PARENTS & STUDENT HANDBOOK

Sotogrande INTERNATIONAL SCHOOL

SIS HANDBOOKS

Sotogrande INTERNATIONAL SCHOOL

Sotogrande
INTERNATIONAL SCHOOL

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Sotogrande
INTERNATIONAL SCHOOL

Welcome from the Head of Sotogrande International School

Sotogrande International School is a values driven, passionate learning community. We aim to create magical learning experiences that open pupils' minds to new experiences and learning strategies. As citizens with deep moral purpose, our aim is to use education as a force for good, both in our local community and in our global community through our NGO the Kindred Project.

We aim to nurture and develop pupils who are global citizens, who are aware equally of themselves and of the world around them. We aim to provide them with opportunities to develop their talents and find their authentic voice, be this academic, sporting, in the arts or within service learning. To facilitate this, our drive is through Connected Learning.

We have defined Connected Learning as comprising of 5 key pillars:

1. Effective person – this pillar is about the education of individuals, the awareness of our students' learning strengths, capabilities and personality, to become effective people within school and beyond.

2. Effective learners – this pillar is about the education of skills to support students to access learning, solve problems and apply their learning across subjects and to become effective lifelong learners.

3. Global citizens – this pillar is about education beyond the self. Having awareness of other people and other cultures. Developing empathy and opportunities to apply our skills as effective people and learners to help others.

4. Flexible pathways – this pillar is about giving students (where possible) choice in what they study and how they study it. Creating opportunities for students to find their passion or special talent.

5. IT – this pillar is about the education of our students to use and apply IT to be effective in the digital future.

We feel that by educating our students using these 5 pillars we will be preparing them for the undefined future.

I am extremely proud to be part of our learning community and look forward to welcoming you into it.

Best wishes,

James Kearney

Welcome from the Head of Primary School

In the Primary School we aim to develop all aspects of the learner - social, physical, spiritual, emotional and cultural. Our aim is to prepare our students to become global citizens through a programme which is relevant to life in the 21st century.

We have been an authorised school for the Primary Years Programme (PYP) of the International Baccalaureate Organization since 2005. The philosophy of this programme very much reflects our mission statement, which is to inspire our students and develop intercultural understanding. Inquiry-based, integrated units of inquiry place our students at the heart of their learning and enable

them to connect and relate what they learn to the world around them. At SIS we encourage our learners to develop independence and self-reliance to assist them in their ongoing quest as lifelong learners.

Parents are encouraged to become familiar with the programme and to support their children throughout the learning process. Close contact between parents and teachers is considered essential and we see education as a partnership between home and school.

I truly believe in our school and its future. For over eighteen years I have had the privilege to contribute to its growth, progress and achievements. As an IB Teacher/School Workshop Trainer for the Middle East and Europe, I have the opportunity to work with many other schools and can see clearly why we deserve the great reputation we have as an IBPYP School.

From the Primary Teaching Team and from me, welcome to Sotogrande International School's Primary School.

Emma Butler
Head of Primary School

Welcome from the Head of Middle School

It always amazes me how many incredibly diverse learning experiences the students, teachers and whole school community manage to squeeze into such a short space of time at Sotogrande International School.

As Head of Middle School, it is extraordinarily fulfilling to facilitate, encourage and observe so many wonderful learning experiences happen on a daily basis. Being part of a new, exciting, innovative and energetic leadership team instills me with great confidence and optimism for the future progress and continued development of Sotogrande International School.

It is an absolute pleasure to witness the collaborative passion, creativity and dedication of fellow colleagues, students, parents and guardians in our quest to consistently challenge, push boundaries and improve all that we do.

From a middle school perspective, I am extremely proud to be part of the team that introduced the MYP Flexible Pathways to our students. This initiative was designed to offer even more variety and connected learning opportunities, enabling students to discover and excel in their unique talent; be this in sports, arts, languages and sciences or beyond. During the MYP years, we positively encourage our students to leave their 'comfort zone' and participate in as many curricular and extra-curricular opportunities as possible in order to accumulate a variety of key life skills, which form part of our SIS 5 key pillars of 'Connected Learning', mentioned earlier by the Head of School.

Observing each graduating Diploma and MYP class fills me with a great sense of pride at the integral role Sotogrande International School plays to help craft these confident and independent young adults. Success is due to the provision of a broad, balanced and inspirational education where all aspects of school life are equally treasured. Many graduates recall school trips as their most memorable life changing moments. During MYP, we aim to offer pastoral, service, academic and/or interdisciplinary trips to every year group. These experiential learning trips help to create vivid memories which either reinforce or act as stimuli for classroom lessons, as well as often forging everlasting friendships and increased social confidence and independence.

A diverse and demanding curriculum, together with an exciting activities programme means that all students have the opportunity to progress, succeed and excel. Our MYP course offers an ideal platform for the IB Diploma and beyond.

The success of each individual student often relies on partnerships. As well as supportive teaching staff, we encourage parents/guardians to engage fully in their student's educational journey, from the start of each MYP academic year at 'Meet the Advisor', throughout the programme with Managebac (our online educational platform which shares detailed information about each unit of work, as well as regular feedback on assessments and coursework), parent consultations and liaison with subject teachers and pastoral advisors. Our advisors, who are the first 'port of call' for parents/guardians, positively welcome regular communication from home, be it through email, phone calls or personal meetings.

High expectations from very supportive staff and parents/guardians encourage success, but most importantly, we prepare and aim for our students to be highly motivated, confident and happily involved, to take the initiative, to be independent learners and to make the most of their secondary schooling opportunities.

Kevin Stone
Head of Middle School

Welcome from the Head of Upper School

In the Upper School we are fortunate to have a highly experienced and talented team of IB teachers and advisors who guide our students through their last two years of secondary schooling. We offer flexible learning pathways which cater for the highly academic as well as those who may require a less rigorously academic programme, including elite sportsmen/women and those whose talents lie in the arts.

We offer the highly prestigious IB Diploma Programme, which is a rigorous two-year course of study, meeting the needs of highly motivated and academically oriented secondary students. The diploma is accepted worldwide as a high quality pre-university qualification and universities rightly perceive that a student who has completed the requirements of the IB diploma is well prepared for the demands of higher education. The IB Diploma programme offers breadth of study through the range of subjects studied, the unifying nature of the Theory of Knowledge programme and the holistic nature of the Creativity, Action and Service programme. Depth of study is provided through the study of three subjects at the Higher Level and the Extended Essay.

Students alternatively have the opportunity to study a selection of IB Diploma Programme courses, which contain many of the same elements as the diploma but with less stringent requirements and can lead to our own, American-style, SIS High School Diploma.

We will soon be welcoming the next cohort of students, arriving into D1 of the DP programme. They can look forward to lots of stimulating and interesting learning, a myriad of CAS opportunities including two fantastic experiential trips to Tarifa and Asni, curriculum trips and projects and also lots of homework!

The D2 Class will now assume the role of elder statesmen and women within the school community. The next few months are a key time in their lives and will see them completing course work, a 4000 word research essay, all of their CAS commitments, mock and final examinations and, not least, deciding their future paths and making applications to colleges and universities.

Students at SIS go on to study at a wide variety of universities and colleges throughout the world, many of which are highly-rated worldwide.

In the Upper School we encourage parents to engage fully in the student's educational journey, from the initial DP interview, throughout the programme through Managebac, parent consultations and liaison with teachers and advisors, and finally at graduation and results day.

I am looking forward to another exciting, enjoyable and productive academic year for all our students and parents.

Jane Bannell
Head of Upper School and IB Diploma Coordinator

Section 1 - Introduction to Sotogrande International School

1.1 Mission Statement

"We inspire learning and intercultural understanding,
enriqueciendo la vida de nuestros niños y nuestro mundo."

This statement is critical to the way we operate as a school. It shapes our behaviour, informs our decision-making, guides our policy-setting and maintains our focus.

Inspiration
We have a focus on inspiring all those in the school. We want our pupils to have inspirational experiences. We have very high expectations of our pupils and teachers.

Learning
Our school is a community with a passion for learning. Learning is a complex process and it is vitally important that our teachers know how pupils learn best and that they create exciting opportunities for learning to take place.

Intercultural Understanding
SIS has a focus on intercultural understanding. We aim to develop an understanding of the world in which we live and an understanding of the interdependence of individuals, cultures and societies. We aim to instill respect for religious and moral values and to develop an appreciation of other cultures, races and ways of life through diverse cultural experiences.

Enrichment
We focus on enrichment both local and global. We enrich the lives of our pupils by offering them high quality learning opportunities. We contribute to enrichment of the global community, of which we are an integral part, by a diverse programme of community service projects that starts locally and expands to a wider society.

A School for the 21st Century
Sotogrande International School

- cares for its students and puts them first
- uses the most effective teaching methods to cater for students' different learning styles
- believes that each child has a unique way of learning and that every child has the potential to succeed
- acknowledges that how children learn is as important as what they learn
- prepares students as global citizens, ready to contribute to an interdependent global society
- bases future success on creativity, problem-solving, communication, team-work, intercultural understanding and self-reliance as well as on academic skills
- prepares children for the information age that is revolutionising the world they will inherit
- provides an environment that is safe, friendly, caring, challenging and innovative
- is passionate about helping children to grow spiritually, mentally, emotionally, physically and morally
- sets the highest standards of academic achievement and enables its students to gain the highest exam marks of which they are capable
- gives children a lifelong love of learning
- aims to be a learning centre for the whole community
- takes learning so seriously that it makes it fun

Striving for success

We believe the route to success is through Connected Learning: by helping our learners develop key skills in becoming an effective person, an effective learner, develop IT skills, gain knowledge on global citizenship and have choices in their learning to allow them to find their authentic voice, they will be prepared for the world beyond school.

SIS Values

We have further elaborated our mission statement into the *SIS Values* statement that indicates the attitudes and attributes we aim to encourage and develop in all members of the school community.

SIS Values: **Developing Global Citizens, Striving for Excellence**	
Communicator **Inquirer** **Thinker**	**Balanced** **Committed** **Considerate** **Courageous** **Knowledgeable** **Open-minded** **Principled** **Reflective**

The *SIS Values* statement:

- makes an explicit link between the mission statement and what we do in practice
- identifies the expectations we have of all members of the community
- demonstrates the attitudes and attributes we are aiming to develop in students
- indicates that we are aiming for excellence in all areas
- links the teaching programmes to the mission statement, and becomes an explicit part of those programmes
- drives our assessment policy

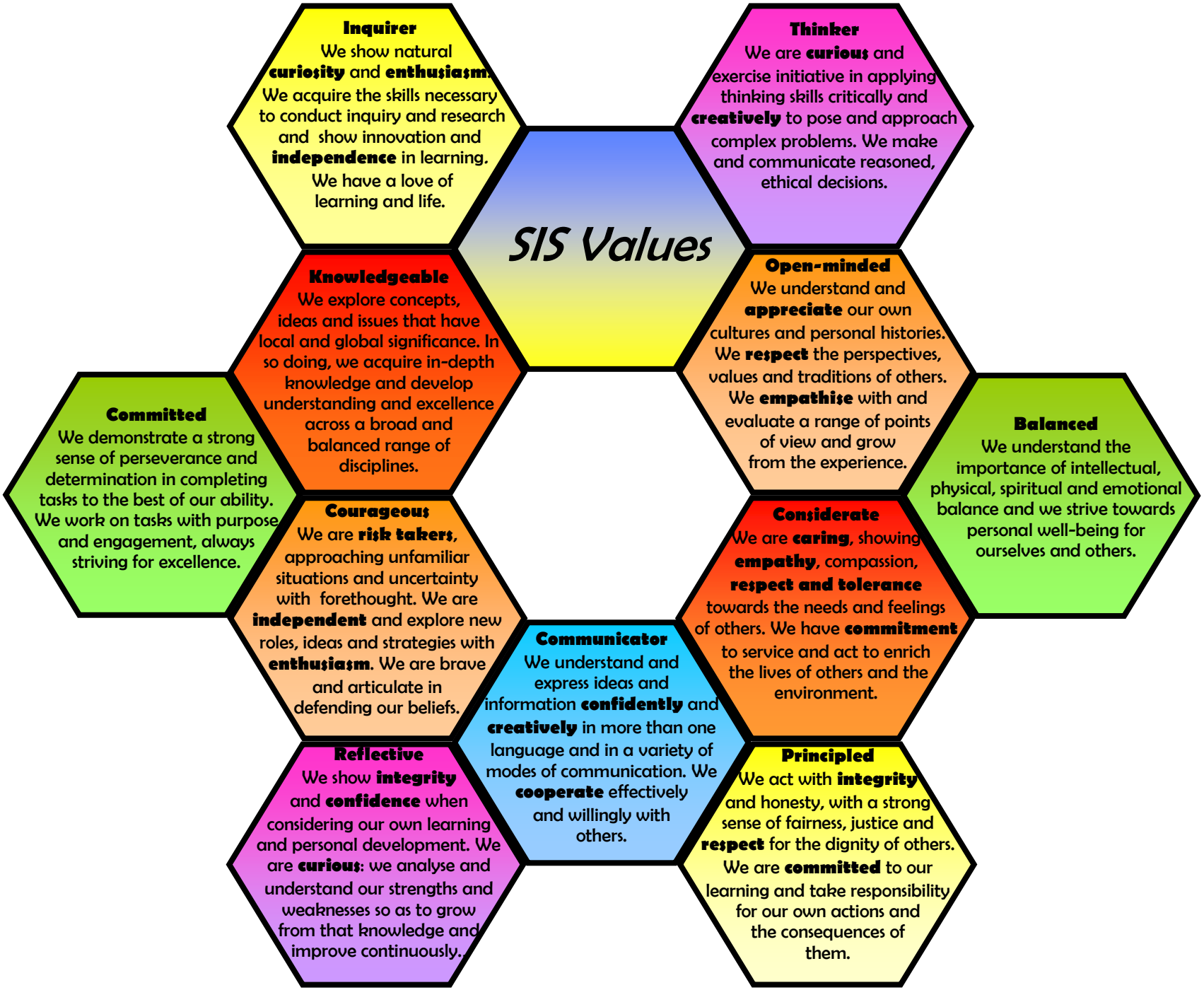
There are eleven sections in the *SIS Values* statement reflecting the different attitudes and attributes that we regard as important in developing our students (and other members of our community) as global citizens.

- **Communicator**
  understand and express ideas and information **confidently** and **creatively** in more than one language and in a variety of modes of communication; **cooperate** effectively and willingly with others
- **Inquirer**
  show natural **curiosity** and **enthusiasm**; acquire the skills necessary to conduct inquiry and research; show innovation and **independence** in learning; have a love of learning and life
- **Thinker**
  be **curious** and exercise initiative in applying thinking skills **critically** and **creatively** to pose and approach complex problems; make and communicate reasoned, ethical decisions
- **Balanced**
  understand the importance of intellectual, physical, spiritual and emotional balance; strive towards personal well-being for oneself and others
- **Committed**
  demonstrate a strong sense of perseverance and determination in completing tasks to the best of one's ability; work on tasks with **purpose** and **engagement**, always striving for **excellence**
- **Considerate**

be **caring**, showing **empathy**, compassion, **respect and tolerance** towards the needs and feelings of others; have **commitment** to service and act to **enrich** the lives of others and the environment

- **Courageous**
  be **risk takers**, approaching unfamiliar situations and uncertainty with **forethought**; be **independent** and explore new roles, ideas and strategies with **enthusiasm**; be **brave** and **articulate** in defending beliefs
- **Knowledgeable**
  explore concepts, ideas and issues that have local and global significance; acquire in-depth **knowledge** and develop **understanding** and **excellence** across a broad and balanced range of disciplines
- **Open-minded**
  understand and **appreciate** own culture and personal history; **respect** the perspectives, values and traditions of others, realising that they may be different and that they can be right too; **empathise** with and evaluate a range of points of view and **grow** from the experience
- **Principled**
  act with **integrity** and honesty, with a strong sense of fairness, justice and **respect** for the dignity of others; be **committed** to personal learning and take **responsibility** for personal actions and the consequences of them
- **Reflective**
  show **integrity** and **confidence** when considering personal learning and development; be **curious**; analyse and understand personal strengths and weaknesses so as to **grow** from that knowledge and **improve continuously**

The *SIS Values* statement is based on the IB learner profile, which is a requirement for all IB programmes in IB world schools. We have added to and refined the IB learner profile to suit our unique philosophy.


SIS Values
Inquirer
We show natural curiosity and enthusiasm. We acquire the skills necessary to conduct inquiry and research and show innovation and independence in learning. We have a love of learning and life.
Thinker
We are curious and exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems. We make and communicate reasoned, ethical decisions.
Knowledgeable
We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding and excellence across a broad and balanced range of disciplines.
Open-minded
We understand and appreciate our own cultures and personal histories. We respect the perspectives, values and traditions of others. We empathise with and evaluate a range of points of view and grow from the experience.
Committed
We demonstrate a strong sense of perseverance and determination in completing tasks to the best of our ability. We work on tasks with purpose and engagement, always striving for excellence.
Balanced
We understand the importance of intellectual, physical, spiritual and emotional balance and we strive towards personal well-being for ourselves and others.
Courageous
We are risk takers, approaching unfamiliar situations and uncertainty with forethought. We are independent and explore new roles, ideas and strategies with enthusiasm. We are brave and articulate in defending our beliefs.
Considerate
We are caring, showing empathy, compassion, respect and tolerance towards the needs and feelings of others. We have commitment to service and act to enrich the lives of others and the environment.
Communicator
We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We cooperate effectively and willingly with others.
Reflective
We show integrity and confidence when considering our own learning and personal development. We are curious: we analyse and understand our strengths and weaknesses so as to grow from that knowledge and improve continuously.
Principled
We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of others. We are committed to our learning and take responsibility for our own actions and the consequences of them.

1.3 Background

The International School at Sotogrande (ISS) was founded in 1978 by a group of residents of Sotogrande who wanted to offer to the local and growing international community, a British-style education with a Spanish influence. The school was opened in Cortijo Paniagua and very soon developed into a successful and popular primary school. The school was governed by a Board of Governors who retained close links to Sotogrande SA, the company that owns the prestigious Sotogrande estate and provided premises for the original school. By 1990 the school had a roll of 250 pupils and included a high quality secondary school offering UK GCSE and A-level courses. For twenty years the school grew steadily and established itself as a leading British-style school in Spain.

In June 1998, following a period of stability of numbers, and in response to the more international climate in southern Spain and in Sotogrande particularly, a foundation with education and training interests in Britain entered into discussions with Sotogrande SA with a view to developing a new school which would:

- become a centre of educational excellence appropriate to the needs of students in the 21st century
- use innovative educational techniques based on the latest research into student learning styles and teaching styles
- have a vision of education as a lifelong process
- aim to become a leading international school offering an innovative curriculum based on the best practices of international, British and Spanish systems

The educational foundation, represented by Paul Templeton, currently Chairman of the Board of Directors, assumed financial and educational control of ISS. During the academic year 1998-99, plans for a new school were finalised. Sotogrande SA funded the building of a new campus 4 km from the school's original location. Construction began in February 2000 and the school successfully relocated to its new home in the summer of 2001. The new school opened as Sotogrande International School (SIS) in September 2001 with a roll of 500.

SIS is now a leading international school in the region offering the International Baccalaureate (IB) Primary Years and Middle Years Programmes and IB Diploma examinations, with its first IB Diploma students having graduated in 2002. The school has undergone rapid growth in recent years with numbers rising to over 700 in September 2015. Our student body is culturally diverse with approximately one third British, one third Spanish and the remainder consisting of more than 35 other nationalities.

1.4 International Accreditation, Inspection and Authorisation

In December 1999, the school was inspected by the International Baccalaureate (IB) and was authorised in August 2000 to offer the IB Diploma. The school was granted IB diploma authorisation for a further five years following the IB five-year review in June 2005. In October 2005, SIS became a fully authorised IB Primary Years Programme (IBPYP) school and now offers this exciting international curriculum throughout the primary school. In August 2009, the school became an all-through IB school, following full authorisation of our IB Middle Years Programme (MYP).

In October 2006, SIS achieved full accreditation from the Council of International Schools (CIS), based in Europe, and the New England Association of Schools and Colleges (NEASC), based in the United States. In March 2013 SIS was one of the first schools in the world to be inspected by CIS, NEASC and the IB at the same time. We achieved an outstanding 5-year report from CIS and 3 full programme evaluations from the IBO.

SIS has been a member of the National Association of British Schools in Spain (NABSS) for 29 years. Whilst we are no longer a British School, we have been granted affiliation status with NABSS.

1.5 Spanish Authorisation and Convalidation

The school is authorised by the Spanish Ministry of Education (Ministerial Order 2/9/83) to offer a convalidated programme of Spanish Lengua and Sociales to Spanish or non-Spanish students from Year 2 to Year 13. Because of the additional work in these programmes, Spanish students require more timetabled lessons than other students.
For those wishing to go to Spanish universities, the International Baccalaureate Diploma provides direct access to all courses and universities in Spain.

1.6 Summary

These inspection/accreditation processes serve a number of purposes for our school:

- they assist us in the development of the school by celebrating our strengths and identifying areas that need improvement
- they provide us with indications for future professional development requirements
- they provide us with an inspection/accreditation based on international, British, US and Spanish criteria so that we can compare ourselves to the best international, British, US and Spanish schools and thereby enhance the reputation of our school
- they ensure that we satisfy the regulations for international schools in Spain and that we are recognised by the Spanish Ministry of Education

Our authorisation as an IB World School, our inspection and our annual approval as a convalidated school through the Spanish authorities, provide independent, external validation of the quality of education at SIS. This also allows us to offer a wide range of accredited international, British, American and Spanish programmes to our increasingly diverse student population of over 40 nationalities.

SIS is unique in having such a wide range of accreditation and authorisations and is the only school in Spain offering this diversity of quality assurance.

Section 2 Who are we?

2.1 Staffing Policy

The school is committed to recruiting excellent staff members from around the world to form a dynamic, effective, well-qualified and highly motivated team, able to implement the school's philosophy and educational objectives.

The school's specific personnel objectives are:

- to recruit, employ and retain high quality staff
- to remunerate staff well and reward excellence, effort and contributions to the school
- to maintain a salary and benefits structure appropriate to the school's financial plan and to seek to improve this constantly
- to build effective teams from teaching and non-teaching staff to improve decision-making and communication and to ensure that the mission statement is fulfilled
- to assign staff appropriately according to their skills and abilities and the school's needs
- to offer opportunities for professional development that lead to improved pupil learning and achievement
- to develop a formative appraisal programme that encourages reflection, builds on strengths, encourages development of competencies, monitors quality and identifies areas for professional development

SIS recruits well-qualified, committed and experienced staff from across the world. The predominant nationality of staff is British and many of the teachers have international experience. In the Spanish and languages departments we recruit native speakers of the particular language who are also fluent in English.

We expect staff to be holders of an appropriate university degree and to possess a teaching qualification and have relevant teaching experience. Applicants for English teaching posts should also have a TEFL or TESOL certificate or diploma in addition to their English degree.

2.2 Academic Staff

School Leadership Team

James Kearney MA, Bsc, PGCE, AST **Head**	**Emma Butler** BA Hons, PGCE, Certificate in Further Education **Head of Primary**	**Kevin Stone** BA (Ed) Hons **Head of Middle School**
Jane Bannell BA Hons, PGCE, Diploma in Mathematics Education **Head of Upper School**	**Carmelo Sanchez** B.Ed Foreign Language, QTS **Head of IT**	**Charles Debenham** Head of Boarding
Consuelo Mota Lda Ciencias Económicas y Empresariales **Head of Administration and Finance**	**Eli Halter** **Head of Admissions**	**Enrique Del Viso.** MSc in Finance, BA Business Administrations & Economics **Head of Services**

PRIMARY STAFF	JOB TITLE 1	JOB TITLE 2
Avilés Muñoz, Sonia	**PYP Subject Specialist: Spanish**	
Azuara Pérez, Mª Helena	**PYP Teacher**	
Bennett Cáceres, Andrea	**PYP Coordinator**	**PYP Teacher**
Brown, Tomás	**PYP Teacher**	
Cameron, Jane	**Learning Support Teaching Assistant**	**PYP Teaching Assistant**
Campbell, Linda	**PYP Teaching Assistant**	
Cherry, Eliza	**PYP Teacher**	
Clarkson, Fiona	**English Language Development Teacher**	

Clegg, Lisa	**Language Coordinator & Primary ICT Teacher**	**PYP Teacher**
Correro Silva, Ana	**PYP Subject Specialist: Spanish & LOMCE**	
Cooper, Clare	**Mathematics Coordinator**	**PYP Teacher**
Craciun, Gabriela	**PYP Teacher**	
Del Águila González-Outón, Eugenia	**PYP Subject Specialist: PE & Coordinator of Primary Physical Education**	**Whole School Activities & Student Teacher Coordinator**
Flynn, Emma	**PYP Teacher**	
Francois, Tanya	**PYP Teaching Assistant**	
García Merino, Magdalena	**PYP Subject Specialist: Spanish & LOMCE**	
Gutierrez Ozores, Hiria	**PYP Teacher**	
Hartland, Carol	**PYP Teacher**	
Helou, Verónica	**PYP Teacher**	
Hoole, Lynne	**PYP Teaching Assistant**	
Jiménez Negrete, Irene	**PYP Subject Specialist: Spanish & LOMCE**	
Jones, Yolaine	**Learning Support Teacher**	
Liptrot, Jennifer	**PYP Teacher**	
McCormack, Debra	**PYP Teacher**	
Morrison, Donna	**PYP Teacher**	
Munday, Joanne	**PYP Teaching Assistant**	
Newman, Janet	**PYP Teaching Assistant**	
Reynolds, Lisa	**PYP Teacher**	
Ruiz, Laura	**PYP Teacher**	
Sheppard-Capurro, Ysabella	**PYP Teacher**	
Smith, Maureen	**PYP Teaching Assistant**	
Stagnetto, Lucia	**PYP Teacher**	
Swords, Emma	**PYP Subject Specialist: Music**	

Tocón Barroso, Gema	**PYP Teaching Assistant**	
Tosh, Claire	**PYP Teaching Assistant**	

SECONDARY STAFF	**JOB TITLE 1**	**JOB TITLE 2**
Allen, Mark	**M1 Pastoral Leader**	**Teacher of MYP Maths & Science**
Antúnez Neira, Jorge	**Teacher of Spanish & LOMCE**	
Barling, Christine	**Leader of Learning in Arts**	**Teacher of Theatre**
Barling, Mark	**Leader of Learning in Individuals & Societies**	**Teacher of Geography**
Birkbeck, Stephanie	**Teacher of Mathematics & TOK**	
Bosson, Emilie	**Teacher of French**	**Learning Support Teacher**
Carrasco Gallego, Juana	**Leader of Learning in Language B**	**Teacher of Language B Spanish**
Cronin, Michael	**M2 Pastoral Leader**	**Teacher of MYP Design & Mathematics**
De Vargas Pérez, Joaquina	**Directora Técnica**	**Teacher of LOMCE**
Dennis, Kevin	**Teacher of PE**	**Soccer Academy Coordinator**
Díaz Gil, Loreto	**Leader of Learning in Mathematics**	**Teacher of Mathematics**
Fernández Acosta, Álvaro	**Boarding House supervisor**	**Teacher of PE**
Franco Pereira, Maria José	**Teacher of ELD**	
Gibson, Alastair	**Leader of Learning in PE**	**Teacher of TOK**
González Cascallana, Belén	**MYP Coordinator**	
Hernández Fernández-Hidalgo, Gara	**Teacher of Spanish**	
Ingram, Mitzi	**Teaching Assistant of ELD**	
Jones, Diane	**Teacher of DP Music**	
Jordan, Leanne Marie	**Teacher of Mathematics**	
Kearney, Lisa	**Leader of Learning in Science**	

Kennedy, Alan	**Teacher of Mathematics & Science**	
Khazina, Tatiana	**Teacher of Russian**	
Kievit, Olaf	**D1 Pastoral Leader**	**Teacher of Science**
Llave Moya, Patricia	**Boarding House supervisor**	**Teacher of PE**
Maloney, Daniel	**Teacher of Visual Art, Drama & English**	
McLean, John	**Teacher of Individuals & Societies & TOK**	
Moore, Ivan	**M4/M5 Pastoral Leader**	**Teacher of Science**
Mungles, Jason	**TOK Coordinator & University & Career Coordinator**	**Teacher of History**
Mungles, Lisa	**MT & ELD Coordinator**	**Teacher of English**
Nieman, Marloes	**Teacher of PE**	
O´Farrell, Margaret	**Teacher of MYP Art and Design**	
Orozco, Francisco Javier	**Teacher of Prueba Específica**	
Pinnock, Maria	**M4/M5 Pastoral Leader**	**Teacher of DP Economics/Business & Management**
Reichert, Peter	**Leader of Learning in Technology & Timetable ICT Teacher**	**Teacher of Design**
Ruiz Burgos, Rocío	**Leader of Learning in Language B**	**Teacher of Spanish & French**
Sánchez Castillo, Encarnación	**Teacher of Science**	**Lab Technician**
Sanders, Steven	**Teacher of MYP Design & DP Computer Science**	
Schoene (Newesil), Brigitte	**Teacher of German**	
Stone, Lisa	**D2 Pastoral Leader**	**Teacher of English**
Thomas, Ashley	**Deputy House Master**	**Teaching Assistant of PE**
Tong, Richard	**Leader of Learning in**	**Teacher of English**

	Language A	
Urrestarazu Espinosa, Mª del Pilar	**Teacher of ELD**	
Villafranca Porras, Lourdes	**Sub-directora Técnica**	**Teacher of Spanish A**
Warrick, Helen	**Teacher of Drama & English**	
Wickersham, Kerry	**CAS Coordinator & Peripatetic Music Coordinator**	**Teacher of MYP Music**
Willock Maes, Tracey	**Teacher of English**	
Wiltshire, Andrea	**M3 Pastoral Leader**	**Teacher of Science**

WHOLE SCHOOL STAFF	**JOB TITLE 1**	**JOB TITLE 2**
Adamson, Anne	**Librarian**	
Barrero Garcia, Abigail	**Peripatetic Music Teacher**	
Blakemore, Karen	**Peripatetic Music Teacher**	
Davies, Susan	**Leader of Learning in Learning Support**	
Fea, Mark	**Peripatetic Music Teacher**	
Gohil, Kishan	**Assistant Psychologist**	
Guest, Karen	**Teacher of Learning Support**	**Library Assistant**
Hall, Graham	**Peripatetic Music Teacher**	
Jagmohan, Reshma	**Teacher of GCP**	
Lewis-Cole, Kelly	**School Psychologist**	
Parkin, Matt	**Peripatetic Music Teacher**	
Shimada, Atsuko	**Peripatetic Music Teacher**	
Skelton, Paul	**Peripatetic Music Teacher**	
Stirling Fernández, Valentina	**NGO Coordinator**	
Wilson, Amber	**Assistant Psychologist**	

2.3 Administration and Support Staff

NON TEACHING STAFF	JOB TITLE 1	JOB TITLE 2
Cazorla Diaz, Ana María	**Admissions**	
Del Manzano Moreno, Érica	**Events Coordinator**	
Francis, Olga	**HR & Administration**	
Hillman, Lynnette	**Nurse**	
Mahon, Debbie	**Nurse**	
Morillo Llorca, Marta	**Invoicing**	
Reyes González, Henry	**Customer Service**	

Section 3 Where are we?

3.1 Location and address

The school is located in Sotogrande, a beautiful area of Andalucía on the Costa del Sol between Gibraltar and Estepona. On the edge of the Alcornocales National Park, from the school we have stunning views of the Mediterranean Sea and surrounding countryside.

The PO Box address of the school is:

Sotogrande International School
Apartado 15
11310 Sotogrande
Cádiz

The location address of the school (for courier deliveries) is:

Sotogrande International School
Avenida de La Reserva
(Ca 2100 – Km.10)
11310 Sotogrande
Cádiz

Tel +34 956 795 902
Fax +34 956 794 816
E-mail info@sis.gl
suggestions@sis.gl
uniform@sis.gl

Our website is an important source of information. The website address is www.sis.ac.

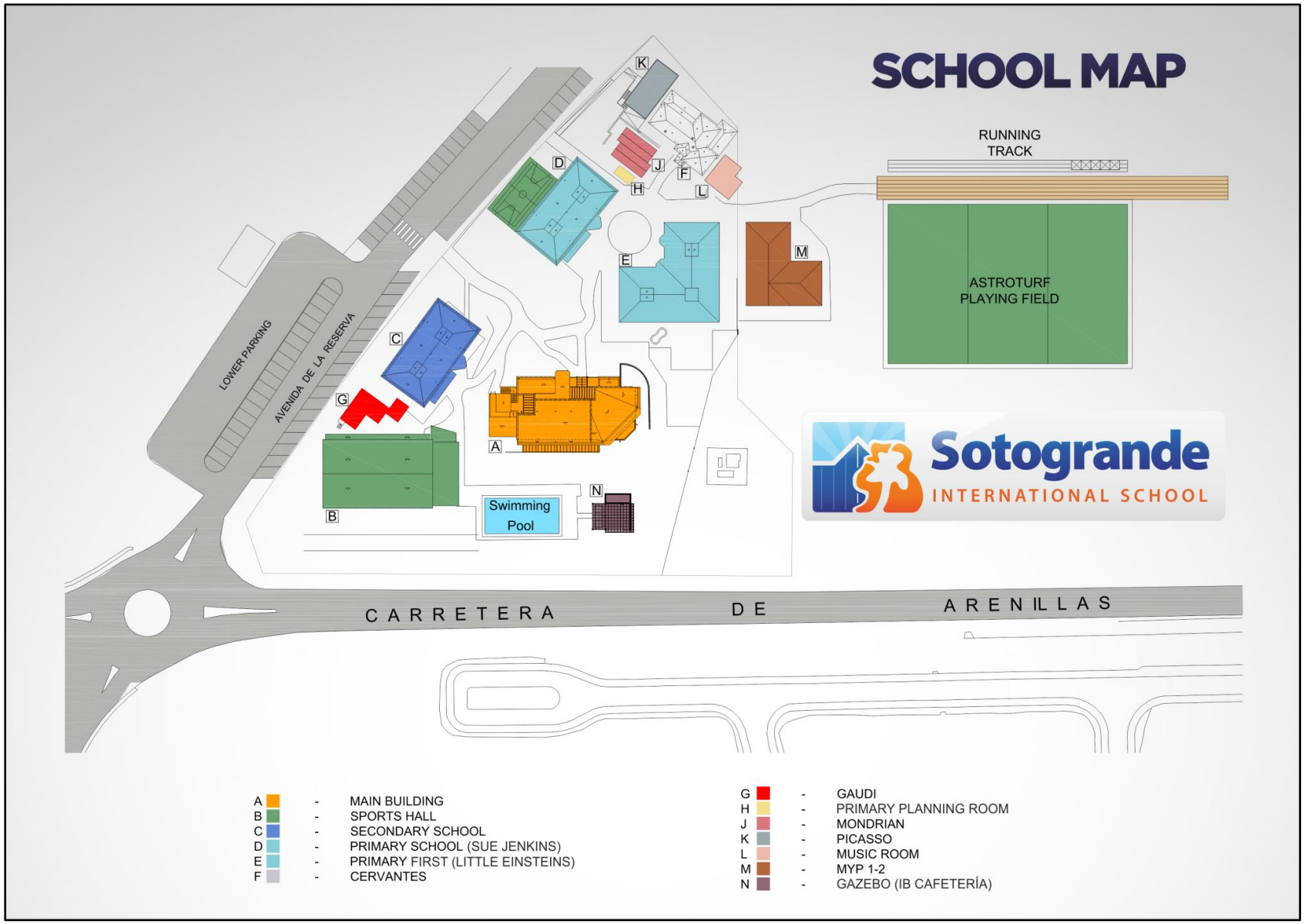
3.2 Location Map

To get to the school by car, take exit 130/131 on highway A7 signposted to Sotogrande, Valderrama or Castellar. From this exit, the school is 3km along the Castellar road (Ca 2100).

Follow the signs to Castellar or look for the specific school signs. Just after Km.10 on Ca 2100, turn right at the roundabout.

Section 4 - Facilities

4.1 Campus Map



4.2 School Facilities

The school is on a modern, purpose-built campus. The buildings have been developed to embody the school's philosophy of child-focused education. We also offer facilities for the arts, sport and recreation, for independent learning and research, and personal development and growth.

Teaching areas
To cater for the different ages and learning styles, five specially designed teaching centres surround a central Learning Centre which houses a theatre, multimedia library and research centre, two Apple Mac computer laboratories, Spanish classrooms, Teachers' Room, Diploma students' Common Room, cafeteria and main reception. The Early Years building, Little Einsteins, includes a specialist library, a wealth of active learning resources and a play area onto which the classrooms have direct access. The Primary School building, the Sue Jenkins Centre, is based on the pod concept where collaborative learning is encouraged through an inquiry-based curriculum and unique classroom design. The main Secondary School building is also arranged in pods, with each one reflecting a particular area of the syllabus, including four well-equipped science laboratories. Close by is the purpose built Sports Hall and Swimming Pool. The Timber Building houses a number of additional classrooms, an additional computer lab and the M1 advisory bases.

In September 2015 a new art block was added, the Picasso Building, with incredible visual arts spaces for our secondary students. The old boarding house, now named the Cervantes Building, has been transformed into a languages block and upstairs there are spaces for the provision of music lessons. The Chiringito, overlooking the pool, which opened in November 2015 allows our older students a new eating space, with some choice over the products sold.

Technology
At SIS we strive to be a cutting-edge school in the use of 21st century technology skills as a tool for learning. In the past years, we have put in place different programmes which have supported our students to become lifelong learners and empowered them to develop their passions. Our current IT facilities include a new remapped network infrastructure which supports cloud-based students' and teachers' accounts. All classrooms are equipped with Apple TVs and sound system.

In addition, we are modeling the implementation of Apple devices throughout the entire school. Our facilities have grown to meet our students' and teachers' needs, right from our Early Learning stages up to Diploma. From EC1 to P6, SIS has implemented an almost one-to-one iPad approach, which is complemented by our Primary computer lab as well as Macminis in common areas. Continuing with this integration, in M1 and M2 we have deployed a one-to-one Macbook Pro programme, which gradually allows students to acquire their own device as an essential tool for their learning. Secondary students also have the use of 3 Maclabs and within The Link they have access to PCs.

As one of the first schools in Spain to be an Apple Authorised Training Center for Education (AATCe), we can now deliver official training courses and prepare our students to pass the Apple online certification exam.

Sports facilities
Our commitment to outdoor and physical education is reflected in the sports facilities which include a large multi-purpose sports hall, a 25m swimming pool, an all-weather sports pitch, a combined football and basketball court and a running track. Extensive use is made of these facilities for PE and sports lessons and the diverse extra-curricular programme offered by SIS. The school has its own federated golf academy called SIGA, based at Alcaidesa Golf Club. In addition close links with Sotogrande Tennis Academy give students access to tennis and padel courts, and Santa Maria Polo Club offers polo coaching to our students. The Sotogrande marina offers a variety of water sports both in the river and at sea.

Recreational areas
Our Primary School believes in the importance of play and creativity and our aim is to provide recreation areas which allow and support this. Outside the Little Einsteins building (EC1-P2) we have an extensive play area, which is currently being divided into different sections. Each section is being designed and developed to be used and enjoyed in different ways. These areas will include: a nature reserve including a bug hotel, an outdoor kitchen, a music wall, a water/sand play area, a climbing/ obstacle area, a ball play area, a floor games area, a digging/archaeological site, an outdoor stage and a free play area. Early Childhood also has a separate and enclosed playground which includes adventure equipment and all-weather soft flooring. Outside the Sue Jenkins Centre For Learning building (P3-P6) there is a basketball/football court for students to use at break and lunch times as well as a playground and shaded areas for students to enjoy.

During break times and lunch times the Secondary School students have the use of the area around the secondary school building and to the west of the main building adjacent to the swimming pool, the use of the playing field at break times and the shaded areas across the campus. Secondary school students may also use the cafeteria at break times.

Boarding.
Boarders at SIS will get the very best boarding experience in our off-site former 4* hotel located in the neighbouring San Roque Campus. The residence offers large airy bedrooms with their own en-suite bathrooms and Wi-Fi internet access, for up to 150 boarders from 14-18 years old.

The residence boasts a large swimming pool, gym and dance studio, library, study rooms, music practice rooms, a student kitchen and TV lounges, with ample space outside for sports, including a basketball court.

Surrounded by beautiful countryside, with views to the sea, the mountains and golf courses, the San Roque Campus is an ideal situation in which to work and play.

Boarding adds an extra dimension to the usual school experience. The family atmosphere of the boarding house is complemented by the hard-working periods of supervised homework. Students enjoy boarding and learn social skills whilst interacting with their friends and boarding staff. The supervisors ensure that all the pastoral and academic needs of the students are met in a special relationship that creates lasting bonds throughout their school career and beyond.

Section 5 Curriculum, Assessment and Reporting

5.1 Introduction
Our school philosophy of teaching and learning is based on the belief that children learn best when
a) learning is inquiry-based and builds on the children's experiences
b) they are taught using a multi-disciplinary approach which provides connections between subject areas
c) teaching methods account for students' different learning styles
d) there is a clear focus on learning outcomes and assessment for learning throughout the curriculum, programme of study and timetable
e) the learning environment provides security and encourages exploration at school and at home
f) the school works together with parents/guardians, providing consistent support and setting similar expectations

5.2 Primary School Curriculum
In November 2005 we were granted full authorisation from the International Baccalaureate Organization to offer the Primary Years Programme (IBPYP) to our students from EC1 to PYP6. The philosophy of this programme and mode of delivery reflect our aims to inspire students,

develop intercultural understanding and for learning to be based on integrated cross-curricular units of inquiry. This programme of study, with its well-planned units, provides an ideal context for learning.
More information may be found in the Primary School Handbook.

5.3 MYP M1- M5 Curriculum
The academic programme for M1 - M5 (age 11-16) is the International Baccalaureate Middle Years Programme (MYP). The programme is inquiry-based and develops the knowledge and skills required for each subject, the self-management and learning skills necessary for all subjects and the attitudes and attributes of the *SIS Values*.
The MYP has three fundamental concepts that underpin the learning in each of the subjects: intercultural awareness, holistic learning and communication.
There are 8 discrete subject areas within the MYP, but interdisciplinary teaching and learning plays an important role within the delivery of the programme, particularly in M1 – M3, where interdisciplinary units are taught by a core group of teachers.
The MYP builds on the success of the IB PYP and is an excellent preparation for the IB Diploma programme.
More information may be found in the Middle Years Programme Handbook.

5.4a DP1 & 2 Curriculum: International Baccalaureate Diploma Programme
In DP1 & 2, students have the opportunity to follow the prestigious and world-renowned IB Diploma Programme or a reduced programme of IBDP courses. IB diploma students choose six subjects: three at higher level (HL) and three at standard level (SL). Each student must take one course from each of six groups. Students following IBDP courses take 5 or 6 subjects, normally taking two subjects at the higher level. At SIS the following choices are possible (but do not always run every year):

Group 1	Studies in language and literature	HL English A Literature, SL English A Language & Literature, Spanish A Language & Literature, Russian A Literature, German A Literature, special request language A
Group 2	Language acquisition or second language A	English B, Spanish B, SL Spanish Ab Initio, French B (offered as a 3rd language)
Group 3	Individuals and Societies	Business and Management, Geography, History, Economics (also offered as a 2nd Group 3 subject)
Group 4	Experimental Sciences	Biology, Physics, SL Environmental Systems and Societies Chemistry & Computer Science are only offered as a 2nd science
Group 5	Mathematics	Mathematics, SL Mathematical Studies
Group 6	The Arts	Music, Theatre, Visual Arts

Subjects studied at higher level will reflect the student's ability, areas of interest and specialisation, and will be covered in greater depth and breadth than subjects studied at standard level.

In addition to the subject requirements, the IB Diploma Programme includes three key features that contribute to its strength and success.
• Theory of Knowledge (TOK) – a course that stimulates critical reflection on knowledge and learning

• Creativity, Action and Service (CAS) – a programme of activities that provides a counterbalance to the academic programme and which focuses particularly on community service
• Extended Essay – a piece of original research of 4000 words written under the guidance of one of our IB subject teachers
Full details of our IB programme may be found in the IB Diploma Student-Parent Handbook.

5.4b DP1 & 2 Curriculum: High School Diploma Programme (HSD)
As an alternative to the IB Diploma Programme students may choose to follow an SIS High School Diploma Programme of courses. Full details of this programme are found in the High School Diploma Student-Parent Handbook.

5.5 Assessment
At Sotogrande International School, assessment is a collaborative process. It is used to provide feedback on the learning process and judge the effectiveness of both learning and teaching.
We recognise the importance of assessing the process of learning as well as the outcome of learning and aim to integrate and support both. A variety of formative assessment tools are used including criteria-referenced tests, assignments, practical work, presentations, informal observations and self-evaluation. These are designed to accommodate the different styles of learning that each child possesses. They provide effective means of recording children's responses and performances in valid problem-solving situations. Formative assessment aids learning and is interwoven into daily lessons; it helps teachers and students plan each stage of learning. Formative assessment and teaching are directly linked; neither can function effectively nor purposefully without the other.
We also use summative assessment tools, such as tests, formal examinations, exhibitions or performances, at the end of a unit of inquiry or topic to give students opportunities to demonstrate what has been learned. It also helps teachers to analyse the effectiveness of their teaching and of the programme. To encourage and enhance assessment in the secondary school, all summative assessment tasks are marked on Managebac. This allows students and parents to access feedback immediately.

More information may be found in the Assessment Handbook.

5.6 Reports and Parent Consultations
We believe that the richest and most rewarding educational experiences a student can have are those which are supported by parents. The school is committed to education as a partnership between home and school. Parental involvement in the school is important and encouraged. We consider it crucial that parents attend school meetings and functions as often as they can and in particular that they attend the parent consultations. (Please consult the school calendar and website for dates of important events and parent consultations).
We regard student reports and parent consultations as a means of giving feedback to students and parents/guardians about the progress of their son/daughter and as a part of the process to encourage learning as a home/school partnership.
In our reporting to pupils and parents we aim to:
• involve children, parents and teachers
• reflect the values of the school community
• be comprehensive, fair and credible
Our reports and parent consultations celebrate the pupils' achievement and effort, identify targets for improvement and contribute to the entire learning process. For further information, please consult the school calendar.

Section 6 - Learning outside school

We recognise that much learning will take place outside school. Learning outside school plays a key role in education and provides a liaison between home and school. We believe that learning

outside school should be meaningful and it should promote students' abilities to master the skills and concepts learned in the classroom.

6.1 Objectives

- to allow students access to learning anywhere at any time
- to provide parents with up-to-date information and allow them to contribute to their child's learning
- to encourage students to develop the practice of independent study
- to develop perseverance, self-discipline and organisation skills
- to involve parents and other adults in students' learning
- to allow practice where it is required for skills learned in the classroom
- to consolidate previously learned knowledge and skills
- to allow students to demonstrate and develop knowledge or skills in an extended manner in an area of study that interests them
- to open up areas of study and to make possible the use of materials and sources of information that are not always accessible in the classroom
- to prepare for forthcoming lesson/topic areas

6.2 Learning Outside School – Expectations in the Primary School

At SIS we aim to develop the skills and attitudes for independent learning through a personalised learning approach that addresses the needs of each individual child.
Homework should be mostly research-type, inquiry based activities, along with encouragement of reading for both purpose and enjoyment. This is arguably the single most important habit to develop in children.
In line with current research, homework activities will:

- focus on pupils' current language, maths and learning targets. (They could include reading, spelling and mental maths)
- support the unit of inquiry and be a natural extension of what is happening at school.

These homework activities should be encouraged and celebrated by both teachers and parents. Children will usually be given a week to complete home activities but this may vary and is at the discretion of the teacher. Details of homework assignments can be found in your child's diary, which should be checked regularly and on the class Googlesite.

6.3 Learning Outside School - Expectations in the Secondary School

In line with the Middle Years Programme the quality of tasks is of greater importance than the time it takes. As with the Primary Years Programme, the emphasis is on developing skills and attitudes required for the curriculum. The majority of tasks are investigative or research-based and relate to the themes studied at that time. As much of the work is project based, meeting the deadlines set by staff is paramount.

International Baccalaureate Diploma Students (DP1-2) are expected to realise the skills of independent work. Internal and external deadlines are published early in the course and regularly updated, and it is expected that students organize their time wisely in order to complete all necessary tasks. The Diploma students will receive guidance on the expectations of units of work and the timescale appropriate to it.

6.4 Responsibilities

Teachers

- Inform students and parents of general guidelines for learning outside school at the beginning of the school year and more specifically at the beginning of each term or unit of inquiry
- Allow for different learning styles by including variety in types of assignments
- Give assignments only in those areas that have been taught and sufficiently understood such that students can complete them satisfactorily
- Provide students with a reasonable estimate of the amount of time required outside school necessary to complete each assignment
- Collect assignments on the due date and provide appropriate and timely feedback, using Managebac in secondary

Parents

- Support the school and teachers by providing a suitable environment for learning outside school
- Guide and assist in assignments outside school but do not do the work for the child
- Monitor television, radio, social media and any other activities so that learning outside school does not suffer
- Communicate with the teacher as needed

Pupils

- Understand that learning outside school is their own responsibility
- Make certain that they understand assignments for outside school before leaving class
- Complete and submit assignments by the due date
- Learn how to organise and set priorities for assignments
- Establish a suitable time and place for learning outside school
-
- **6.5 Guidelines for time spent on assignments outside school**

In Primary

Children will usually be given a week to complete home activities but this may vary at the discretion of the teacher.

In Secondary

The amount of time spent on assignments outside school is a far less important consideration than the quality of the tasks and the quality of the work done. The following are very rough guidelines to the number of hours that might be spent on assignments outside school per week. This varies during the year and includes all types of activities.

MYP1-2	about 3 hours
MYP3	about 4 to 6 hours
MYP4-5	about 6 to 12 hours
DP1-2	minimum 15 hours

Section 7 Timetable, Punctuality and Attendance

7.1 Timetable

The Primary School timetable is designed to support a balanced integrated curriculum which is under constant review and development. The current timetable in the primary school has six periods per day which allows the programme to be delivered effectively. English and Mathematics are taught in blocks of 50 minutes each day, usually at the beginning of the day. From P2, five sessions of Spanish are taught per week. Science, humanities, art, music, ICT and personal, social and health education are incorporated into units of inquiry which are developed over several weeks. These units provide the main structure for the school's programme of study.

In the Secondary School the timetable is organised on a two-week cycle. The delivery of the curriculum is based on six 55 minute periods with morning and lunch breaks.

Built into the timetable are opportunities for reviewing and organising work and a full advisory programme including scope for special initiatives, workshops and preparation for the Personal Project (M5) and the Extended Essay (D1 and D2).

7.2 Arrival, Supervision and Departure

Students should arrive between 8.40am and 8.45am. The school accepts no responsibility for students who arrive at school before this time.

Early Childhood 1pupils are taken directly to their classrooms. Classrooms open at 8.50am with a flexible drop-off period from 8.50am - 9.15am. EC1 pupils can be collected from the classroom between 3.15pm and 3.40pm.

Early Childhood 2 pupils may also be taken directly to their classroom at 8.50. Other primary pupils should be encouraged to make their own way to their respective play areas in preparation for lining up and entrance to classrooms.

All primary pupils are supervised until 3.40pm, and should be collected at that time or immediately after they finish activities. The school does not accept responsibility for pupils after the end of school lessons. The only exception to this is if the pupil is participating in an official school activity.

Secondary students are expected to make their own way to their advisor room in good time for registration and to leave school at the end of lessons or the completion of activities.

7.3 Registration and Punctuality

Registration is an important part of the day and takes place between 8:50 and 9:00am. Students are expected to arrive at registration by 8:50am at the latest and they will be marked late if they arrive after the register has been taken. Parents/Guardians should bear in mind that the school precincts and car parks are busy at this time in the mornings. Arriving late at school is unsettling for all children and disturbs lessons.

If your child arrives after 9.00 am they must report to reception to sign in. Failure to register as late will result in a student being marked as absent for the entire day. This will be reflected in the student's attendance record.

At SIS there are no bells to mark the periods during the day, therefore teachers and students must be watchful of the time. Punctuality to lessons is important and in a large campus like ours it may take some time to change classes. There are some 5-minute changeover times included in the timetable.

7.4 Attendance

Regular and punctual attendance at school is essential for successful learning. Students are expected to attend school except in cases of illness or unavoidable medical appointments. We recognise that some students, such as elite sportsmen and women, are required to attend tournaments etc. These students must ensure that they keep up with any work missed. Please be aware that extended holidays at Christmas, half term, Easter and summer are strongly discouraged. We aim to have an engaging and focused curriculum until the end of the school term.

In secondary school parents should inform the student's advisor by email of any unforeseen absence on the first day of the absence and should make requests for authorised absences through the advisor at least two days in advance. The Pastoral Leader will make the final decision regarding authorisation of absence. Authorisation for non-medical requests will be subject to keeping up with any work missed. Prolonged or chronic illness of over three days duration must be supported by a doctor's note.

The IB recommends a minimum number of taught hours for each course and there is a direct link between attendance and success on the MYP and IB Diploma Programmes. Students are therefore recommended to maintain the best possible attendance and punctuality record.

Students will be responsible for ensuring that they catch up on any work missed through absence.

If a child is absent due to illness, parents/guardians should telephone the school or leave a message on the answering machine or send an e-mail (info@sis.gl). On the day the student returns to school after absence, he/she must bring a written note of explanation signed by a parent. Following a continuous absence of three working days, a medical certificate must be produced.

If a student is required to be absent from school for any reason other than illness, the parent/guardian should submit a request in writing. If a student has unauthorised absence, for any reason other than illness or compassionate leave, for more than 5 days in any term, or more than 10 days in any academic year, the school reserves the right to withdraw the existing place or ask the student to repeat the year.

Wherever possible, routine medical/dental appointments should be arranged outside of normal school hours. When this is unavoidable, they should be notified in advance by email to the class teacher/advisor.

Visits to local authority offices, police, embassies or other business that may be required of students during school hours should be notified to class teachers or advisors in writing in advance. If this is impractical, a note of explanation written and signed by a parent must be provided on the following school day.

Holidays during term time, including leaving for a holiday before a term has finished, are very strongly discouraged. A request for absence due to a special event, which necessitates a student being absent during term should be notified well in advance.

7.5 Primary School Timetables

EC1	
8:50 – 9:15	Drop off and free play
9:15 – 10:55	Integrated curriculum including snack time
10:55 – 11:15	Morning break/ outdoor play
11:15 – 12:00	Integrated curriculum
12:00 – 12:30	Lunch in cantina
12:30 - 1.00	Lunchtime break/ outdoor play
1:00 – 1:20	Rest time
1:20 – 2:20	Integrated curriculum
2:20 – 2:40	Snack
2:40 – 3:00	Outdoor play
3:00 – 3:40	Integrated curriculum (flexible pick up 3:15 – 3:40)

EC2 – P2	
8:50 – 9:00	Registration
9:00 – 9:55	1
10:00 – 10:55	2
10:55 – 11:15	Break
11:15 – 12:00	3
12:00 – 1:00	Lunch
1:00 – 1:55	4
1:55 – 2:10	Break
2:10 – 3:05	5
3:05 – 3:40	6
4:00 – 4:40	Clubs & activities (P1-2)

P3 – P6	
8:50 – 9:00	Registration
9:00 – 9:55	1
10:00 – 10:55	2
10:55 – 11:15	Break
11:15 – 12:10	3
12:10 – 1:10	Lunch
1:10 – 2:05	4
2:10 – 3:05	5
3:05 – 3:40	6
4:00 – 4:40	Clubs & activities

7.6 Secondary School Timetables

M1 – D2	
8:50 – 9:00	Registration
9:05 – 10:00	1
10:05 – 11:00	2
11:00 – 11:20	Break
11:20 – 12:15	3
12:20 – 1:15	4
1:15 – 2:05	Lunch
2:05 – 3:00	5
3:05 – 4:00	6
4:00 – 6:00	Clubs & activities

Section 8 - Pastoral Care, Student Council, Student Support and Expectations

8.1 Introduction

The pastoral care, student support, rewards and sanctions procedures of the school are based on the philosophy that, students who are happy with their environment, who are inspired by the process of learning and who feel secure with those who facilitate that learning, will be successful and will rarely have problems at school. We expect students to demonstrate behaviour that reflects the school's philosophy and *SIS Values* and recognise that students learn by example. If adults in school and at home model the behaviours we wish children to acquire, then they are more likely to succeed.

Our aims are for students to

- show respect, understanding and sensitivity towards other cultures and the rights of others
- grow in their capacity to exercise sound moral judgments and democratic values
- learn and demonstrate self-discipline through mutual respect and concern for the local and global community
- accept personal responsibility for their actions and account to their teachers and parents/guardians for their conduct
- be diligent in pursuing their studies and attend school regularly and punctually
- comply with the school guidelines and expectations

(See also the *SIS Values* statement in section 1.2.)

To achieve this, SIS

- provides a pastoral care and learning support structure in which students feel secure and are able to progress and be successful
- provides a clear rewards system to promote a positive learning environment and reward those students that demonstrate high achievement, exceptional effort, outstanding service, excellent behaviour and other significant contributions to the school
- makes clear our expectations and deals with breaches of school guidelines in a fair, consistent and timely manner

These structures are designed to ensure that we have a safe environment in which all students can learn and succeed and in which they are rewarded for outstanding performance.

8.2 House System

Throughout the school, students belong to one of four houses: Egyptians, Greeks, Phoenicians or Romans. The school tries to place siblings in the same house.

There are a number of inter-house competitions throughout the year.
Sporting Inter-House Awards include:
Inter-House Swimming Gala Cup – Secondary
Inter-House Athletics Cup – Secondary
Inter-House Sports Cup – Secondary

The swimming gala cups and the athletics cups are based on the one-day major sporting events.
The Sports Cup is based on regular sporting competitions involving a number of sports throughout the year.

8.3 The Role of the Pastoral Leader and the Academic Advisor/Classroom Teacher

In the primary school the pastoral role is performed mainly by the classroom teacher. The classroom teacher delivers much of the programme to the students, spends a significant part of each day with them and gets to know them well. Parents can make contact with the class teacher at any time to discuss academic or personal progress or development.

In the secondary school, the Pastoral Leader and Advisor are key contact people between parents and the school in matters concerning students' pastoral care, academic progress and personal development. They play an important role in supporting children through their time at school. They have an overview of a student's progress and take a particular interest in his/her individual development.

Students in years M1 to D2 have timetabled periods with their advisor each week. The advisory sessions provide secondary students with opportunities to consider a wide range of issues and are also an opportunity for advisors to monitor progress with individuals and groups of students. Target setting and the development of a strong 'growth mindset' will be key in developing our students as effective young people.

If parents/guardians have any concerns or suggestions regarding their child's progress and development they should always contact the Advisor in the first instance. The Advisor will then follow this up with relevant teachers, where appropriate.

8.4 Student Councils

One of our aims is to develop in all students a sense of responsibility, involvement and a spirit of community service. We also acknowledge that students can make valuable contributions to assist in the organisation and operation of the school. The primary and secondary student councils, which provide a forum for achieving these aims and give students the opportunity to express their views, which are listened to with respect and consideration and are valued greatly.

Student council goals

The goals of the student councils are

- to promote school and community spirit
- to improve the school environment
- to develop a positive attitude towards responsibilities, rights and duties
- to develop a sense of community service and social compassion
- to contribute to essential agreements that will lead to improved relations around the school

The benefits of the student councils

Students

- develop leadership skills
- develop an understanding of roles and responsibilities
- develop an understanding of representation and democratic principles
- learn to solve problems equitably
- develop confidence
- learn to participate in discussions and debates
- become better listeners

The student councils operate throughout the school, with representatives elected from each year group from PYP2 to D2. They meet regularly to discuss school issues and procedures and recommend changes and improvements. They are also proactive in arranging charity fund raising events and other initiatives which benefit individuals or organisations.

8.5 Psychological Support and Counseling

SIS tries to avoid using sanctions by providing academic and pastoral support to all students through the Pastoral Leader, advisor or class teacher. If a student requires further support, this can be provided by the school's in-house psychologist or a senior member of the pastoral team.

Students are free to make use of drop-in sessions offered by the school psychologist (for example at lunchtimes) and can also make fixed appointments at certain times of day. The school nurse, who is a qualified counselor, also provides a confidential source of advice for students. In order to ensure equitable access to psychological support for all SIS students, parents may be asked to fund sessions for students requiring intensive or ongoing psychological support in the school setting.

Where students need (or indeed prefer) to seek external psychological/psychiatric support, the school will help to facilitate the referral process and will always collaborate fully with appropriately qualified external professionals to ensure a coordinated approach to student well-being. Parents will always be consulted before an external referral is made.

As part of their service to the community, Diploma students are also available to act as mentors to younger children. This service, for which the Diploma students are carefully trained, and which is closely monitored, allows students to discuss issues in a less formal situation.

8.6 Anti-Bullying Policy

Everyone at SIS has the right to feel welcome, secure and happy. If this is the case all members of the school community will be able to achieve to their maximum potential. Bullying of any sort prevents this and prevents equality of opportunity. It is the responsibility of all members of our community to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims should feel confident to activate the anti-bullying systems within the school to stop the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied students and help build an anti-bullying ethos in the school.

Definition of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, electronic abuse through websites, text messages or e-mails, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. We ensure that all students know the difference between bullying and falling out or one-off incidents or disagreements.

Actions to Tackle Bullying

Prevention is better than cure. At SIS we are vigilant in looking for signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce the ethos of the school and help students to develop strategies to combat bullying-type behaviour.

Students are told that they must report any incidence of bullying to an adult within school, and that when another student tells them that they are being bullied or if they see bullying taking place it is their responsibility to report this to a member of staff. There is a provision for students or parents to report incidents anonymously.

All reported incidents of bullying are taken seriously and investigated by staff members. A record is kept of reports and confirmed incidents. The class teacher or advisor of the victim is responsible for this and is required to give a copy of any report and the action taken to the Head of Primary or Pastoral Leader. Older students may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate coordinated action, all proven incidences of bullying are reported to the Head.

Upon discovery of an incident of bullying, we discuss, with the children, the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each student is given an opportunity to talk and the discussion is focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one student is involved in bullying another. Role-play and other drama techniques can be used. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used within the affected group to confront bullying that may already exist.

Victims who are worried about openly discussing an incident when the aggressors are present can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying. We have a mentoring system run by Diploma students that is one very good channel of communication for those being bullied.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies will be excluded from school). We also have a monitoring system incorporating a reward for achieving desired behaviours.

Parents are expected to inform their children that they must tell someone if they are being bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at SIS, we believe that even one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

8.7 Learning Support

SIS is committed to an ethos of inclusivity and promotes an inclusive approach to education increasing access to learning, engagement and actively seeking to remove barriers to learning. Valuing diversity and difference is a key aspect of becoming more internationally minded and is therefore one of our main goals. At SIS we recognise all students as individuals with a wide range of abilities and learning styles. Moreover, the generic term “Learning Support” rather than “Special Educational Needs (SEN)” has been adopted, as we feel it caters best for the wide spectrum of learning needs along a continuum. Accordingly, we have developed a Learning Support Programme designed to respond positively to each student’s unique learning profile and provide support to students with diverse learning needs.

Students with Learning Support requirements may:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.

- display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum.
- have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment.
- require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

Differentiation is an integral part of teaching and learning at SIS. This may involve utilising collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students. Moreover, the central place of Approaches to Learning (ATL) helps teachers and students respond in a flexible way to those students who have Learning Support requirements. However, in those cases where students require instruction beyond regular teaching practices, Learning Support may be provided.

Learning support is bespoke to each individual's needs. Our Learning Support Programme endeavours to ensure that appropriate provision is made to realise each student's maximum potential in all areas of their development, providing students the support required to meet their individual learning targets. Our main aims are to work positively and collaboratively with students, parents/ guardians and teachers.

Whilst every effort is made to accommodate each student's individual needs, in certain circumstances we may not be able to provide the appropriate Learning Support required to meet those needs. In this case the school will liaise with parents to find alternative provision.

At SIS the Learning Support Team provides a tailor made programme for each student, which is flexible and can support their changing needs during the academic year. This flexible model may include one-to-one support, small group work and in-class support, depending on the needs of the individual student. Providing support in this way allows students to develop competency in meeting individual learning targets, encourages independent learning and enables them to become fully integrated members of our community. This support comes at an extra charge of 875€ per term, per student.

The need for support is usually determined during the admissions procedure. Parents will be informed of the school's recommendations for support and admission for students requiring Learning Support provision is dependent on parents agreeing to the additional support. Learning Support incurs an additional cost, which includes all lessons to fully meet the needs of students on a flexible basis, all meetings with teachers, parents and/or outside agencies, internal evaluations of students' needs as well as drawing up and reviewing IEPs.

We also have a responsibility to address any concerns that may arise during a student's school career and any assessment and recommendation for support will be undertaken in consultation and collaboration with the student and parents. The school encourages parents to take an active role in their child's progress and facilitates liaison with the Learning Support team.

The Learning Support Team welcome any further enquiries you may have.

(See the SIS Learning Support Handbook for further details).

8.8 English Language Development

The English Language Development (ELD) programme supports the learning of students who do not have English as a first language. The aim of the ELD Department is to improve the English skill sets

of those students who study within it, whilst always maintaining and celebrating their own cultural diversity. We believe that the key to developing successful multilingual learners lies in collaboration between language specialists, teachers, parents/guardians and students. All ELD students work towards individual language development targets and are carefully tracked and monitored, from developing their basic interpersonal communication skills (ELD Stage 1) to the continued development of their academic language proficiency (ELD Stage 2). Students on Stage 1 of the programme follow an adapted curriculum of intensive English with some inclusion in mainstream classes, while Stage 2 of the programme develops academic language proficiency while allowing students to fully access the mainstream curriculum with a flexible combination of intensive English sessions, small group work and in-class support. There is a termly charge of €875 in the secondary school.

8.9 Recognitions

The school rewards students for many different forms of achievement and effort. Formal recognition involves gaining merit marks in the form of *SIS values* stickers (P3 to M3) and subject-specific commendations postcards (M4-D2) for exceptional effort or behaviour or high quality work produced in class or at home. Merits are awarded for displaying the attitudes and attributes in the *SIS Values* document (see section 1.2).

The rewards are based on achievement in any activity. Students may be recognised for work or behaviour that the teacher feels is of a high standard or for a greatly improved performance in class or homework. Each reward contributes to the *SIS MYP Values Profile Certificate* and to the student's house points.
For secondary students, the accumulation of merit marks contributes to the *SIS MYP Values Profile Certificate*, presented at school assemblies.

In the secondary school, the Global Citizenship Programme presents the International Global Citizenship Award and Kindred Project Award which celebrate and recognise student achievement, especially in the realms of community and service.

8.10 Expectations

Sotogrande International School stresses the following personal characteristics. (See also the *SIS Values* in section 1.2.)

Respect	having respect for yourself; having respect for others irrespective of the differences they may have; having respect for the property and rights of others; demonstrating good manners towards everyone
Integrity	telling the truth; meaning what you say; keeping your promises
Responsibility	taking responsibility for your own actions; carrying out your obligations; not blaming others
Self-Control	controlling your own actions, feelings and emotions; not losing your temper with others
Understanding	understanding that all people have equal rights; showing intercultural understanding towards those whose behaviours and values may be different from your own and realising they can be right too

Students are expected to:

- show respect to others in the way they interact and speak to them
- conduct themselves appropriately both in and out of the classroom
- conduct themselves in a way which does not interfere with other students' learning
- consider the safety of others
- maintain an appropriate standard of work

- keep up to date with their work, meet deadlines and complete all homework
- remain on campus throughout the school day, be punctual to lessons and have good attendance throughout the year
- wear the correct uniform at all times and respect the regulations regarding jewellery, makeup and footwear (see below)
- refrain from bringing prohibited items into the school (see below)
- respect the belongings of others
- respect the environment, property and facilities of the school, including keeping the school free of litter
- follow instructions given by any member of staff

8.10.1 Uniform and appearance

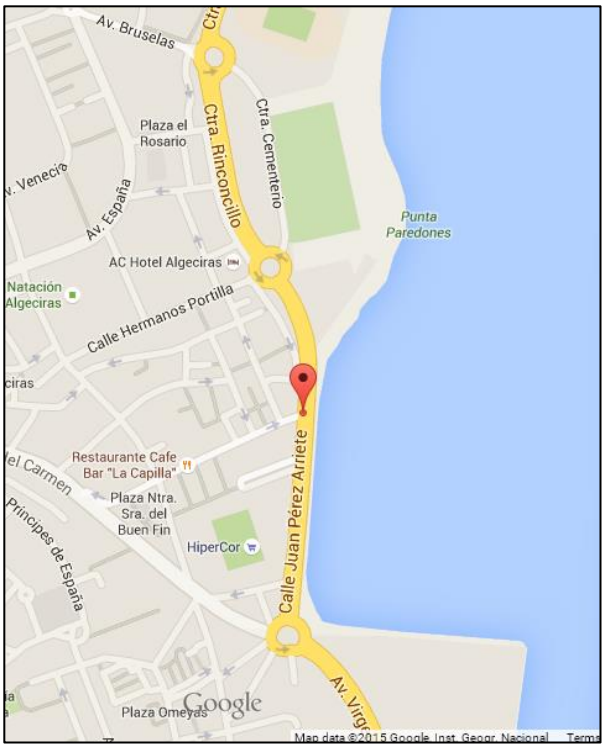
Full school uniform should be worn at all times including for any visits or trips unless otherwise advised. Students should wear black shoes or black trainers. Student's own jackets may be worn outside but should not be worn in classrooms or in the dining room. The uniform list appears in Appendix 2.

With regard to make-up and jewellery our key principles are to be reasonable and to maintain safety. Students are allowed to wear discreet and reasonable make up, including discreet nail varnish and discreet hair colouring. Students are also allowed to wear a discreet and reasonable amount of jewellery. A necklace, a bracelet (including a friendship bracelet), a watch, a simple finger-ring and stud ear-rings are allowed, although for reasons of health and safety, a simple stud may be used to keep body-piercing holes open. Necklaces must be kept out of sight beneath the collar of a shirt or blouse. Other adornments, such as tattoos, must be hidden at all times. Facial body-piercings are not allowed.

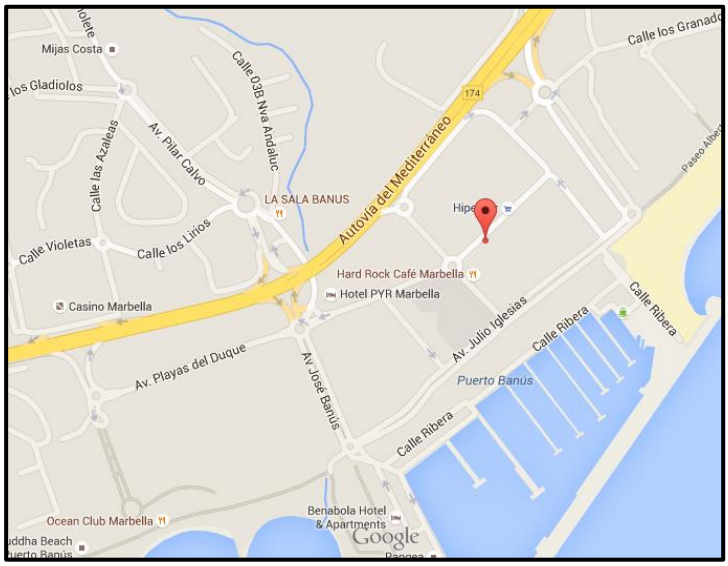
Whilst it is recognised that this is a difficult area to legislate upon, and may conflict with students' own desire to express themselves, these expectations should be respected and parents should ensure that when students leave for school, they conform to the guidelines for uniform and appearance. **Any valuable items detailed above are solely the student's responsibility at all times during the school day. Staff will not be responsible for any loss incurred, even if it is temporarily entrusted to the safety of a member of staff.**

All items of school uniform can be purchased from El Corte Ingles stores in Algeciras or in Marbella. Addresses and contact details for both shops as follows:

(Paseo Juan Pérez Arriete s/n, Algeciras; tel. 956 582 800; opening hours 10:00 - 20:00)



(Ramón Areces, s/n Puerto Banús, Marbella; tel. 952 909 990; opening hours 10:00 - 20:00)



All school uniform and PE kit will be supplied by El Corte Inglés

Primary School Uniform	
Early Childhood EC1 - EC2	**PYP1 – PYP6**
School navy blue tracksuit School navy blue sport shorts	Grey trousers, skirt or shorts (no denim, jeans, leggings, chino or cargo style)

White polo shirt with new embroidered school logo Grey, black, white socks/tights Trainers (Velcro recommended, no laces) Summer dress and school blue v-neck jumper or blue cardigan (optional for EC2)	White polo shirt with new embroidered school logo School blue v-neck jumper or blue cardigan with the new embroidered school logo for both boys and girls Grey, black, white socks/tights Plain black shoes or plain black trainers (Velcro recommended, no laces) Summer dress (optional for PYP1 to PYP4 girls)
EC1 – P2 PE Sports Uniform	**P3 – P6 School PE Sports Uniform**
White t-shirt with school logo printed on. (new for academic year 2015) School navy blue sports shorts School navy blue tracksuit Trainers (velcro recommended, no laces)	White or dark blue polo sports shirt or White or dark blue v-neck sports shirt Navy blue sports shorts Navy blue sports skort (for girls) White socks Trainers – any colour Navy blue tracksuit Any purchased Samurai kit
Secondary School Uniform	
Middle School M1-M5	**Upper School D1 and D2**
Grey skirts, shorts or trousers (no denim, jeans, leggings, chino or cargo style) White polo shirt with new embroidered school logo School blue v-neck jumper or blue cardigan with the new embroidered school logo for both boys and girls Black, grey, blue or white socks or tights Plain black leather shoes or plain black trainers (no coloured trim)	Smart plain black skirt, bermuda-style shorts or trousers (no denim, jeans, leggings, chino or cargo style) Light blue polo shirt with IB logo Grey sweatshirt with IB logo Black, grey, blue or white socks or tights Plain black leather shoes or trainers (no coloured trim)
M1 – M5 PE Sports Uniform	**D1 and D2 PE Sports Uniform**
White or dark blue polo sports shirt or White or dark blue v-neck sports shirt Navy blue sports shorts Navy blue sports skort (for girls) White socks Trainers – any colour Navy blue tracksuit or Navy blue plain hoodie Any purchased Samurai kit	M1-M5 school sports kit or personal sports clothing for recreational activities, or any purchased Samurai kit

8.10.2 Mobile phones and items of value

Mobile phones may be brought into school but should be unseen during lessons. In certain lessons, permission may be sought from the teacher to listen to music whilst working. This remains at the discretion of individual staff. All valuable items remain the student's responsibility, and should be locked away when not in use. **However, we strongly recommend that students do not bring any unnecessary items of value to school. The school does not accept responsibility for the loss or theft of any items of value even if they are temporarily passed to a teacher for safe keeping.**

8.10.3 Prohibited items

Students should not bring the following items into school

- cigarettes, alcohol or any other drugs or inhalants (except prescription drugs which should be given to the school nurse for dispensing)
- racist, sexist or other hurtful, offensive or discriminatory material
- weapons or dangerous implements of any kind
- chewing gum
- any other items as directed by any member of staff

Parents of EC students should consult the Early Childhood Handbook for additional information about expectations.

8.10 Random drug/substance tests

As part of our ongoing commitment to supporting and educating our children about substance abuse, we are at liberty to employ a random drugs test process for all students from M4 and above.

Why test students?

To deter and prevent drug/substance abuse
To identify students who need help/support getting and staying drug free
To further empower our students to say "No" to the use of drugs/substances
To encourage positive decision making and healthier lifestyle choices

In summary, the key aim of drug testing at SIS is prevention not punishment.

8.11 Sanctions

There are some specific types of behaviour which will not be tolerated. Our expectations are clear and, if after support and tutoring, a student still falls short of them then sanctions will be applied. The level of sanction depends on the level of the breach of the expectations. The Pastoral Leader or advisor/class teacher keeps an accurate record of any breaches and sanctions and informs the Head of Pastoral Care about students causing concern or in need of support.

First level

Teachers deal immediately with minor breaches of school guidelines that occur in the classroom. Minor breaches may result in isolation from a class, loss of recreational time, or the need to do recovery work.

Second level

Slightly more serious or repeated minor breaches are referred to the advisor/class teacher, Leader of Learning and/or Pastoral Leader. Sanctions may include loss of privileges, school detention, and removal from school events, service to the school community or additional recovery work.

Secondary students may also be placed on report at this level. Students who are on report have their attitude and effort recorded in each lesson. The report is signed by the teacher after each lesson and by the advisor at the end of each day. The report is also brought home by the student each day for the parents/guardians to sign.

Third level
Very serious or repeated breaches of the expectations may result in an internal school detention. This is a serious sanction that forms a long-term part of the student record.

Fourth level
For extremely serious breaches, the student could be temporarily externally suspended. External suspension from school is an extremely serious, but rarely used, sanction.
Internal or external suspension may be used in cases of:

- threats, bullying or intimidation of other students including violent, dangerous, racist, sexist or other hurtful or discriminatory behaviour
- damage or theft of property
- use, possession of, distribution of or active contact with cigarettes, alcohol or other banned substances
- disruptive behaviour, including use of offensive language
- use or possession of weapons
- persistent breach of school guidelines
- a serious breach of school guidelines

The suspension process is comprehensive and can be lengthy in order to be fair to all students. The Head of Section liaises with teaching staff, the student's Pastoral Leader, advisor or class teacher and the Leaders of Learning to gather information about the student's behaviour. The student is informed about the reasons and consequences of the suspension and parents are informed by telephone and then in writing. The Head of School makes the final decision about any suspension. Parents may appeal to the Board of Directors if they disagree with a suspension.

If a student commits a further serious breach of guidelines after having been suspended then this may lead to permanent exclusion from the school. Cases of the most serious breaches of guidelines may lead to immediate permanent exclusion from the school.

Breaches of SIS uniform policy: Primary
1st breach: Homeroom teacher informs parent by putting a sticker in the student's diary which parent needs to sign. Breach is recorded in Managebac.
2nd breach: Homeroom teacher informs parent again and puts another sticker in the student's diary which parent needs to sign. Breach is recorded in Managebac.
3rd breach: Homeroom teacher refers the breach to the Head of Primary who then sends a letter home by email.
4th breach: Exclusion. Student is sent home. Parents are contacted and asked to collect their child from school.

Breaches of SIS uniform policy: Middle and Upper
1st breach: Student receives a verbal warning from the advisor, the breach is recorded in SIMs and the Pastoral Leader is informed.

2nd breach: Parents are informed by email, the breach is recorded in SIMs and the Pastoral Leader is informed.
3rd breach: Advisor refers the breach to the Pastoral Leader who provides substitute uniform for the day, the student is placed on a detention and a further letter is sent home by email.
4th breach: Exclusion. Student is sent home. Parents are contacted and asked to collect their child from school.

Section 9 School Campus and Property

9.1 School Campus

All students should remain within the school campus during the school day. A student may only leave the school campus during the school day with the authorisation of the Head of Primary/Pastoral Leader. When the secondary student receives written permission, he/she must then get a pass from school receptionist to present to security guard. All students leaving the campus during the school day must sign out/be signed out at the reception desk.

Out of Bounds

Most areas of the grounds are accessible to students however certain areas are out of bounds at times when they are being used by other sections of the school e.g. the playing fields or the courtyard. Some areas of the school may be out of bounds during maintenance work or for other health and safety reasons.

Some areas are out of bounds at all times.

- the area behind the sports hall is out of bounds to all students
- the road and the area where vehicles are parked are out of bounds to all students between 8.50am and 3.45pm
- areas of woodland or fields beyond the perimeter of the campus are out of bounds
- the lifts are for the use of incapacitated or disabled students and for the transport of goods: students may only use the lifts if they have been specifically authorised to do so

Some areas may only be entered under proper supervision.

- students may only use the swimming pool with proper permission and under the supervision of a qualified lifesaver
- students should only enter a specialist teaching area such as the gymnasium, art room, music room, theatre or science/ICT laboratories when instructed to do so by a member of staff

9.2 Play areas

There are designated play areas for students in all parts of the school. EC1 has an enclosed playground with adventure equipment and all-weather soft flooring. EC2, PYP1 and PYP2 have an extensive play area around the south and west side of their building with their own adventure playground and all-weather surface. There is a hard-court playground to the north of the Primary School building for primary students. At break times, secondary students may use the playing field, the area around the timber building, the area around the secondary school building and to the west of the main building adjacent to the swimming pool. Secondary school students may also use the cafeteria at break times.

9.3 Equipment and Books

Students are expected to treat all school equipment and books with care. Every student is expected to have the appropriate equipment and books with them at each lesson. Students should organise themselves and collect items from their lockers before, not during, class.

Each student should have the minimum equipment of pens, pencil, ruler, and eraser. In addition they should have appropriate specialist equipment, e.g. maths equipment (protractor, compasses etc.), scientific calculator or Texas Ti84 graphical calculator (M4 and above) and appropriate

simple translation dictionaries. In the primary school, students from PYP1 upwards should be encouraged to have a pencil case of their own with essential items.

Our international curriculum requires the use of a wide range of resources. Students are expected to take good care of these and to return them in good condition. Books and equipment which are lost or damaged will incur a charge.

9.4 Leavers

Students who are leaving the school must return all subject books, library books and equipment which belong to the school to the relevant member of staff. They should ensure a Leavers' Receipt Form is completed and returned to their class teacher or advisor prior to their departure. Failure to complete the Leavers' Receipt Form will result in deductions from the deposit held by the school and in some cases the deposit being withheld.

Personal ítems

9.5 Lockers

Lockers are provided for students in PYP3 to D2. These are for storage of personal belongings and books. Students are provided with a combination to operate the locking system. Students should plan their timetable so that they only visit their lockers at break and lunchtimes, and the beginning and end of school, but not between classes.

Lockers should be cleared and cleaned at the end of each term. Any locker left locked at the end of the school term may be forcibly opened and cleared for health and security reasons.

Bags and books should not be left around the school as this may hinder escape routes and fire exits.

9.6 Lost Property

All personal possessions, including clothing and shoes, must be clearly labeled with the student's name. Clothing left around the school, including the changing rooms is collected daily and placed in the lost property box. Lost property is kept in drawers near the entrance to PE building. In the primary school, it is kept in drawers in the Little Einsteins and Sue Jenkins Centre of Learning buildings. Students are encouraged to check these drawers regularly and remove any items belonging to them; other personal or valuable items are handed to the Head of Primary.

Section 10 Events, Performances and Excursions

We offer a diverse range of events, performances, activities and excursions that provide excellent learning opportunities for our students. As far as possible, all major events are included in the school calendar issued at the start of each year.

10.1 Expressive Arts Events

The expressive arts are a most impressive feature of the programme we offer. Through the arts, students learn how to express themselves in diverse ways, have the opportunity to develop their own ideas and gain confidence in being able to express those ideas. We give students many opportunities to demonstrate their expressive arts skills through dramatic performances, concerts, exhibitions, assemblies, and presentations. These important skills are an invaluable preparation for their future educational and career success.

Expressive arts events can include:

- The Back to school party
- Kiss the Kasbah
- A primary first school production/class assemblies
- the Early Childhood and P1/P2 Winter Performance
- Christmas Carol Concert
- A P3-P6 musical production
- A secondary school musical
- Numerous secondary dramatic performances
- Diploma Art students' exhibition
- Musical presentations throughout the year which showcase our musical talent

The school is registered as an examination centre for drama examinations offered by the London Academy for Music and Drama (LAMDA). These take place in the school each November and June.

10.2 Individual Music Tuition

Individual music tuition is an important part of the extra-curricular programme. Many students take instrumental and vocal music lessons. The instruments offered at present are guitar, piano, drums, woodwind, strings, brass and singing. Main enrolment for lessons takes place at the beginning of September each year although students may apply during the school year and can begin tuition at any time if space is available.

The school is registered as an examination centre for the Associated Board of the Royal Schools of Music (ABRSM) and Trinity Rock School examinations and these take place in the school each November and June. There are regular instrumental concerts when students perform music they have been taught in their lessons.

10.3 Sporting Events

One of the key features of the learning experience at SIS is the extensive physical education, sports and activity programme. PE is a very important part of our formal and informal curriculum. PE lessons and extra-curricular sporting activities are designed to produce healthy, active and knowledgeable pupils.

Sporting events include:

- sports days and swimming galas which are showcases of our school's sporting talent
- football training (SIFA), matches and competitions which take place all year – all ages and both sexes take part in fixtures with local and international schools,
- international schools swimming gala

- international schools cross-country competition
- international schools golf competition
- ski trip to Sierra Nevada
- students also participate in international and local sporting competitions including football, tag rugby, hockey, volleyball and basketball

10.4 Trips, Excursions and Other Events

SIS believes that experiential learning is very important and that learning opportunities should be created outside school (see Appendix 10). To achieve this SIS has a programme of field trips, excursions and student exchanges that are closely linked to units of inquiry and curriculum topics. There are regular field trips and excursions throughout the school year. They are an important part of the curriculum therefore it is expected that all students will attend and consent forms should be completed and returned in good time before they take place.

Field trips and excursions include:

- IBPYP unit of inquiry trips
- PYP4 and PYP 5 overnight trips
- PYP6 transition to MYP overnight trip
- MYP1-5 bonding trips
- MYP integrated curriculum trips
- Diploma field trips and excursions
- Other curriculum trips covering a huge range of locations in Andalucia and beyond
- Local and international special events
- Cultural and sporting exchanges with other international schools

All of these trips and excursions are coordinated with the programme of study to enhance learning for the students.

Other activities include

- Model United Nations club and conference trips to develop international understanding and debating skills
- the Duke of Edinburgh Award programme (also known as IAYP - International Award for Young People) with its focus on skills development, creativity and exciting expeditions
- community and service trips to Morocco for all students in M5-D1
- community and service trips to Uganda and Ecuador for M3-D2 students
- International Global Citizenship Award with its focus on developing intercultural responsibility
- Library events and book fairs that encourage a love of books and of reading throughout the school
- Various competitions e.g. photography, creative writing, design
- the Primary (First) country walk and garden party that are major events of the year for younger students

10.5 Assemblies

There are regular assemblies In both the primary and secondary schools. These provide opportunities for students to demonstrate their presentation and performance skills to an audience of their peers. Assemblies are usually curriculum-related and are an opportunity to celebrate the students' work; to praise individual and group achievements; as well as to share information. There are also several special whole school assemblies throughout the year e.g. for United Nations Day.

Section 11 Administrative Procedures

11.1 Office Administration

The school office administrative team consists of the Head of Administration, Marketing Director, admissions officer, personnel officer, finance officer, business and finance assistant, receptionist and administrative assistant. All office personnel are available for consultation and to assist students and parents with their inquiries. (See section 2.3 for the list of administration staff.)

11.2 Inquiries

In person: Inquiries should be made at reception where they will either be dealt with directly by the receptionist or referred to the appropriate person.

By telephone: All incoming calls pass through the switchboard at reception. If you know the extension you can dial through to the person you want. During the peak hours of 8.30-9.30am and 3.00-4.00pm, it may be necessary to leave a message on the answering machine. Messages are attended to as soon as possible.

By e-mail: Inquiries should be sent to the appropriate person using the format: person's first name initial, full family name followed by @sis.gl e.g. for Anne Adamson contact aadamson@sis.gl.

11.3 Parent Communication

School Newsletter

A newsletter is emailed to parents each Friday afternoon, including upcoming events for the following week. This will also appear on the home page of the school website: www.sis.gl.

Website

The website is constantly being updated with information relevant to staff, parents and students. News about trips and activities which have taken place appear as constantly changing blogs.

11.4 Student Records

Contact Information

It is essential that the school maintains an up-to-date database of student and parent contact information. It is the responsibility of parents to inform the school in writing of any changes of residential address, e-mail address or telephone numbers. Information can also be sent by e-mail to: info@sis.gl .

11.5 Intention to Remain at the School

In order to assist in the allocation of school places for the following school year, parents are required to confirm their child's intention to continue at the school before the end of each spring term. Parents whose children are boarders will be asked to secure their boarding place at the same time. An electronic form is sent to all parents requesting information about their intentions for the subsequent year.

Parents who do not formally notify the school of their intention to withdraw their child (or move out from boarding) by 4pm on Friday 18th March will automatically lose their deposit. To formally inform the school an email must be sent to admissions@sis.gl and receipt of this notification will be acknowledged.

Parents who wish their children to continue at SIS will then automatically be asked for an advance payment of 500€ per child for the first term fees of the new school year, to secure their place.

In the event that there are fees arrears at the end of an academic year the continuation of the child's education at SIS cannot be guaranteed until this matter is addressed.

11.6 Visits and Appointments

Visitors

Visitors to the school are always welcome. However, it is important for reasons of security and the safety of children for us to know who is on site at any time. Parents and visitors must sign in on arrival at the main gate, at which time they will be given a pass on a lanyard, which they are expected to wear throughout the time they are on the school campus. Equally they should hand back the pass to the security guard and sign out again when leaving the premises.

Appointments

If parents or others wish to see individual teachers they can make an appointment through contacting the teacher directly by email. If parents or others wish to see a member of the administrative staff they can make an appointment through contacting the school office. This can be done by a personal visit, by phone or fax or by e-mail. Informal conversations may sometimes be possible with teachers after lessons at the end of the school day, but in general we prefer that arrangements be made in advance so that teachers can devote proper time to such meetings and can arrive prepared.

11.7 School Buses

School buses run from San Pedro and Marbella in the east and from Tarifa and Gibraltar / La Linea in the west, with pick up points en route. Parents may sign up for this service at the beginning of the school year.

Parents who wish to use the school buses are asked to contact the School Bus Coordinator in the school office who will make arrangements according to the bus routes in operation. Bus routes, times and drop-off/pick-up points are established at the beginning of each school year. A list of these is available from the school office.

Contract

Bus services are contracted by parents on a termly basis and paid for in advance with the school fees. Once a contract has been agreed to use the school bus for a term, no credit can be given for any part of the term. Only students who have a termly contract are allowed to use the school bus. Signature of the bus contract indicates acceptance of the rules and regulations for using the school bus.

Guidelines for use of the school bus

Normal school rules and expectations apply when students are on the bus, as set out in Section 8.8. In the case of a student not complying with school expectations, he/she will be suspended from using the bus service. The monitor is responsible for achieving the best travelling conditions possible for each journey. It is, therefore, necessary that students immediately carry out any instructions given by the monitor. In the case of a student not carrying out the monitor's instructions, the student will be suspended from using the bus service.

Students should only occupy one seat on the bus and wear seat-belts where provided. (The monitor has the authority to allocate seats to students.)

Students are only collected from the bus stop that has been agreed with the parents and at the time established at the beginning of the term. The bus does not wait for any student who is late. The afternoon bus only collects students from outside the school and not from any other bus stop. The students can only leave the school bus at the bus stop that has been agreed with the parents. In order to change the bus stop, verbal or written authorisation is needed from the parents at least one day in advance.

Any queries or questions regarding the school bus service should be directed to the school office and not through the bus monitors.

11.8 Parking

With a school of over 700 pupils, more than 500 of whom arrive by car, there are problems of traffic and people congestion at certain times of the day. Parents arriving by car in the morning should drop children in the clearly indicated drop zone and follow the directions of our traffic controllers. Under no circumstances should cars be left unattended in the drop zone as this creates problems for other drivers and leads to greater traffic congestion. Parents who wish to park should arrive well before 8.50am and use the spaces **below** the pedestrian crossing, again following the directions of our traffic controller. Only very young children should be walked to their class by parents, others should be dropped off to make their own way to their class.

In the afternoons school pickups are staggered so there should be slightly less congestion. Please be considerate to others by not double parking and then leaving your car, or blocking other cars in. If you do need to wait in your car, please park so that children can walk past without having to go onto the road. Please do not park on or near the pedestrian crossing. It is essential that the school buses have easy access to their parking spaces, so please do not obstruct their designated areas - by the school gates, and at the top end of the car park.

11.9 Catering Arrangements

School lunch

Catering services are provided by Sodexho, a large multi-national catering company. They are very experienced in providing nutritious and healthy cafeteria services to educational establishments around the world. As of November 2015, their catering service at SIS is split between two venues, a large cafeteria on the ground floor of the main building and a chiringuito (small cafeteria) near the swimming pool.

For children from EC1 to M5 all meals are taken in the cafeteria.

EC1 and EC2 children are served lunch at special tables; PYP1 to PYP3 are served lunch at the normal tables; other students enjoy a cafeteria-style self-service food bar that provides a wide selection of meals.

School lunch is obligatory for all students from PYP1 to M5. EC1-2 children may choose between school lunch and bringing their own packed lunch. Any special dietary needs or allergies should be notified in writing when the student joins the school. All dietary needs are catered for as far as possible, but if a student has a special medical condition which means they cannot take school lunch, parents should write directly to the Head, with a supporting doctor's letter, requesting to be excused school lunch.

Students in Diploma are allowed to opt out of the school lunches and may choose to either bring a packed lunch, or eat in El Chiringuito where food is available at additional cost.

When students leave the school on organised trips, the school provides an appropriate packed lunch.

Community cafeteria hours

The Chiringuito is open for coffee and snacks for parents from 8.30am -10.00am and 3.30pm - 5.00pm. Only secondary school students may use the main building cafeteria at morning break.

Guest lunches

Only invited guests are able to have lunch. The cafeteria is not open for parents to have lunch.

11.10 Use of the Telephone

The school has an extensive internal telephone system connected to a switchboard in the school reception. All incoming calls (except for the Boarding House) must pass through the switchboard. In a busy school it is essential that the switchboard is kept free for school business. Students are therefore only permitted to use the school telephone in exceptional circumstances. There is a coin operated telephone available for public use in the main reception area.

The use of mobile phones is not permitted in Primary. In Secondary mobile phones should only be used in an emergency and with permission of a teacher. We request parents refrain from contacting students during the school day, however if for some reason it is essential to contact your child, please try to do so at break or lunch times.

11.11 Booking School Facilities

School facilities are available for use by the community. These facilities include the Astroturf sports pitch, the gymnasium, the swimming pool, art room, music room, ICT lab and the theatre. These can be hired outside school hours. Details of terms and conditions and prices are available from the school office.

Section 12 Library Resource Area

12.1 Introduction – *The Link*

"*The Link*" is the name given to our Library Resource Centre, which is on the first floor of the main building, serving all staff and students from PYP 3 to DP 2. There is also a smaller library facility in Little Einsteins building for students from EC1 to PYP2.

The Link is a centre of learning in the school where students have access to a wide range of learning resources and services to support and enhance the school's curriculum. It provides resources for independent leisure reading and supports the development of literary appreciation, information literacy skills and lifelong learning skills.

All SIS students and staff are automatically library members; there is no joining procedure.
A library induction is offered to all students.

Please note parents are also welcome to use our library; just ask the librarian for a membership form.

Opening Hours

The Link is open during term time from Monday to Friday, 8.45am to 4.30pm. **Primary students may not use the library unsupervised after 4.00pm.**

Staff

We have two library staff who provide assistance and guidance as required.

12.2 Resources

The Link offers a wide variety of multimedia resources (approximately 12,000) and other support services, including:

Online catalogue (includes one-click links to several thousand approved educational websites)
Access to subscription databases and services
Books
(*About 80% of our collections are in English, the main language of instruction; however we also have many fiction & non-fiction Spanish resources and smallish collections of literature in French, German, Dutch, Finnish and Russian.)**
Periodicals
CDs & DVDs

Computers – 13 terminals with wired network connections and internet access
Printers – 2 networked laser printers
Photocopiers
Scanner
Laminator
Bookbinding machine
Digital cameras and tripods

**The librarian would be delighted to hear from anyone who might be interested in helping extend the current range of languages on offer. Please contact aadamson@sis.gl*

12.3 Resource loan system

Student loan entitlements are as follows:

PYP3 - PYP6	4 items
MYP1 - MYP3	5 items
MYP4 - DP2	6 items

The loan period for resources is normally two weeks, but this can be extended if required. Fines of 10 cents per item per day (excluding weekends) may be charged on overdue loans.

Borrowing of books from Little Einsteins Library is organised directly by EC1 - PYP2 classroom teachers.

Section 13 Information and Communication Technology (ICT)

13.1 Access to ICT resources

The school believes that an appropriate use of information and communication technology (ICT) is essential for 21st century learning. We aim to give every student extensive opportunities to work with electronic hardware and software applications that will serve not only to enhance their ability to learn but also to equip them with the skills they will need in the future.

The school encourages use by students of the rich information resources available on the internet, together with the development of appropriate skills to analyse and evaluate such resources. These skills will be fundamental to our students who will ultimately be entering a technologically advanced society.

To support our aims in the use of technology as a learning tool, we have the following facilities:

- a new wireless communication network that links the entire campus
- 5 common areas equipped with a set of 12 MacMini/Windows computers each.
- 4 MacLabs
- An iPads trolley per primary year group
- 1:1 Macbook Programmes in MYP 1 & 2
- 1:1 Macbook Programme for staff
- All classrooms equipped with Apple TVs and sound system

The school has an internet firewall and website filter system to protect the school network and to prevent offensive material from entering the school. However there is no technical solution which can completely guarantee that students will not gain access to unwanted internet material. Most internet filters concentrate on denying access to unacceptable material. Although we have systems in place this is not always a hundred percent successful. Access to other areas of unacceptable material, such as racist, drug-related, extremist or violent material is more difficult to deny. In these circumstances, it is clear that this is an issue for education of students and joint school and parental involvement is the most sensible course of action.

Independent student use of telecommunications and electronic information resources in the school is allowed to all students. Access to on-line resources will enable students to explore thousands of libraries, databases, and bulletin boards, with the ability to exchange messages with people throughout the world. The school believes that the benefits to students from access to information resources and increased opportunities for collaboration far exceed the disadvantages. But ultimately, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school supports and respects each family's right to decide that they do not want their child/children to have access to the SIS network. Please inform us if you wish your child/children to be denied access to the SIS network.

13.2 Learning resources

The internet and other on-line resources significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, teaching and library materials could be carefully chosen. All such materials would be chosen to be consistent with policies, supporting and enriching the curriculum while taking into account the varied teaching needs, learning styles, abilities and developmental levels of the students. Teachers choose and advise students about the use of online resources, however internet access, because it may lead to any publicly available site in the world, allows students access to electronic information resources which may not always have been selected by teachers as appropriate for use by students.

In order to match electronic resources as closely as possible to the school curriculum, teachers review and evaluate resources in order to offer learning resources that are appropriate to the age range and ability of the group being taught. Teachers provide appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies. All students are informed by staff of their rights and responsibilities as users, before their first use, either as an individual user or as a member of a class or group.

While students may be able to move beyond the resources chosen by teachers to others that have not been evaluated by staff, they are provided with guidelines and lists of resources particularly suited to the learning objectives. Students may also pursue electronic research independent of staff supervision unless parents/guardians have requested that access to the school network be denied. In order to supplement our educational content available in school through our Virtual Learning Environment (VLE) and year group Google Sites, we make electronic resources available to students.

13.3 Student guidelines for internet use

Students are responsible for their own behaviour on the internet just as they are elsewhere in the school; general school policies also apply to internet use. The internet is provided for students to conduct research and communicate with others. Students should remember that access is a privilege, not a right and that access requires responsibility.

Individual users of the internet are responsible for all their actions over the network. It is presumed that users will comply with school standards. Computer storage areas, hard discs and external pen drives are treated like school lockers; staff have permission to access these and may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or discs or communications sent on the school network are private.

Specific conditions and services being offered through the SIS network may change from time to time. In addition, SIS makes no guarantees with respect to the school-wide area network and internet service, and it specifically assumes no responsibility for:

- the content of any advice or information received by a student from a source outside the school, or any costs or charges incurred as a result of seeking or accepting such advice or information

- any costs, liability or damages caused by the way the student chooses to use his/her internet access.

During the school day, teachers guide students toward appropriate materials. Outside of school, families bear responsibility for such guidance, as they would with other potentially offensive information sources.

Secondary IT Policy
Primary IT Policy

Expectations
Students should use only their own username and password to log on to the network; they should never log on using the username and password of another person. Students should only access their own electronic folders or files; they should never access other students' folders or files.

Sanctions will be applied and network privileges removed for:
- sending or displaying offensive messages or pictures
- using inappropriate language
- harassing or insulting others
- damaging computers, computer systems or computer networks
- violating copyright laws
- excessive use of limited resources e.g. printing

13.4 Useful websites for safe use of the internet

http://www.getsafeonline.org/
http://www.safekids.com/
http://www.worldkids.net/school/safety/internet/
http://www.cybersmart.gov.au/
http://www.netsmartzkids.org/indexfl.htm
http://yahooligans.yahoo.com/parents/
http://www.safechild.org/internet.htm
http://www.safeteens.com/
http://www.thinkuknow.co.uk/

Section 14 Fee Regulations

1. All tuition fees and boarding fees are annual fees (according to the fee Schedule for the appropriate Year), and are divided into three installments (two installments in the case of the Diploma years). Each installment must be paid two weeks prior to the start of each term (for Diploma, the payments are due in August and December).
2. In exceptional circumstances monthly payments can be arranged. They carry a premium of 2% over the standard fees. Such arrangements must be put in place before the start of the school year and, once entered into, cannot be altered.
3. Before a student starts school, the endowment fee has to be paid, and is non-returnable.
4. Annual fees, if paid in full before 31st July, attract a discount of 2%.
5. Parents/Guardians must complete a direct debit form for payment of fees. Any changes in parent/guardian bank account details must be sent to the school immediately.
6. Invoices will be sent to parents one month before the start of each term.
7. The school's bank account is Bankinter, Sotogrande (Cádiz). The IBAN for the school account is ES5401387727640100500154 and the Swift code is BKBKESMM. All bank charges must be paid by the sender.

8. Fees and conditions may be subject to change each year. The fee schedule is updated each year according to the fees agreed by the Board of Directors of Sotogrande International School. Parents/Guardians are informed well in advance of any changes to fees or conditions for the following academic year.

9. Invoices for other fees issued during term time must be settled within two weeks.

Overdue Fees

10. Before the start of a term, if payment is not received by the due date, the student will not be admitted to the school.

11. During the term, if any outstanding fees are not paid, the student will not be allowed to sit examinations; will have results, reports and certificates withheld; will be excluded from participating in school trips and events or may be excluded from school entirely until payment is received.

12. If a direct debit is not honoured, the account holder will be charged €20.

13. Interest will be charged on overdue fees at the rate of 5%.

Refund of Fees

14. When a student is leaving the school or the boarding house, 3 months written notice is required (before 1st October to finish at the end of the first term, before 1st January if finishing at the end of 2nd term and before 1st April if finishing at the end of 3rd term). Without the required notice, all payments for tuition and boarding fees for the following term are payable, to cover a minimum period of 90 days notice.

15. The deposit is only refundable at the end of the student's last term and upon 3 months written notice of the student leaving the school or the boarding house as described in 14. The deposit may not be deducted from any invoice.

16. When a secondary student leaves the school, a Leaving Form must be completed by the student and signed by the advisor and pastoral leader. In the case of the form not being signed, the cost of any school materials not returned will be deducted from the deposit.

17. No refund of deposit will be made in the following cases:

a) There is an outstanding debt that exceeds the deposit.

b) Failure to submit a completed Leaving Form, signed by the advisor and pastoral leader.
Please note this form may be submitted up to three months after the student has left the school.

c) Failure to give the requisite period of notice (as detailed in 14) of withdrawal of the student from the school.

d) If a place is confirmed in the school and then there is a failure to give the requisite period of notice (as detailed in 14) of withdrawal from the school.

e) If the student is expelled from school for disciplinary reasons.

In order for the deposit to be returned, a formal request must be made in writing. The request must give details of the bank account into which monies should be paid.

18. No refund of tuition and boarding fees will be made in the following cases:

a) For temporary absence from school for any reason

b) Where the student has to leave the school temporarily or permanently for disciplinary reasons

c) If the date of leaving the school permanently is later than the start of a term

19. All refunds are subject to deductions for outstanding payments.

Other fee regulations

20. Boarding fees include all meals; tuition fees include lunches, except in the case of Diploma students who may be entitled to an appropriate reduction if they have opted for the Chiringuito lunch plan.

21. As indicated in the IB MYP and Diploma handbooks, parents/guardians are invoiced separately for external MYP assessment costs and IB diploma examination fees. Invoices for

these fees are sent out well in advance of the examinations or external assessment. Failure to pay the examination or assessment fees will be taken as an indication that the student is not intending to participate in external assessment or sit the examinations.

22. Fees for using the school bus service are available from the school office. Places on the school bus are only guaranteed to those who pay the termly bus fee. The regulations for those wishing to use the school bus are available from the school office.

23. Parents will be notified of any charges for additional lessons, other external examinations, special activities or excursions.

24. There are special fee regulations regarding learning support or language support which are explained to parents when language or learning support is required.

25. Parents will be invoiced separately for any extraordinary expenses incurred by their children.

26. All families are automatically members of the Parent-Teacher Association (PTA). There is an annual PTA membership fee of €10 per family. This fee will be added to the first term invoice of one child per family. In the case of a family joining during the year this will be included in the first invoice.

Section 15 D1 and D2 Students

15.1 The International Baccalaureate Diploma Programme (IBDP)

The International Baccalaureate Diploma programme is a rigorous two-year course of study. It began in the 1960s to meet the needs of highly motivated and academically oriented secondary students, to facilitate geographical and cultural mobility, and to promote international understanding through a shared educational experience.

The IB diploma is accepted worldwide as a high quality pre-university qualification for students in their last two years of school. It gives students access to college and university study throughout the world. Universities rightly perceive that a student who has completed the requirements of the IB diploma is extremely well prepared for the demands of higher education. Students who enter the programme are normally 16 years old and are intending to start D1 (in our system), Year 12 (in the UK system) or Grade 11 (in the US system) or 1° Bachillerato (in the Spanish system). Students who take external examinations in a selection of IB subjects will receive an IB certificate.

15.2 The SIS High School Diploma

Students taking a programme of High School Diploma courses will be eligible for the award of the SIS High School Diploma (HSD). Award of the HSD is determined by results in courses taken during the last four years of High School, according to the information given below.

The SIS High School Diploma is awarded subject to satisfactory completion of the following requirements. Each course at SIS earns 1 credit over the course of one academic year. A minimum Level 3 is required in order to receive credit. A student can earn up to 8 credits in M4 (US Grade 9), 9 credits in M5 (US Grade 10), and 6 credits in each of D1 (US Grade 11) and D2 (US Grade 12), making a total of up to 29 credits by graduation. Students must achieve a minimum of 24 credits in accordance with the requirements below:

4 credits	English
2 credits	Mathematics
2 credits	Science
2 credits	Additional Mathematics or Science
3 credits	Humanities
2 credits	Additional Language
9 credits	Other Electives*

* Other electives include credits in the Arts, Physical Education, Technology and the Personal Project as well as any credit above and beyond minimum requirements in any subject group. The high number of Elective credits is designed to accommodate transfer students of varied educational backgrounds who may have had a less traditional educational experience, such as home schooling or sports coaching outside of school.

15.3 Entrance requirements

At SIS we are keen to recruit students who are able to develop both academically and personally within an environment that fosters personalised learning and development. Students must demonstrate the academic potential to be successful in their chosen course of study. We value the unique attributes of applicants outside the academic domain, recognising the importance of merit and potential in these areas as important contributors to school life. All applicants are judged on the basis of merit and potential, including their motivation to benefit from the range of opportunities available within the school and the contribution that a student can make to school life.

External applicants will normally be required to take admissions tests in both English and Mathematics. Art/Music/Drama candidates will normally have to produce evidence of prior achievement in the form of portfolios/videos/recordings.

The SIS IB Diploma Programme Student/Parent Handbook, with full details of this flagship university entrance level programme, is available from the school office and can be found on the SIS website.

IB Community Service

One of the key elements of the IB diploma programme is the Creativity, Action and Service (CAS) programme. The CAS programme at SIS is an important feature of the school and its philosophy is being adopted throughout the school. Within our mission statement and *SIS Values*, respect for religious and moral values and intercultural understanding is explicit. The CAS programme provides a forum for this to be put into action. The concept of service to others is strong within the IB and SIS philosophy and values.

The CAS requirement provides a refreshing counterbalance to the academic preoccupation sometimes experienced within a demanding school programme. Participation in theatre productions, sporting events and community service encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The IB goal of educating the whole person and fostering compassionate citizens is exemplified in the CAS programme.

Service to the community is a very important complement to intellectual development and the academic curriculum. An international education should transcend barriers of race, class, religion, gender or politics. SIS feels strongly that our students should be given the opportunity to be involved in showing solidarity with, and helping others and that our local and the wider community should benefit from this.

15.4 Diploma Students

Our Diploma students (D1 and D2) are young adults who are in an important phase of their schooling but are also looking to their future at university and the world beyond. In preparation for that, it is expected that they will take on more responsible roles in the school and the wider community. They are expected to demonstrate an understanding of the school's values in all they do and apply it to their daily school life. They are expected to be responsible for themselves, to show responsibility towards school life in general and demonstrate a wider responsibility beyond school. This helps to prepare them for their future and develops qualities of leadership and independence.

All IB students are encouraged to participate in areas which best illustrate their strengths and interests and they are given the opportunity to participate in decision-making and implementation of school procedures and policies.

Their involvement, beyond their academic achievements, is at three levels – local, national and international.

Local

This is based on the contribution and service a student makes within the school community. This includes:

- promoting learning throughout the school
- actively contributing to intercultural understanding
- being a role model for younger students
- taking a leading role in the student council
- liaising with the IB team
- serving on the CIS/NEASC self evaluation team
- representing the school student body on official occasions
- mentoring younger students
- acting as a classroom assistant in younger classes
- acting as a monitor on the school bus
- recognising and rewarding positive achievements and behaviour
- actively discouraging anti-social or negative behaviour

- playing a leading role in house activities and organisation
- assisting at important functions and school events
- hosting and guiding visitors
- caring for the school environment
- aiding the daily running of the school
- assisting with supervision duties
- fund-raising within school

National and international

This is based on the contribution and service a student makes beyond the school community. This includes:

- actively contributing to intercultural understanding outside school
- working in the school-supported orphanages, old peoples' home, immigrant shelter or other similar projects
- working on fund-raising projects outside school (e.g. disaster, poverty or famine relief)
- participation in Eco-forum, Model United Nations, IAYP, IGCA, GIN or similar activity
- caring for the environment beyond school
- active membership of global community service organisations or environmental groups
- organising activities focusing on global community service or environmental issues
- acting as good ambassadors for the school in the wider community
- representing the school at official events outside school

A student's contribution, in terms of commitment, effort, time and development is recognised and rewarded, especially in terms of CAS time, internal and external awards (IGC, IAYP, CIS and ECIS), university entrance statements and references and curriculum vitae. The work IB students do and the contributions that they make will be recorded and monitored by the IB team, the CAS team and the personal tutor.

The key attributes of any assessment of IB student contributions include:

- intercultural responsibility, empathy and compassion
- demonstrating solidarity with others in very different circumstances
- reliability and responsibility
- leadership and challenge
- team work and independence
- creative problem solving, originality and initiative
- organisation skills
- attendance and punctuality

15.5 The Diploma Team

The Diploma team support and monitor students throughout their diploma programme in all academic and pastoral matters, including careers and university applications. The members of the team are:

Jane Bannell – IB Coordinator
Kerry Wickersham – CAS Coordinator
Lisa Stone – D2 Pastoral Leader
Olaf Kievit – D1 Pastoral Leader
Jason Mungles - University and Careers Coordinator, TOK Coordinator,
Lourdes Villafranca – University and Careers (Spain)
D1 and D2 Advisors

Advisors have responsibility for 10-12 students and oversee pastoral issues, academic issues, attendance, punctuality, daily routines and communications. In addition, special workshops, extended essay supervisors, subject specialists and visiting speakers enrich the Diploma students' support programme and there is a programme of special events and activities for Diploma students.

Diploma students do enjoy a number of benefits associated with their position in the school. They have: open access to the Diploma student common room, study room and careers library; access to photocopying facilities; access to the new gazebo for cafeteria-style lunches and snacks; access to lunches at any of the designated lunchtimes; and opportunities to contribute to school procedures, policies and regulations.

Section 16 – Boarding

16.1 Introduction

The San Roque Boarding House is an incredibly rewarding, warm and enriching environment to live within. It can be said with confidence that by living in the Boarding House, SIS students receive the very best international boarding experience. The students living within the Boarding House receive: accommodation of the very highest standard; an engaging and varied activity programme; an environment to thrive socially and educationally; and outstanding, personalized care from a dedicated staff.

The aim of the Boarding House is to develop each individual into a happy, motivated and aspirational global citizen of the world. The Boarding House supports the values and the philosophy of the school and all boarders are particularly encouraged to think about the 'me' and 'we' values promoted by SIS. Each individual is presented with fantastic opportunities and an inclusive, family environment that encourages independent responsibility.

16.2 Staff

The Head of Boarding is responsible to the Head of School for the day to day running of the House and the welfare of the boarders. The Head of Boarding lives within the Boarding House and is assisted by the resident Deputy Housemaster, resident Boarding Supervisors, visiting Day Staff and the School Nurses.

The San Roque Boarding House staff are a caring, committed, inspiring, and friendly group of people from diverse backgrounds and with a wide range of interests, who all have a common goal in providing the best care for each individual student. All the students within the Boarding House will have a designated Boarding House Tutor who will take a personal interest in the pastoral and academic wellbeing of each student within their care.

The Boarding House has extremely close links with the school where Boarding staff will be made aware of any upcoming exams and coursework deadlines to ensure that supportive structures are put in place to offer each individual the best chance of success. In addition to this, the Boarding staff will obtain regular feedback from the school with regards to academic and pastoral performance and be an effective support for every student.

16.3 Facilities

The accommodation afforded to a boarder is exceptional. Each boarder is provided with a large, air-conditioned, ensuite bedroom with a fast WiFi connection. All boarders share their accommodation with one other person, apart from final year D2 students who have their own bedrooms. The rooms are arranged in age group zones and the Boys corridor sits on the ground floor whilst the Girls corridor is on the first floor. The rooms are cleaned regularly by a dedicated team of staff and provide all of the students with an exceptional environment in which to study and relax.

The Boarding House building itself is situated on the San Roque Campus. This site boasts a large outdoor swimming pool, a library, study rooms, a music recording studio, student kitchens, TV lounges, a games room, a fully equipped gym, dance studios, a badminton area and a basketball court. Boarders have free access to these facilities and can take advantage of the proximity of a large range of exclusive off-site activities too. Boarders not only take advantage of the golf courses, polo fields, football pitches, tennis clubs, padel courts, and watersport centres that Sotogrande is famous for but also have the opportunity to use the array of facilities found on the main school campus.

16.4 Activities

The Boarding House is dedicated to delivering an exciting and enriching activity package for all the Boarders. It is expected that all Boarding House students will participate in the first Saturday activity of each half term and that Saturday activities will be attended by all M1 to M5 students each week. A list of weekend activities is provided to all boarding students and their parents at the start of each term and the aim is to provide the students with a mix of cultural, active and intellectual stimulation. The range is therefore vast and includes, but is not limited to, the following:

Wakeboarding	Cultural City Excursions
Theme Parks	Chocolate Museum
Skiing	Air Assault Course
Paddle Boarding	Kayaking
Historical Tours	Water Parks
Animal Park or Zoo Visits	Shopping Centres
Art Museums	Beach Excursions
Party Planning and BBQ	Music Production
Dance	Lifeguard Training
Golf/Tennis/Football/Basketball	Fencing
Stadium Visits, including a match	Horse-Riding
Cycling	Hiking
Food Tour	Art Course and Canvas Painting
Scuba Diving	Dolphin Tours
Kite Surfing	Rafting

Normally Sunday is a more relaxed time for the boarders: an opportunity for them to catch up with work or simply recharge their batteries. There is always be an optional activity for all and this can include a visiting instructor coming to San Roque Campus to run a class. The professionals employed by the Boarding House are varied and this is to offer each student the opportunity to try something new within a relaxed atmosphere whether this be: zumba, pilates, cooking, fitness, hairdressing, first aid or anything else! Other more relaxed Sunday activities which will be available to students include cinema trips, visiting the Main School Campus to use the Sports facilities, beach trips or cooking.

16.5 Health

The School Nurse comes to the Boarding House at 0755 every morning to check on the health of all of the students and to hand out medicines. When at school students will go to the School Nurse if they are feeling unwell.

At other times, minor ailments are dealt with by the Boarding House staff. In the event that a doctor is required, all Boarding House students are covered by Helicopteros Sanitarios. Boarding students are obliged to carry either private medical insurance or be part of the Spanish Social Security system.

16.6 House Rules

House rules are simple and geared towards encouraging the students to live happily together, showing respect, tolerance and understanding. The House Rules offer guidance and promote individual responsibility.

Section 17 - Parent Teacher Association and Parent Ambassador Program

17.1 Introduction

The SIS PTA was formed in 2003 as an embodiment of the school's commitment to education as a partnership between home and school. A committee is elected each year at the AGM, and consists of 12 parents and 3 teachers, with a Chairman, Vice Chairman, Secretary and Treasurer. The PTA invites all current parents and staff to participate as committee members.

17.2 Aims

The aims of the PTA are to:

- promote and facilitate communication with the school
- represent the interests of pupils and parents
- advance the educational activities of the school including cultural activities, extracurricular activities and fundraising
- encourage and facilitate parents to join the activities of the PTA and promote contact between the parents, teachers and employees of the school and thus achieve a better understanding and level of cooperation

17.3 Role of the PTA

The PTA is the voice of the parents of SIS, and the PTA chairman is a full member of the school's governing body. The committee works closely with the school, giving its views on new policies or ideas that the school may be considering introducing, and also deals with any general issues that parents may have. The committee co-ordinates many successful school events, such as the Back to School Party and the Christmas Bazaar, as well as supporting school sports activities throughout the year. It uses the funds raised to purchase extra resources such as playground equipment, and to financially assist trips or activities where the students are representing the school.

17.4 PTA Meetings

All staff and parents are welcome to attend the PTA open meetings which are announced in the school newsletter.

17.5 Parents Ambassador Programme

Introduction

The Parent Ambassador Program has been initiated to help families integrate and understand the educational journey and the personalised and holistic approach to the students' education at Sotogrande International School.

Mission
To emphasise the excellence of the school to the community and beyond.

Our objectives and aims are:
-To help new and current parents to obtain a better knowledge and understanding of the IB programmes and their curricula
- To educate new and existing parents in the school's unique educational philosophy
-To help new families integrate into life at SIS and the local community
-To share the great academic achievements of our school
-To promote the Sotogrande International School Alumni association

Parent Ambassador Program
Please do contact our PA team leader should you have any questions or queries regarding the program or indeed, life at and around SIS in general.
Sara Hagglof email: sarah@sis.gl

Section 18 Health Services

18.1 Introduction
The school employs two school nurses, Lynnette Hillman and Debbie Mahon who are available daily from 8.00am to 5.30pm. The nursing office is based in three rooms on the ground floor of the Cervantes building. The nurses can be contacted directly on 619 670 744, via the main school switchboard on extension 141 or by email on nurses@sis.gl.

18.2 Overview of Health Services
The school nurse provides a range of health services including:
- attending to accidents and medical emergencies within the school, administering initial treatment and assessing the need for further medical treatment or intervention
- assessing health needs of children, agreeing individual and school health care plans and delivering these through multidisciplinary partnerships
- playing an advisory role in immunisation and vaccination programmes
- contributing to the identification of children's special educational needs
- supporting children with medical needs
- offering support and counseling, promoting positive mental health in young people
- contributing to the maintenance of a safe school environment and prevention of accidents
- contributing to personal health and social education.
- providing advice on relationships and sex education by building on clinical experience and pastoral role
- providing support and advice to teachers and other school staff on a range of child health issues
- contributing to the identification of social care needs, including the need for protection from abuse
- liaising between the school, family and community health providers and special services to help meet the health and social care needs of children

It is expected that parents/guardians are primarily responsible for the arrangement of health consultations via their own family doctor. The school nursing service should not be expected to be a substitute for this provision.

Sanitas Health Insurance

Parents are invited to join Sanitas, the school's comprehensive medical insurance policy, which is offered to parents at preferential rates. Applications can be made through the personnel officer in the school office.

18.3 Referral Procedures

Emergency

In an emergency, the nurse will attend, assess the situation and either administer treatment or call for emergency medical assistance. Parents will be contacted as soon as possible.

Emergency medical assistance is provided by Helicopteros Sanitarios. This is a 24 hour, on call service that provides assessment by a doctor. Transport by ambulance is available if needed. This cover is available to all persons, including staff, pupils, visitors and subcontractors, either on the school premises or those engaged in school business in the immediate area of the school. The service also covers pupils and staff travelling to and from the school on school transport or participating in school activities within a defined radius in the surrounding area.

In the absence of the school nurse, a teacher should contact the receptionist who will contact Helicopteros Sanitarios and one of the designated first aid staff will administer initial first aid and await medical assistance.

The school is also covered by Helvetia Seguros for accidents which may occur to pupils or staff in the school premises or surroundings, on the way to or from school, or during a day trip. If a pupil suffers an accident which needs to be treated outside school, the procedure for claiming from Helvetia Insurance Company is as follows:.

- Inform the school office as soon as possible.
- Contact a hospital/doctor authorised by Helvetia Seguros.
- Make sure you keep bills/receipts for all payments you make.
- Keep copies of reports from the doctors.

The school will send the claim form to the insurance company as soon as we have confirmation from the parents of their wish to claim and we will send doctors' reports and proof of payments in due course.

Non-Emergency

In the event of a child becoming unwell or sustaining an injury during the course of the school day, the teacher, under whose supervision the child is, refers the child to the school nurse.

- The school nurse will assess the child's condition and either administer treatment, refer to a doctor or send the child home.
- A child will only be sent home for good medical reasons with the school nurse's authorisation. The school nurse will liaise with parents, tutors and the appropriate head of section concerning any child who is being sent home for medical reasons.
- Additionally, the school nurse will liaise with parents when they arrive to collect their child and advise that the child is signed out correctly.

Head Injuries

Any head injury is always referred to the school nurse for assessment. Any child sustaining a head injury within school will receive a letter for their parents/guardians giving advice on which symptoms require a review with a doctor.

Head Lice

Parents are requested to be vigilant about head lice by checking younger children's hair regularly and administering treatment when necessary. The school nurse can provide information on the prevention and treatment of head lice. A child who is found to have head lice in school will be sent home for treatment.

In the absence of the school nurse, students should attend the school office where they will be treated by one of the school's designated first aid staff. Medical assistance may be called for via reception as considered necessary.

18.4 Accidents

Every precaution is taken to ensure the safety and security of students but occasionally a child gets hurt. The school nurse assesses each situation and either: administers appropriate treatment; sends a child home; or contacts Helicopteros Sanitarios who provide emergency medical treatment or transportation to hospital. In such circumstances, parents are contacted immediately.

All accidents occurring either within the school, on school outings/activities or within close proximity to the school, are also recorded using a school accident report form. The completed form is retained by the school nurse, who has a responsibility to monitor all accidents and report them to the health and safety committee if appropriate.

Students and staff are also covered by an accident insurance policy from Helvetia Seguros (see above).

18.5 First Aid Posts

The school nurse has overall responsibility for the maintenance of first aid posts throughout the school campus. There are first aid posts located in every building in school (except the Mondrian) and also on the pitch. The first aid boxes at these locations contain basic first aid supplies.

There are a number of nominated members of staff who have received first aid training who can be called upon if the school nurse is unavailable.

18.6 Administration of Medicines

The school nurse uses her professional judgment and will only rarely administer medications during the course of the school day. Permission will be sought via the parents as required. All medications administered are clearly documented, and medications stored on the premises, according to international guidelines.

The school recognises that some students need medications during school. However, no child is permitted to carry their own medications without having prior authorisation by the school. Medication that needs to be administered during school hours can be kept with the school nurse.

Only those medications that are medically necessary during school hours for a student's attendance or individual health care plan should be sent to school. School personnel are not responsible for any adverse effects which might occur from this medication. The only person who may assist a child with their medication is the school nurse or a designated responsible person in her absence.

Request Authorisation for Administration of Medication by school nurse:

The parent/guardian must provide a written request for medications to be administered including dose and time of administration. The medication must be in the original container and properly labeled with the student's first and last name. Medications will be kept in the school nurses room, within a locked cupboard unless permission has been given for a student to carry their own medication.

Request Authorisation for Self-Carry/Administration of Medicine at school:

The school will permit a responsible, trained student to carry and/or self administer medication for asthma, severe allergic (anaphylactic) reaction, or diabetes, on his/her person for immediate use in a life threatening situation, with a completed parent request and school nurse approval.

Authorisation forms in both cases must be completed. These can be obtained from the school nurse.

18.7 Record Keeping

Daily Records
The school nurse maintains daily records of each student's attendance. Times of visits and outcomes are recorded together with attendance trends over periods of time. This information may be used to monitor student attendance. Medical information is also recorded, however this is confidential and may only be released on a need to know basis.

Admission Records
Upon admission to the school, parents are required to complete a confidential medical report. This information is kept by the school nurse within each child's personal medical file. Of particular importance is information regarding children's allergies, medical conditions and also dietary requirements. It is essential that this information is brought to the attention of the school nurse as soon as the child enters the school. Admission staff may also consult with the school nurse to ensure the medical needs of any prospective student can be met sufficiently by the school's nursing service. The school nurse liaises with parents if she considers it necessary to make any special arrangements or implement an individual health plan, for example, in the case of a reported previous severe allergic reaction. She also liaises with the catering staff to ensure that any child's specific dietary requirements are met.

Following admission to the school, parents will be required to inform the school nurse of any changes in their child's medical history. In the case that medical information is withheld, the school cannot be held responsible.

The school also requests that each child's vaccination record is made available upon admission to the school. A copy of this will be made and kept by the school nurse.

Parents/guardians will also be asked to complete a declaration authorising the school to administer any necessary emergency medical treatment or medication to the pupil, through qualified personnel acting on the directions of the school.

It is the parents/guardians responsibility to inform the school's administration office of any changes in emergency contact details kept by the school. The school cannot be held responsible if unable to contact parents in an emergency due to out of date information being held.

Individual Healthcare Plans (IHP)
Many children have special health care needs and require an IHP. Plans may be developed for children who have, for example, asthma, diabetes, epilepsy, allergy, or post-operative rehabilitation.

An individual health care plan
- identifies the needs of the individual student and changes according to those needs
- contains relevant nursing diagnosis and lists interventions
- describes actual and potential problems
- sets parameters for evaluation

IHPs may be delivered involving multi-disciplinary partnerships, for example, family doctor, community paediatrician, physiotherapist, counselor. All IHPs are confidential and are agreed with parent/guardian and student where appropriate.

18.8 Boarding Students
During school hours, referral procedures for boarding students are the same as for day students. Boarding students who are unable to remain in school due to illness are returned to the boarding

house campus where they will be cared for by one of the houseparents. The school nurse liaises with houseparents to coordinate care and parents/guardians will be contacted if necessary. If the school nurse or boarding houseparents consider it necessary, parents will be contacted to arrange for collection of their children to be cared for at home.

Out of hours emergency medical attention is provided by Helicopteros Sanitarios. If it is necessary for a student to be transferred to hospital, one of the houseparents will accompany the child, and parents/guardians will be informed immediately.

Should it be considered necessary for a boarding student to see a doctor non-urgently, the school nurse will arrange a visit from either a doctor via Helicopteros Sanitarios or for a consultation with a private doctor. Any charges for private consultations will need to be covered by private medical insurance or paid for by parents. If a prescription is required, this will be purchased via the local pharmacy and an invoice sent to the parent/guardian. The school nurse will take responsibility for the administration of any medications, in conjunction with the houseparents and will monitor the student's response to treatment, intervening as necessary.

In the event of a boarding student requiring transfer to hospital for treatment or investigation, for example, an X-ray, they will be transported by the school or ambulance, and be accompanied by a member of staff, wherever possible one of the houseparents. This will be arranged by the administration office. The office will also arrange for any charges incurred to be invoiced to parents/guardians or to be covered by either social security or private medical insurance.

The boarding houseparents have access to a first aid post situated within their apartment. This also contains over the counter medications such as paracetamol, ibuprofen and other homely remedies The boarding houseparents will administer these to treat minor ailments such as colds, headaches, indigestion etc.

It is essential that the school nurses receive a completed medical form for all boarding students. Medical forms are available in English, Spanish and Russian.

18.9 Psychological support services

Dr. Kelly Lewis-Cole is a chartered clinical psychologist specialising in child, adolescent and family work. She provides confidential psychological support to students and their families. Her specialist fields include special educational needs, family/couples therapy, trauma, neurodevelopmental disorders, (ADHD and ASD) and applications of paediatric neuropsychology to mainstream education.

As part of her role as psychologist at SIS, Kelly offers:

- Consultation to teachers regarding individual students
- Contributions to the development of school protocols and initiatives regarding issues such as bullying, social exclusion and child protection
- Close liaison with internal and external professionals to ensure a coordinated approach to student well-being
- Small group sessions and workshops for students focusing on a range of issues, including social skills, self-esteem, self-awareness and impulsivity
- Drop-in and/or formal psychological support for students
- Staff training
- Parent workshops and individual parent sessions, where appropriate

Referral process

Students will generally be referred for psychological support by pastoral leaders, the school nurses or by parents. Students may also refer themselves for informal support. Ongoing/intensive

psychological support will be discussed with parents unless there are extenuating circumstances which preclude the disclosure of said support. Please note such cases are exceptionally rare and the school policy is to engage students in a collaborative process which includes parents wherever possible.

18.9 Learning Support
The school nurse liaises closely with the school´s learning support unit. The role of the school nurse is to address the health needs of students and assess how those needs impact upon the child's education. The school nurse may also advise referral to outside specialists such as paediatrician, developmental psychologist and specialist counseling such as a family therapist.

18.10 School Excursions
All school excursions are supervised by a member of teaching staff. The school nurse ensures that first aid kits are maintained and available for the purpose of school excursions. The kits are allocated to the responsibility of an adult for the duration of the excursion. The school nurse also ensures that staff members are informed of any relevant medical issues regarding students participating on excursions.

18.11 Exclusion Periods
It is widely recognised that education and health go hand in hand both impacting on children's current and future well being. As such, one of the school's priorities is to ensure our students' health does not have a negative impact upon their education. One of the school nurse's priorities is to ensure minimal exclusion from school due to illness. With this in mind, the school nurse will only send children home from school when she considers this absolutely necessary. Students will be actively encouraged to cope with minor ailments with the school nurse's support on a day to day basis.

However, there are occasions where exclusion is unavoidable and has to be recommended. In the case of certain infectious diseases exclusion is advised to prevent the spread of infection to other students and staff. Children who are immunocompromised or pregnant staff may be especially vulnerable to infection.
Please consider the information below when deciding whether or not to exclude a child from school.

General advice on whether to keep a child at home

Illness	Infectious Period	Exclusion Period
High Temperature	This may be the first sign of an infectious illness. Any child who has a high temperature will feel unwell.	A child should be kept at home if they have a high temperature. If a temperature persists for more than 48 hours, does not come down or a child seems unusually ill, they should see a doctor promptly to determine the cause.
Diarrhoea and/or vomiting	Many cases of diarrhoea are not infectious. However, if it is, it is easily transferred due to poor hand washing technique	A child with diarrhoea and/or vomiting should be excluded for at least 24 hours after last episode of diarrhoea or vomiting.

Specific Infections
Infectious diseases that require exclusion from school and that the school nurses need informing of include:

Chickenpox, rubella (German measles), impetigo, measles, scabies, scarlet fever, fifth disease (slapped cheek/parvovirus B19), shingles, whooping cough, diphtheria, tuberculosis, hepatitis A, meningitis, E Coli, dysentery.

This list is not exhaustive. Further information regarding the school´s infection control policy is available from the school nurse.

18.12 Vaccinations and Health Screening

Vaccinations are not administered at school and it is the responsibility of parents/guardians to ensure that their child is up to date with their immunisation schedule. However, the school nurses are always available to give advice and support regarding any individual child´s vaccination status. Also the school nurses will inform the school community of any updates to the Spanish and UK vaccination schedules via the school newsletter.

Parents are invited to attend the health check with their children. It is an opportunity to meet the school nurses, discuss your child´s health and for the nurses to take some baseline measurements.

Section 19 Physical Education and Extra-Curricular Activities

19.1 Introduction

SIS offers extensive curricular and extra-curricular Physical Education (PE) and games programmes. The objectives are: to offer diverse opportunities for physical recreation; to develop students' physical skills; to promote and maintain physical health; to develop a love of recreation and sports and to provide activities in which students can excel and enjoy themselves.

19.2 Sports facilities

SIS possesses good sports and recreational facilities, including a modern all-weather pitch, large indoor gymnasium, 25metre swimming pool, a basketball and five-a-side football court and an all-weather running track.

19.3 Curricular activities

The Primary curriculum follows the PYP guidelines for PE. The M1- M5 curriculum follows the MYP guidelines for PE. Many activities are offered in the PE programme including association football (soccer), basketball, cricket, cross-country running, dance, gymnastics, health related exercise, hockey, mini-tennis, netball, swimming, tag-rugby, track and field athletics and volleyball. School teams practise regularly in many of these activities and PE modules often finish with a competitive inter-house tournament and/or inter-school competition. The school swimming galas and sports days are regular features of the inter-house sporting calendar. Parents are invited to attend swimming galas, tournaments and competitions and to support the school teams.

If injured or ill, students are expected to submit a written request to be "off games". This request should be signed by a parent, guardian or the school nurse and presented to the PE teacher at the start of the lesson.

19.4 Extra-curricular clubs and activities

An attractive programme of clubs and extra-curricular activities is offered in the Primary and Secondary school. The Expressive Arts, the Music and the Physical Education Departments in particular work closely together to provide an opportunity for every student to find an activity to suit their passion and develop their potential.

In addition to the Activities Programme based at the school, a wide range of sporting activities take place using the wealth of locally available resources and the Boarding House. Off-campus activities include horse-riding, karate, self-defence, polo, golf, tennis, padel tennis, canoeing, kayaking, abseiling, skiing, snow boarding, trekking, yoga, kite boarding, sailing (the school has its own small boat and qualified sailing staff), scuba diving, surfing and much more. The PE department is also constantly seeking new activities and facilities.

The Expressive Arts Department provides many creative and artistic activities. The Drama Department offers drama club, dance club, theatre club, small group and whole school productions. The music department offers activities for all abilities and age ranges, employing a variety of peripatetic teachers to provide individual and small group instrumental and choral tuition. SIS Stage School includes singing, dancing and drama lessons on Saturdays at San Roque Campus. All aspects of music are covered to allow students to participate in various musical performances throughout the year. The Art Department offers activities in drawing, painting, printing, photography and graphic design.

The Duke of Edinburgh Award (also known as the International Award for Young People - IAYP) offers a rigorous programme of outdoor education, camping and survival excursions as well as a strong element of service learning, leading to the prestigious Duke of Edinburgh (IAYP) Bronze, Silver or gold Gold Awards

19.5 Administration of activities

Many members of staff lead an activity. In addition to this, external specialist activity leaders are employed to offer further activities in order to develop all our student passions. The Director of Activities coordinates an overall programme which takes into account all resources including staffing, facilities, equipment and transport. The activities programme is constantly updated and available online. Students are allowed to change activities each term and attendance at many activities is non-obligatory. The majority of activities are free for all students. However it should be noted that many clubs have specific objectives and goals: once students enrol for a club, they should progress and continue with that activity until the programme finishes. In some activities records are kept to monitor the progress of students.

Students choosing an after-school activity must make appropriate transport arrangements. There is a late bus, with limited seats, that departs at a specified time each day in order to cater for some students doing activities, although some activities may finish later than the departure of the bus.

Section 20 Resolving Parent Concerns

20.1 Introduction

At some time in your child's schooling you may find that there is an issue that causes you concern. The school realises that this may happen and encourages parents to come forward as early as possible if they would like to discuss any issue affecting their child's education. It is in everyone's interest that concerns are resolved at the earliest possible stage and our policy is to take them seriously so that they can be resolved before they develop into a problem. Most issues are resolved very quickly, as parents may simply require more information, or there may be a misunderstanding, or the matter may be resolved with a simple acknowledgement of a mistake and an apology.

The fact that we have a more formal procedure for dealing with concerns should not undermine efforts to resolve them informally.

20.3 What to do first

Experience shows that most parental concerns can be sorted out quickly by speaking with your child's class teacher, advisor or head of subject. Staff will make every effort to resolve your problem informally within one week. They will make sure that they understand your concern and they will explain their actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the issue. It may also help to prevent a similar problem arising again.

The school understands that sometimes it may be difficult to discuss a concern with a particular member of staff. In these cases, it can be referred to another more senior member of staff. Where the concern is related to the head of school, it can be referred directly to the Board.

20.4 What to do next

If you are not satisfied with the response of the teacher or advisor and no solution has been found you can take the concern to the IB coordinator (in Primary), Leader of learning or Pastoral Leader. This can be done in writing or by making an appointment to discuss the problem. At this point, you may also be dissatisfied with the way the concern was initially handled. The relevant person will ask to meet you for a discussion of the problem within one week. The IB coordinator (in Primary), Leader of learning or Pastoral Leader will conduct a full investigation and may interview any members of staff or pupils involved. You will then receive a response to your concern within one week of the meeting. You may still wish to discuss this further with the head of primary/secondary.

20.4 What to do next if still concerned

If you are not satisfied with the response of the teacher or advisor and no solution has been found you can take the concern to the Head of Primary / Middle / Upper School. This may be done in writing or by making an appointment to discuss the problem. At this point, you may also be dissatisfied with the way the concern was initially handled. The Head of Primary / Middle / Upper School will ask to meet you for a discussion of the problem within one week. You may take a friend or someone else with you if you wish. The Head of Primary / Middle / Upper School will conduct a full investigation and may interview any members of staff or pupils involved. You will then receive a response to your concern within one week of the meeting. You may still wish to discuss this further with the Head of Primary / Middle / Upper School.

20.4 What to do after that if still concerned

If you are still not satisfied with the response of the Head of Primary / Middle / Upper School and no satisfactory solution has been found you can take the concern to the Head of School. This may be done in writing or by making an appointment to discuss the problem. At this point, you may also be dissatisfied with the way in which the concern has been handled so far. The Head of School will ask to meet you for a discussion of the problem within one week. You may take a friend or someone else with you if you wish. The Head of School will conduct a further investigation and may conduct further interviews with members of staff or pupils involved. You will then receive a response to your concern within one week of your meeting with the Head of School. You may still wish to discuss this further with the Head of School.

The Head of School may choose to be involved earlier in the process to enable your concern to be resolved more quickly.

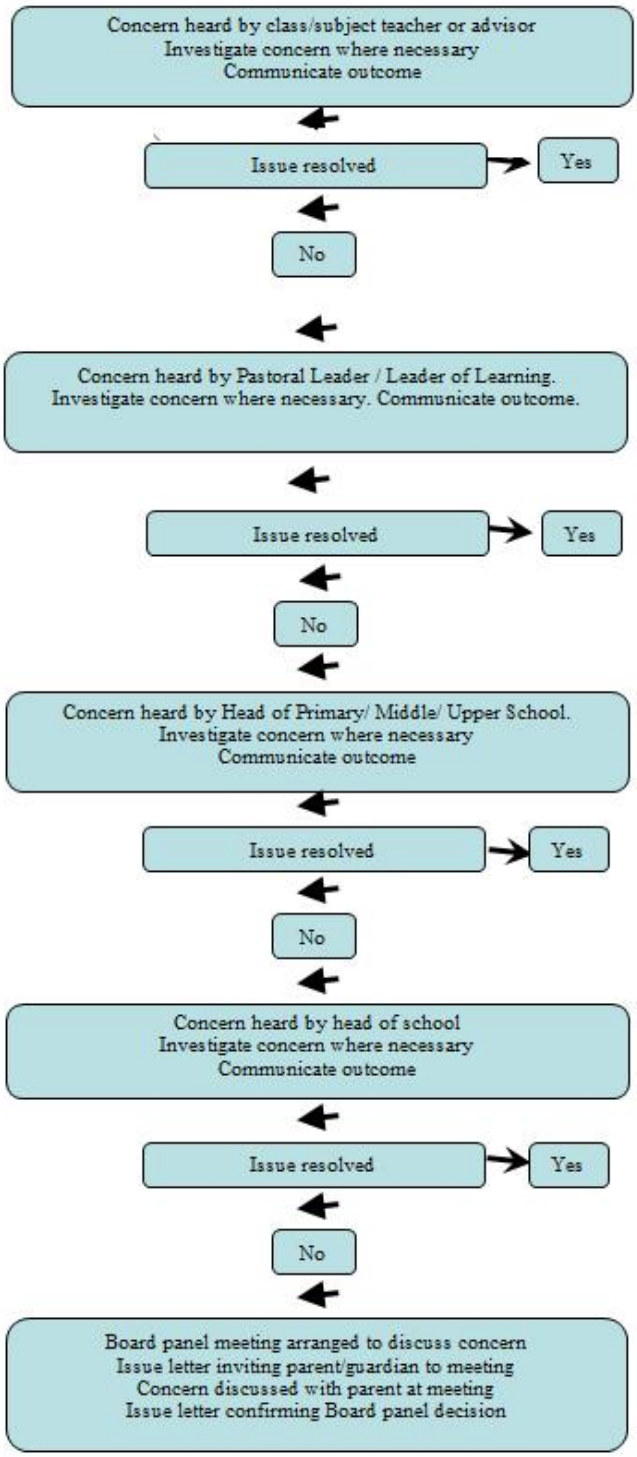
20.5 If you are still unhappy

If you are not satisfied with the response from the Head of School, you may wish to contact the Chair of the Board to ask for referral of your concern to the Board. Your concern will then be heard within two weeks by a panel of two members of the Board who have no previous knowledge of the problem and who will be able to give it a fresh assessment. You will be invited to submit information to the panel and you may attend and speak to the panel with a friend or someone else. The school will also have the opportunity to state its position to the panel.

The panel may

- uphold or dismiss the concern in whole or in part
- decide on the appropriate action to be taken to resolve the concern
- recommend changes to the school procedures to ensure that problems of a similar nature do not recur

20.6 Concern Procedure Flowchart


Concern heard by class/subject teacher or advisor
Investigate concern where necessary
Communicate outcome
Issue resolved
Yes
No
Concern heard by Pastoral Leader / Leader of Learning.
Investigate concern where necessary. Communicate outcome.
Issue resolved
Yes
No
Concern heard by Head of Primary/ Middle/ Upper School.
Investigate concern where necessary
Communicate outcome
Issue resolved
Yes
No
Concern heard by head of school
Investigate concern where necessary
Communicate outcome
Issue resolved
Yes
No
Board panel meeting arranged to discuss concern
Issue letter inviting parent/guardian to meeting
Concern discussed with parent at meeting
Issue letter confirming Board panel decision

Section 21 Governance and Organisational Structure

21.1 Introduction

In terms of governance the Board maintains the balance between long term strategy related to the mission and purpose of the school and the delivery of that strategy on an annual basis. The former is primarily to do with the vision and values of the school and the latter to do with the execution of a strategic plan agreed by the Board.

Parents may bring matters to the attention of the Board by writing to the Chairman at the school.

21.2 The Role of the Board

The Board is responsible for:

- the mission, strategic plan, objectives and policies of the school
- ensuring the school, through its teaching, learning; its facilities and its organisation, staff and curriculum development, is regarded as a leader in the field of international education both locally and globally
- ensuring that the school maintains a commitment to the concept of lifelong learning and to teaching and learning which raises standards of achievement
- ensuring that the school provides a curriculum that meets these aims and gives students the option to continue their education within their own national system or another international system
- the approval of the general academic policy, system of compensation for employees of the school and the authorisation of expenditure established by way of a list of authorities
- ensuring that the quality of leadership, people, planning, monitoring, systems, structures and processes is of a requisite standard to meet these aims
- ensuring that the school has the financial strength to continue to meet its mission and purpose
- developing the three-year development plan in conjunction with the head
- approval of the one-year management plan, the operating and investment budgets as well as the sources and use of funds
- approval of the annual financial statements and the annual report of the school
- assessing the performance of the school
- appointment and appraisal of a head who can provide the leadership and management to achieve our aims
- the organisational structure of the Board including the appointment of committees, consultants, advisors

21.3 The Executive Committee

The whole school leadership team is the executive committee of the school led by the Chair of the Executive committee.

In relation to governance the responsibilities of the executive committee are to:

- develop the annual goals, management plan and budget
- assess the school's performance in relation to the strategic plan and budget
- assess the school's performance in relation to raising standards of achievement
- provide monthly key performance indicators in the areas of teaching and learning, finance, HR and professional development and organisational development
- act as a forum to review new ideas and policies before their recommendations to the Board
- provide oversight on major campus expansion plans
- coordinate building projects
- oversee the welfare of faculty and staff in terms of equitable personnel policies and competitive compensation
- develop annual and project specific fund raising plans
- develop annual marketing plans for recruitment and selection of students

- review the effectiveness of the communication processes
- ensure the efficient and effective day-to-day running of the school
- undertake the necessary research and development to keep abreast with developments in teaching and learning

Section 22 University and Career Guidance

22.1 Introduction

The University & Career Guidance team consists of the U&C Coordinator, University Advisor for UNED in Spain, and a range of supporting teachers in different pastoral advice roles from M1-D2. It exists to support students develop their long-term career and university *pathways*. The application process for universities requires excellent preparation, and the earlier students begin to think about their future the more likely they are to remain motivated and focused on their end goals at SIS. Finding the right career path also requires that they have planned ahead, and developed their strengths, with specific career goals in mind. Here at SIS we have an expanding holistic programme to support our students move into the world of work and university placement, that is both online, transparent and integrated into the pastoral support programme. There are also a number of events that are open across secondary, and to parents. Primarily these are the university and career conventions, but also include specific sessions and tutorials from individual universities, related organisations and local employers. Regular updates are posted to the SIS newsletter, Blog and Twitter regarding the U&C programme to encourage dialogue with the parent body.

22.2 Initial advice M1-M3

The initial introduction to the programme begins in M1 and runs to M3, and encourages students to develop broad ideas about their future career choices, with the support of the M1-M3 pastoral team and U&C coordinator. This is supported with software packages, and other online Google classroom resources that allow students to develop their ideas, whilst providing informative feedback to the M1-M3 pastoral team, U&C Coordinator and students at an appropriate level. This programme becomes more expansive, with the use of online support in the Google Classroom and additional support packages and Advisory sessions through M2 and M3. In M3 students are given further sessions regarding their *pathways* options leading to university and career choices. This "pathways programme" aims to incorporate a number of aspects of the MYP programme in the summer term, and link with the electives session for progression into M4-M5, so that both students and parents can make informed choices about the right options for their future plans.

22.3 M4-M5

In M4 and M5 the emphasis becomes increasingly on the links between university/career options and Diploma choices. Concurrently with this a number of information sessions about different countries' applications systems are organised with students from M4-D2 participating. Google Classroom and data survey sessions support student preparations, on a range of application requirements. These are reinforced with sessions through the U&C website and advisory sessions on a range of additional support material, also accessible to parents. In M5 there are regular updates and preparation for Diploma through an introduction to CV writing, Application letters and 1-1 interviews by trained staff who provide quality career guidance. The work experience week in M5 also plays an integral part of this process in focusing the students' goals, and preparation. This information is collated and analysed by the Coordinator and M5 pastoral team in preparation for their Diploma interviews.

The students are then invited to apply for a place on the IB Diploma programme. They are interviewed for a place, with parents invited to be part of the process, and the basis for an offer of a place is confirmed. Students are also invited to sit scholarship exams for the IB programme, which will be part of a process for establishing whether, on the basis of their performance and

contribution to the school, students are eligible for a scholarship of between 5 and 50 % of the normal tuition fees.

22.4 D1-D2

The focus of the programme for Diploma is on progression to university, as well as post university career choices. SIS students have been highly successful in gaining places at universities across the globe. Places taken up by past students of SIS have included: Complutense (Madrid), Bath, Bristol, Canterbury, Exeter, Imperial College London, London School of Economics, Newcastle, Nottingham, Oxford, Royal Holloway (London), Southampton, UCL (London), UMIST (Manchester), Warwick, Glion (Switzerland), Nice and Paris (France), Maastricht (Holland), McGill, UBC and Queens (Canada) and Illinois, Texas and San Francisco (USA).

The process of deciding where to apply, and the strengths that they will need in the Diploma will have already been initiated for the majority of students who have searched for courses and ideas in the MYP years. However in D1 students will take this to a much more in depth level preparing their application portfolios, and fulfilling the different requirements for national entrance systems. Importantly through guided research and counseling, students will become increasingly aware of the academic level that they will need to meet in their IB Diploma subjects, and this in turn acts as a positive motivator for their study. By the end of D1 all Diploma Students should have a working portfolio that can be used to actively apply for Universities as they move into D2. IELTS tests where needed should also have been completed and for US applicants SAT tests taken at least once. Throughout Diploma there will be the opportunity to attend University presentations and conventions, and meet a number of additional agencies who will support the application process. There is also a University and Career library in the Diploma Common room and links to online prospectuses on the U&C Website. Students will also have 1-1/small group counselor meetings with the U&C Coordinator during Advisory time, and clear deadlines are set for different parts of the process.

Students are also encouraged to discuss the details of their application with the relevant subject teachers and advisors to ensure that they are making choices appropriate to their interests and abilities. Students receive help with preparing their applications and, in particular, writing their Personal Statement for UK entry and Personal Essays for US and anglophone courses globally. Academic staff contribute to references for each student who requires one. The University Coordinator prepares all student transcripts and references with the assistance of the Advisory team (apart from individual teacher references required for US colleges) and completes information on university application forms including UCAS Apply for the UK and the Common Application for selected colleges in the US.

Those applying to universities in Spain receive focused support from the Directora Técnica & University Advisor for UNED in making an application, alongside holistic guidance from the coordinator. The IB diploma is accepted by Spanish universities for direct entry to all courses. Applications are made directly to chosen universities according to the process laid down by each university or region. This takes place after IB results are published, normally in early July.

Section 23 Equal Opportunities Policy

23.1 Introduction

We are committed to promoting understanding of the principles and practices of equality and justice. We aim to equip children with an awareness of our diverse society and to respect and appreciate the value of difference. Every member of our school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability. Every aspect of our school activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and displays, implicitly in classroom practice, or as part of the hidden curriculum of social interaction among staff and children.

Our environment influences the developing attitudes of the children within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities. We live in a society where disability discrimination segregates and isolates people from their communities. We aim through our proactive approach to inclusion to enable our children to gain equality of access to their communities.

23.2 Aims

- To ensure the principles and practice of equal opportunities apply to all members of the school community: students; teaching and non-teaching staff; parents; and visitors.
- To ensure that all members of the school community recognise that discrimination on the basis of colour, culture, origin, sex or ability is not acceptable.
- To provide an environment in which all members of the school community feel safe enough to express and question views.
- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Equal opportunities practices should be evident in
    - the formal curriculum (the programme of lessons);
    - the informal curriculum (extra-curricular activities); and
    - the hidden curriculum (the ethos of the school, the quality of personal relationships, etc.).
- To educate, develop and prepare all students for life after school whatever their sex, colour, origin, culture or ability.
- Students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Students are seen as individuals and each student's education and care is to be developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods and medical and diagnostic issues.

23.3 SIS Values

SIS is committed to encouraging the attitudes of the IB Learner profile through the *SIS Values* (see section 1.2). With respect to this policy, the following attributes have been selected:

- **Principled –** Members of the community act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded –** Members of the community understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience
- **Caring –** Members of the community show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

23.4 The United Nations Universal Declaration of Human Rights

SIS is committed to all aspects of the Declaration. With respect to this policy, the following rights have been selected:

- Freedom of belief and religion
- Freedom of opinion and information
- Right of peaceful assembly and association
- Right to equality

23.5 Policy into Practice

23.5.1. **Admission**

We do not permit sex, race, nationality, culture, origin or colour to be used as criteria for admission.

23.5.2. **Registration**

Students and staff names will be accurately recorded and correctly pronounced. Students will be encouraged to accept and respect names from other cultures.

23.5.3. **Discrimination**

All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school's commitment to equal opportunities. All cases of discrimination or prejudice are taken seriously and dealt with, as appropriate, according to existing sanction procedures. A record of incidents is kept.

23.5.4. **Language**

The school views linguistic diversity positively. Students and staff must feel that their natural language is valued.

23.5.5. **Culture, Class and Race**

- We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.
- We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self esteem, expectations and performance so as to have wider choices in life.
- We understand the need to be different without being excluded.
- We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - sikhs' turbans, Muslim girls' headscarves etc.
- We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school.
- We try to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding.
- We will not tolerate racist behaviour in any form.

23.5.6. **Gender**

As a school, we accept that there are gender inequalities in our society which impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality. We encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media. We are committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable only for one gender.

We try to ensure:

- that teachers allocate their time fairly between the sexes,
- that all pupils have opportunities for working with pupils of both sexes,
- that we break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up),
- that students are encouraged to pursue less conventional subjects and interests
- that we do not differentiate between the sexes in respect of our school uniform.

23.5.7. **Religion**

We acknowledge that members of the school come from diverse backgrounds: some have no religious faith; others are committed to a greater or lesser extent to a variety of

religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.

23.5.8. **Resources**

We aim is to provide for all children according to their needs, irrespective of sex, ability or ethnic origin. Resources are to reflect cultural and racial backgrounds of children to support positive self imagery. We try to ensure that our resources include non-sexist books which value the achievements of women as well as men. Displays will similarly reflect a range of cultures and races. All of the materials in use in our school will be monitored.

23.5.9. **Relationships**

Relationships between staff, students and management should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy. When it is uncomfortable or inappropriate to address the issue between staff then management must be made aware of the incident and supervisors address the incident with the staff or student involved through supervision. In extreme circumstances formal procedures may taken by the Head in line with our anti-bullying policy.

23.5.10. **Appointments**

In recruitment, we ensure that any advertisements, short-listing and interview procedures are free from discrimination.

23.6 Awareness of policy

Parents and students should know that the school has an equal opportunities policy and is committed to equality of opportunity for all members of the school community. The Board and the Head should actively promote and implement the equal opportunities policy. Only if there is transparency in the dealing with staff issues will colleagues feel comfortable with the outcomes.

23.7 Monitoring and review

We monitor the impact of our policies and procedures on different groups (by race, gender and disability) and the effectiveness of such policies is assessed through our self-evaluation procedures.

Section 24 IT Learning Platform

24.1 Website

The SIS website is the main source of information and communication between the school and the wider community. Our website has many interactive features, including a weekly bulletin, calendar feature, an online shop for trip payments. The website address is www.sis.ac .

24.2 School Information Management System (SIMS)

SIS is committed to making the best use of information. The sharing of relevant information and the effective use of data are very important if the school is to function effectively. The school uses SIMS for staff and student records.

24.3 Virtual Learning Environment (VLE)

A VLE allows staff to create virtual lessons, homework tasks, assignments and assessment tasks using a variety of multimedia applications. The expansion of the classroom beyond the school is a major goal for SIS and the VLE is an important step towards that goal.

In order to prepare our students to be life-long learners and to improve communication between home, school and our local and global communities, we operate a VLE called *Managebac*. Through the VLE we are able to take advantage of advanced learning technology to help supplement face-to-face classroom activities with online learning in the home or elsewhere. All attendance data, student achievements and behaviour are recorded on the VLE.

For general information about VLEs please visit
https://en.wikipedia.org/wiki/Virtual_learning_environment
For specific information about *Managebac* please visit http://managebac.com/

24.4 Parent Portal

A major element of our VLE is the Parent Portal. This portal is an example of the school's commitment to education as a partnership between parents, students and the school. The Parent Portal links parents more closely to the school, giving them access to their children's school records (e.g. personal data, homework, assessment and attendance) and also helps the school to keep parent records up-to-date and accurate. The Parent Portal allows parents to contribute to their child's education by making suggestions and providing information and acts as a vehicle for collaboration between home and school.

24.5 Laptop Programme

Our responsibility to prepare our students to engage in today's technological society goes hand in hand with our ongoing environmental efforts to limit consumption of resources. In order to facilitate both of these aims, and to make full use of the VLE for student learning, we run a laptop programme and provide an ICT infrastructure to provide a safe, reliable learning environment.

We have provided every student in M2 with a mac book air. By using the school laptops, teachers and students are able to take advantage of the VLE's live classroom tools, including polls, wikis, Google docs, exams, tests, quizzes etc. Therefore students are required to have their laptop with them every day just as they are expected to have proper school uniform. They are expected to take the laptop home to continue any ongoing schoolwork or homework and to re-charge it for the following day. In order to make best use of the new laptops and the VLE, it is beneficial for students to have access, via the internet, to the VLE at home.

24.6 Security

Our school network includes a firewall and virus protection system that enables us to limit access to inappropriate websites or software.

Sotogrande International School
Avda La Reserva SN
11310 Sotogrande, Spain
+34 956 795 902
info@sis.ac
www.sis.ac

Sotogrande
INTERNATIONAL SCHOOL