.
- Wear seatbelts and stay seated while on the bus.
- Use inside voices.
- Be prompt for pick-ups and dismissal.
- Use respectful language.
- Store all belongings safely.

PLAYGROUND

- Play in designated, supervised areas.

- Stay within boundaries.
- Be respectful of trees and landscaped areas.
- Use good sportsmanship and fair play.
- Use playground equipment and toys safely.
- Be inclusive in games.
- Use respectful language.

PYP DISCIPLINE PROCEDURES

ISS staff and administration are responsible for enforcing a firm, fair, and consistent policy. The entire school teaches and practices the IB Learner Profiles and appropriate behaviours that promote a safe and caring school environment.

As a school, we expect to see positive examples of our core community agreement in action. We value the role of positive consequences and celebration for students who follow the community agreements regularly. We formally celebrate students who follow the key responsibilities and exhibit exemplary behaviours to further develop them.

COMMUNITY AGREEMENTS - POSITIVE OUTCOME

EXAMPLES OF POSITIVE BEHAVIORS IN ACTION	POSITIVE CONSEQUENCES
Responsibility to OTHERS: Respecting others Praising others Helping others Welcoming and caring for new students Acceptable behaviour when using technology Reporting bullying	Include: Complimentary notes to the student from students/teachers/Head of PYP
Responsibility to SELF: Respect yourself Being truthful Being principled when conflict arises Acceptable behaviour when using technology Reporting bullying	Complimentary notes home to the parents from teachers/Head of PYP
Responsibility to PROPERTY: Backpack and belongings inside your designated locker. Keeping lockers tidy Picking up litter	Community-wide Recognition

Reporting damage in the bathroom, to landscape, facilities and/or equipment Reporting theft Returning lost items to 'lost and found', a teacher, the reception or a student	(Gatherings, Assemblies, Grade Level Meetings, etc.)
Responsibility to LEARNING: Demonstrating appropriate behaviour in and outside of the classrooms Demonstrating proper use of technology Share your thoughts and ideas, respecting other's opinions too	

COMMUNITY AGREEMENTS - NEGATIVE OUTCOME

At ISS behaviour procedures are consistent school wide. For instances where our agreements are broken, a progressive set of consequences and/or procedures are followed to create a safe learning environment. To illustrate what this looks like, each of the key responsibilities has been described, along with behaviours that would require discipline procedures.

In such instances, the school's faculty and administration will rely upon our disciplinary guidelines to help promote discussion and reflection on alternative positive behaviours. Our goal is to empower our students to learn from mistakes to make better decisions in the future and to teach them a sense of responsibility for their own behaviour. Concrete examples of the steps taken when applying consequences are given in the disciplinary guidelines, but in general, the following course of action can be expected:

First Occurrence – teacher intervenes directly with the student; Incident documented; Teacher reports to Head of PYP who will e-mail parents. Students is externally suspended one day.

Second Occurrence – teacher intervenes directly with the student; Incident documented; Teacher reports to Head of PYP who will e-mail parents and invite them for a meeting. Students is suspended externally two days.

Third Occurrence – teacher intervenes directly with the student; Incident documented; Teacher reports to Head of PYP who will e-mail parents and invite them for a meeting which will include the Educational Consultant. Parents will be informed that the students will be expelled.

For any incident determined to be severe, or those that are repeated at an alarming rate, a student may be suspended from school (all suspensions will be recorded in the student's file). A suspension is a serious consequence intended to signal possible permanent removal from the community should disciplinary problems persist. Suspensions may be in-school or out of school and will be determined by the Head of PYP.

In the most serious of disciplinary issues, or if disciplinary issues persist, the Head of PYP might recommend that a student should be expelled. If this happens, the Head of PYP will conduct a meeting with the Head of Curriculum, the student and the student's family. Based on the meeting results, the Head of PYP will decide whether to make a recommendation for expulsion to the board of directors. The board of directors will hear the case from the Head of PYP and Head of Curriculum, and the board of directors will make a final decision.

	Example of Inappropriate behaviour	Disciplinary Action		
		First occurrence	Second occurrence	Third occurrence
		WHO Intervenes		
	Physical Harm Pushing, shoving, hitting Fighting Rough play Biting, scratching, tripping Throwing objects Using/possessing objects that could cause serious injury Emotional Harm Teasing Name calling Verbal harassment Purposeful humiliation Insulting comments about intelligence, size, ability, race, colour, religion, ethnicity, gender Profanity Gossiping	Adult Intervention Empower student to resolve problem	Adult Intervention The teacher informs the Head of PYP; the teacher or Head of PYP will be designated to manage the case depending on the significance and place of the incident. Parents will be informed.	Adult Intervention The teacher informs The Head of PYP Parents will be called in.
	Consequence/Action			
		Discussion Time Out Making it right (formal apology)	Discussion Making it right (formal apology) Loss of school	Discussion Making it right (formal apology) Loss of school privileges for a specific amount of time (e.g.,

Responsibility to OTHERS

	Exclusion of others from games, conversations, etc. Intimidation, bullying, or abusive behaviour. Being dishonest, lying Stealing	One day suspension	privileges for a specific amount of time (e.g., recess, field trip, etc.) Two days suspension	recess, field trip, etc.) Three days suspension Possible Expulsion
	Note: Any of the mentioned behaviours that are considered to be bullying due to repetition and intent as well as that which could cause serious injury will be treated as severe.	Reporting		
		Homeroom teacher keeps track of individual's incidents. Teacher reports to Head of PYP who will e-mail parents.	Homeroom teacher keeps track of individual's incidents. Teacher reports to Head of PYP who will ask parents to come for a meeting.	Homeroom teacher keeps track of individual's incidents. Teacher reports to Head of PYP who will ask parents to meet with her and Educational Consultant.

CODE OF CONDUCT BEHAVIOUR AGREEMENT

This agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students' behaviour at International Sharing School - Taguspark.

Is it the student's responsibility to:

- Attend school on every school day for the educational program in which they are enrolled, on time, ready to learn and take part in school activities;
- Work hard and comply with requests or directions from the teacher and principal including academic deadlines;
- Meet homework requirements and wear school's uniform;

It will be considered a **serious offence** if the student engages in behaviours such as:

- Drug abuse;
- Supply/possession/use of drugs or substances intended to resemble them, or alcohol or tobacco;
- Alcohol abuse;
- Smoking;
- Theft;
- Bullying, including e-Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist abuse;
- Inappropriate and/or sexual misconduct;
- Cheating, including plagiarism;
- Damage to property;
- Persistent disruptive behaviour;
- Verbal abuse to staff and others;
- Verbal abuse to students;
- Serious actual or threatened violence against another student or a member of staff;
- Unacceptable behaviour which has previously been reported and documented and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

All offences must be reported to the tutor/classroom teacher and the Curriculum Coordinator. A breach of the stated responsibilities will lead to the direct expulsion of the student.

Is it the parent's responsibility to:

- Ensure your child attends school on every school day for the educational program in which they are enrolled;
- Advise the school as soon as possible if your child is unable to attend school and reason/s why (e.g. Child is sick);
- Attend open meetings for parents;
- Let the school know if there are any problems that may affect your child's ability to learn;
- Ensure your child completes homework regularly in keeping with the school's homework policy;
- Support the authority of school staff thereby supporting their efforts to educate your child and assist your child to achieve maturity, self-discipline and self-control;
- Not allow your child to bring dangerous or inappropriate items to school;
- Abide by school's instructions regarding access to school grounds before, during and after school hours;
- Advise principal if your child is in out-of-home care;
- Keep school informed of any changes to your contact details or your child's details, such as home address, email address and phone number;
- Ensure the school is aware of any changes to your child's medical details.
- Provide if necessary emotional support as well as any complementary teaching tools/support.

It will be considered a **serious offence** if parents engage in behaviours such as:

- Bullying, including e-Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist abuse;
- Inappropriate and/or sexual misconduct;
- Damage to property;
- Persistent disruptive behaviour;
- Verbal abuse to staff and others;
- Verbal abuse to students;
- Serious actual or threatened violence against another student or a member of staff;

- Unacceptable behaviour which has previously been reported and documented and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

All offences will be reported to the legal authorities. A breach of the stated responsibilities will lead to the direct expulsion of the parents from school premises. Legal action will be taken if necessary to ensure that the school's safety and behaviour policies are respected.

At ISS, all teachers are expected to know and follow the outlined code of conduct for their profession.

A. Commitment to the Profession

- Conduct yourself in a reasonable manner in the development of Government policies affecting education.
- Do nothing in your private or public pursuits which will bring your profession to disrepute.
- Keep in confidence, information that had been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Offer advice and give helpful criticism as the need arises. In this matter you have a special responsibility to teachers in training and junior colleagues.
- Open confrontation of whatever nature must be avoided.
- You should neither allow other employment to impair the effectiveness of your professional service, nor permit commercial exploitation of your professional position.
- Keep all records accurate and up to date.
- All correspondence addressed to the Ministry of education should be channeled through the Head of the School, in the first place.
- The meeting of deadlines must be given priority, and thoroughness in the preparation of required documents is crucial.
- Professional growth is absolutely necessary and must be given priority.
- Devote full working time to your vocation; teaching effort and time on task are essential for success.

B. Commitment to Colleagues

- Treat your colleagues as professional equals, regardless of their status.
- Treat your colleagues with courtesy at all times.
- If you are a Head, behave in such a manner that you earn respect. Win it by upholding integrity, dignity, decorum and efficiency at all levels.

- If you are a Deputy or Senior Master/Mistress, hold the balance between the Head and the other members of staff evenly poised.
- Respect the functional superiority of those set in authority over you.
- In correcting a subordinate, do not make the intent known to others, unless it is necessary.
- Be impartial in your decision with members of staff.
- Cliques and fractions among members of staff will not be tolerated.
- Do not discriminate on grounds of race, colour, creed, or national origin, nor interfere with the free participation of colleagues in the affairs of their association (s).
- Do not deliberately distort evaluation of colleagues.

C. Attendance, Leave and Absence

- If you must visit the Ministry of Education, do so on the days specified. Do not abuse the concession.
- Be regular and punctual. Attendance should be faithfully recorded. Teacher should report for duty at least fifteen minutes before the session begins.
- Note that there are no free periods, but non-teacher periods which ought to be utilized on a contingency basis.
- The Head has the prerogative of temporarily assigning a member of staff to teach a class in the absence of a teacher timetable to do so, providing that the member of staff is professionally and academically able to do so.
- Prior approval in writing should be obtained before proceeding on leave. In case of illness or emergency, inform the Head without undue delay.
- Do not abuse leave concessions.
- Report your resumption of duty promptly.

D. Commitment to Students

- In fulfilling your obligation to students.
- Place high value on and demonstrate to students commitment for excellence in work, manners and achievement.
- Encourage students to practice respect for other and to be thoughtful and helpful at all times, especially in relation to the aged and the handicapped.
- Encourage students to exercise discipline.
- Help students to develop a sense of responsibility, self reliance and independence.

- Encourage students to show respect for all forms of duly constituted authority.
- Demonstrate patriotism and appreciation of freedom with responsibility.
- Help students to differentiate right from wrong and justice from injustice.
- Encourage students to show respect and appreciation for personal and public property.
- Assist students to exercise tolerance as they strive for understanding of other's ideas and beliefs.
- Strive for consistency, firmness and understanding in disciplinary dealings with pupils.
- Instill a feeling of pride in self, school and community.
- Help students to understand and appreciate that the development of acceptable attitudes and standards is more important than blind obedience to rules.
- Strive to develop mutual courtesy and respect between teachers and pupils.
- Dealing justly with each student and treat each with courtesy and consideration.
- Work towards developing and promoting good human relations and qualities.
- Do not encourage undue familiarity with students.
- Do not smoke, drink or eat during teaching sessions in the presence of students.
- Do nothing by precept or example likely to corrupt student.
- Stimulate the spirit of enquiry, the acquisition of knowledge and understanding and the thoughtful formulation of worthy goals.
- Respect the confidentiality of information about a student or his home and withhold it, unless its release serves a professional purpose benefits the student, or is required by law.
- Undertake to constantly pursue the improvement of learning facilities and opportunities.
- Make responsible efforts to protect students from conditions harmful to health and safety.
- Do not use the facilities of the school to tutor students privately, for gain.
- Do not discriminate on grounds of ability, race, colour or creed.
- Remain IN LOCO PARENTIS while the child is in your care, and fulfill this responsibility according to the law.
- Co-operate, as far as your professional obligation will allow you, in securing the wished of parents for their children.
- Seek to foster the interest of parents in the progress of their children.

E. Commitment to the Community

- The Teaching vocation occupies a position of public trust. Education is effective when school and community co-operate in a constructive manner.

Adhere to any responsible pattern of behaviour accepted by the community for professional persons.

- Perform the duties of citizenship, and participate in community activities with due consideration.
- Discuss controversial issues from an objective point of view; keep your class free from partisan opinions.
- Respect the community in which you are employed and be loyal to the school system, community and nation.
- Work to improve education in the community and to strengthen the community's moral, spiritual and intellectual life.
- Encourage the community to participate in the life of the school.
- Co-operate with approved agencies concerned with student Welfare.
- Conduct professional business through recognized educational and professional channels.
- Do nothing in your teaching, calculated to instill contempt or disobedience to the laws of the land.

I, student, acknowledge that:

I have read, understood and therefore commit to respect the responsibilities of the student stated above;

I am aware that disrespecting the rules stated above will lead to a permanent expulsion of International Sharing School.

I, parent, acknowledge that:

- I have read, understood and therefore commit to respect the parent's responsibilities stated above;
- It is my responsibility to reinforce the school's code of conduct and behaviour at home, in order to avoid disruptive behaviour in school;
- I am aware that disrespecting the rules stated above will lead to a direct expulsion from school premises.

This document is non-binding. The Principal/Pedagogical Director should attempt to have the parent sign the document as acknowledgement of receipt of Code of Conduct Behaviour Agreement and expectations. However, if the parent refuses to sign, the

Principal/Pedagogical Director can decide that it is not in the best interest of the student or of the School that they remain at the School.

Student Signature:

Date:

.....
.....

Parent/Carer Signature:

.....

LANGUAGE

LANGUAGE PHILOSOPHY

At International Sharing School we believe that language is central to all learning. We learn language, we learn about language and we learn through language.

Language is a vital connection to knowledge, skills and understanding and is fundamental to our social, emotional and cognitive development. Language is essential for participation in learning and Language acquisition is crucial for exploring and sustaining cultural identity and intercultural understanding.

Learning a language alongside its culture is a way to know, respect and appreciate our world. This ultimately supports our philosophy and mission in which we promote a multilingual education aimed at learning through knowledge and intercultural respect.

MULTILINGUALISM

Multilingualism as a Fact

At ISS we embrace learners from around the world:

- The language profile of our students is varied, and we encourage our students to speak a variety of languages;
- English is the language of instruction and the common language for all communication with the school community;
- Portuguese is the national language of our host-country.

Multilingualism as a Right

At ISS we believe learners have the right to:

- Maintain their mother-tongue as it is vital to their self-image, family relationships and cultural identity;
- Learn English as a global language;
- Learn additional languages, particularly of the host country, for better intercultural understanding.

Multilingualism as a Resource

The multilingualism of our school community is an important resource needed in order to accomplish our vision and mission. A multilingual environment supports international mindedness by developing intercultural understanding and respect.

LANGUAGE PROFILE

A developmental language profile is created for each student through the Admissions process when enrolling at the school; recording and identifying the student's mother-tongue language and written and oral competency in other languages; in order to best support students in their respective languages and in their learning.

ADMISSIONS

Students applying to Grades 9 & 10, who indicate that English is not their mother-tongue, will be reviewed by the ESL department, as a requirement of the Admissions policy

HOW MOTHER-TONGUE LANGUAGES ARE SUPPORTED

We believe that the mother-tongue language development is crucial for promoting and maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. Students are encouraged to make use of their mother-tongue or best language to scaffold information, understand concepts and increase vocabulary when studying in the language of instruction. Students are also encouraged to use mother-tongue both socially and academically throughout the day.

In addition, the Diploma students are offered the option to study a school supported self-taught language, in order to support students whose mother-tongue language is not taught in the school. *(Please see Appendix 1 for procedures for school supported self-taught language.)*

The school promotes an internationally minded community through various learning engagements and events that develop intercultural awareness and celebrates the linguistic diversity within our school community.

Parents are encouraged to support their child's mother-tongue through reading at home as research shows that this greatly enhances the child's development. Parents are also encouraged to share or donate to the school library, a variety of resources in their mother-tongue language to further support student mother-tongue learning.

LEARNING OF THE HOST COUNTRY OR REGIONAL LANGUAGE AND CULTURE

1. Celebrate cultural days within school such as St Martin's day.
2. The school promotes the host country language:
 - PYP students are obliged to study the language;
 - MYP students are provided with an option to study either Portuguese Language & Literature or Language Acquisition;
 - Diploma students are provided with an option to study either Portuguese A or Portuguese B.

ESSENTIAL AGREEMENT FOR THE TEACHING OF LANGUAGE

At ISS, all students:

- Are encouraged to maintain and value their own mother-tongue language and those of other people;
- have opportunities to develop and use all aspects of language across the curriculum;
- Are given access to support as appropriate;
- Are encouraged to become fluent in more than one language;
- Receive, and are encouraged to apply, a balanced programme of instruction for listening, speaking, reading, writing, viewing and presenting;
- Are encouraged to develop a love of language and literature reflecting a variety of cultures;
- Are encouraged to view language as a tool for learning and develop a wide range of strategies to comprehend, interpret, evaluate, respond to and appreciate texts and media messages;
- Are taught literacy skills in context;
- Are encouraged to express themselves, orally and in writing, in a variety of media and situations, including through the arts;
- Are given time to reflect on their learning and to apply techniques appropriately;
- Are encouraged to share and develop their work in a social context;
- Are encouraged to take risks and use self-correcting techniques;
- Receive constructive and specific feedback from staff and peers;
- Are exposed to the modelling of rich language experiences.

DELIVERY OF TEACHING AND LEARNING

At ISS, all Staff believe that students learn best when teachers:

- Present language through meaningful tasks in authentic contexts;
- Integrate language with other subject areas;
- Assist students in discovering language structures. They encourage students to reflect on language and develop language awareness;
- Recognise and respect the different ways in which students express themselves, including mother-tongue development;
- Provide students with a language-rich environment;
- Support the development of positive attitudes towards improving communication skills and provide a wide range of opportunities to do so;
- Use a wide range of teaching and assessment strategies to teach language in all its forms through a balanced programme;
- Provide challenges which allow students to reach their full potential;
- Acknowledge differences in developmental stages, learning styles and previous learning experiences.

STRATEGIES TO SUPPORT TEACHERS IN THEIR CONTRIBUTION TO THE LANGUAGE DEVELOPMENT OF STUDENTS

- Provide professional development to teachers
- Access to *The Learning in a Language other than Mother Tongue in IB Programmes (IB:2008)* to further develop understanding of language teaching and emphasize the importance of using such strategies and techniques as scaffolding and drawing upon prior knowledge.
- Encourage the use of various strategies and techniques to be incorporated more into practice by teachers to further improve the language support given to learners:

For example:

- Thinking Time - Teachers should try to consciously allow at least five seconds of silence after asking a question to allow language learners more time to connect to what has been asked and provide all students with the opportunity to think and answer;

- Elaborated input - Teachers consider the ways that they speak to students and try to repeat key instructions or points, paraphrase, use slower, clear speech and visual aids to help students better comprehend what is being said;
- Re-casts - If a student makes an error when speaking the teacher should repeat what the student said providing the correct model without overtly drawing attention to the error;
- Questioning - Teachers should ask open-ended questions to their students and direct these questions to specific individuals to ensure all students have the opportunity to participate;
- Increase verbal interaction - Teachers should provide opportunities to increase verbal interaction in classroom activities to help ensure that students are exposed to as many different types of authentic language as possible and allow students opportunities to practice using the target language. Planning for more group and pair work during lessons would help to do this.

LANGUAGES CURRENTLY OFFERED IN THE SCHOOL

School section	Grades	
Early Years	Nursery Kindergarten Reception	<ul style="list-style-type: none"> • English • Portuguese
Primary School	Grades 1 - 5	<ul style="list-style-type: none"> • English • Portuguese • Russian • Mandarin
Secondary School	Grades 6-10	<ul style="list-style-type: none"> • English LAL & LA • Portuguese LAL & LA • French LA • Spanish LA • German LA (non-curricular) • Mandarin LA (non-curricular) • Russian LA (non-curricular)
Secondary School	Grades 11-12	<ul style="list-style-type: none"> • English A • Portuguese A • Languages A School supported self-taught languages • English B • Portuguese B • French B • Spanish B

IMPLEMENTATION OF LANGUAGE LEARNING

Language teaching, learning and assessing follows an inquiry-based pedagogy whereby learners construct meaning and inquiry into real situations in the world around them, developing language skills as defined in the PYP Language Scope & Sequence and MYP Language subject guides.

Primary School - Nursery, Kindergarten and Grades 1-5:

Oral, Visual and Written language is taught through the Primary school curriculum, both in language specific lessons together with other subject areas. The central ideas defined in the transdisciplinary units provide opportunities for students to develop their language skills when exploring authentic learning contexts. The Language curriculum and skills are mapped horizontally and vertically.

Secondary School - Grades 6-10:

Language & Literature (LAL): Analysing, Organizing, Producing Text and Using Language.

Language Acquisition (LA): Comprehending spoken & visual text, Comprehending written & visual text, Communicating in response to spoken and/or written and/or visual text and using language in spoken and/or written form.

The language continuum continues to improve the skills, concepts and applications learned through Grades 1-10, the focus being on learning language, learning through language and learning about language.

SUPPORT FOR STUDENTS WHO ARE NOT PROFICIENT IN THE LANGUAGE OF INSTRUCTION

English as a Second Language (ESL)

- ESL support will be provided to students whose mother-tongue is not English and who do not have the required level of English language to fully access the curriculum;
- ESL support decreases as students demonstrate academic progress and become more independent in their learning;
- ESL Coordinators will collaborate with teachers to provide a variety of teaching strategies to support language development in the classroom;
- It is the aim of the school for every student to be prepared for completion of the MYP Certificate in Grade 10. For students to be eligible to be registered for the MYP

Certificate it is a requirement that they can engage in the English Language & Literature curriculum by the time they reach Grade 9. (see *Admissions Policy*)

PROCEDURES FOR ENGLISH AS A SECOND LANGUAGE (ESL) SUPPORT

All students who indicate that English is not their mother-tongue, are required to be reviewed by the ESL department. The procedure for students who are identified as requiring additional English language support is as follows:

- **PYP:** An ESL teacher supports students both in classroom context and in small groups according to student needs;
- **MYP:** If a student's mother-tongue is not English, the student will attend an ESL grade level class, instead of attending the English Language & Literature lessons. For students who require extra support in the English Language they are not required to study a third language, instead receive additional English language support;
- **DP:** ESL is not provided to Diploma students, as the demanding course requires students to have a proficient level of English at entry to the programme.
(See *Admissions Policy*)

STUDENT SUPPORT

Students with educational needs will be assessed for the appropriate language programme that best supports their learning. *For detailed information regarding student support in language learning please review the school Special Educational Needs Policy*

THE ROLE OF THE LIBRARIAN AND LIBRARY RESOURCES

The school Librarian collaborates with the Programme Coordinators and Language teachers to ensure that:

- A consistent application of MLA8 referencing, and citation is taught, and in accordance with the school's Academic Honesty Policy;
- The contents of the school library are reflective of our multilingual school community and parents are encouraged to help source texts from their home countries in order to support their child's mother tongue and language development;

- The school library has a developing collection of books in different languages. Students are encouraged to borrow books frequently to support language acquisition. These books are also accessed by the language teachers to support teaching and learning.

PROFESSIONAL DEVELOPMENT

The school recognizes that all teachers are responsible for the language development of students, so teachers will remain updated concerning language developments, by attending relevant professional development training, and by sharing their expertise with their colleagues through collaborative meetings.



APPEDIX 1: Students Use of Mobile Phone & Messaging Devices Permission Form

I wish for my child/ren to have permission to bring a mobile phone to school and to leave it with the MYP/DP Secretary, Ms Rute:

Student Name: _____

Student Name: _____

Student Name: _____

Please provide a reason why your child is required to bring a mobile phone to school:

I have read the school's policy on mobile phones and agree to the principles and sanctions.

I understand that the school does not accept responsibility for any theft, loss or damage of mobile phones.

Parent signature: _____

Parent Mobile Phone Contact: _____

Date: _____