

SCHOOL HANDBOOK 2023 - 24

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Part 1: Welcome to GICLM

Welcome to the Garodia Community

Welcome. This handbook is intended to provide information about our school and practical guidelines for working together in a respectful and caring environment where we continue to learn from one another while pursuing our aims and aspirations together.

It will be obvious very quickly that Garodia International Centre for Learning, Mumbai (GICLM) is a very special school where everyone is seen as being important and valued for what they can contribute. Parents are seen as being vital in the learning of their children and we aim to work positively together at all times, making GICLM truly a community school.



In Pre-School, Primary and Secondary we strive for academic excellence including the development of artistic, creative, physical and emotional dimensions of each individual student. But, equally important is our commitment to developing a strong holistic education driven by the example of the GICLM Foundation's originator: 'Parmeshwari Devi Garodia'. Each student has unique talents with the capacity to make a positive difference in the world after they graduate. Our intention is to celebrate these talents and create an environment that allows every person to flourish achieving their true potential.

We are all stimulated by the continuing drive prospect of making GICLM a truly outstanding school and we look forward to meeting you all as we tackle the exciting challenges that lay ahead. Once again, welcome to you all and I look forward to a very successful partnership.

Ian Davies
Head of School
GICLM

The Spirit of GICLM

Our Mission

Engaging Minds, Changing Futures

Our Vision

We seek to provide a happy, caring and an inspiring environment where children will grow physically, mentally and holistically to recognize and live up to their fullest potential, and become responsible global citizens.

The Guiding Principles of Garodia Education

- To enable all students to realize their potential and dreams in the fields of academics, art and play.
- To provide a safe, caring, stimulating and innovative learning environment that embraces all community members as active partners.
- To provide a Values Education that enables students to develop a sense of respect, compassion and equality, and a sense of social responsibility.
- To maintain a strong commitment to community service and learning, celebrating our diversity, and developing respect for the environment.
- To enable students to become lifelong learners and responsible citizens in the future.

The International Baccalaureate (IB): its Mission Statement and the Learner Profile

GICLM has chosen to pursue its focused curriculum for grades 11/12 as the IB Diploma program. It is one of the most respected educational programs in the world currently. We believe that not only does the IB offer the challenging academic program that we want our students to have the opportunity to follow but also the IBO offers an international and social values led philosophy that has many links with that of GICLM itself.

The IB Mission Statement

Is an inspiring vision that says:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.

November 2002

The IB Learner Profile

Is a guide to the characteristics, skills and qualities that IB students and the school should aspire to attain during their studies. These fit very neatly into the profile that GICLM itself has for its learners.

The IB Learner Profile (student characteristics)
Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Cambridge Learner Attributes

Are attributes that fit into our vision also:

- Confident
- Innovative
- Engaged
- Responsible
- Reflective

International Primary Curriculum

Developing 21st Century learners

The IPC extends knowledge, skills and understanding, develops personal attributes and supports an international perspective in a way that responds to revised ideas about learning.

Community Responsibilities and Rights

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

Students have a right to:	Students have a responsibility to:
<ul style="list-style-type: none"> ▪ Learn and play in a safe supported environment 	<ul style="list-style-type: none"> ▪ Promote the spirit, ethos, values and expectations of GICLM
<ul style="list-style-type: none"> ▪ Be respected and have their voice heard fairly 	<ul style="list-style-type: none"> ▪ Respect the rights of others and not to endanger or bully others
<ul style="list-style-type: none"> ▪ Study in appropriate facilities meeting their needs 	<ul style="list-style-type: none"> ▪ Participate in school activities to the best of their ability
<ul style="list-style-type: none"> ▪ Express their ideas in an appropriate manner 	<ul style="list-style-type: none"> ▪ Be tolerant towards the opinions, cultures and ideas of others
<ul style="list-style-type: none"> ▪ Have learning experiences which meet their own needs 	<ul style="list-style-type: none"> ▪ Respect the learning of other students
<ul style="list-style-type: none"> ▪ Receive a balanced quality education 	<ul style="list-style-type: none"> ▪ Take charge of their own learning and progress
<ul style="list-style-type: none"> ▪ Participate in Service learning 	<ul style="list-style-type: none"> ▪ Make a difference to the lives of other people
<ul style="list-style-type: none"> ▪ Feel proud of their personal and school achievements 	<ul style="list-style-type: none"> ▪ Honour other peoples achievements treating others courteously and respectfully

Parents have a right to:	Parents have a responsibility to:
<ul style="list-style-type: none"> ▪ Receive a warm welcome at GICLM 	<ul style="list-style-type: none"> ▪ Promote the spirit, ethos, values and expectations of GICLM
<ul style="list-style-type: none"> ▪ Be respected and become key partners at GICLM 	<ul style="list-style-type: none"> ▪ Show respect to staff, students and the wider community
<ul style="list-style-type: none"> ▪ Have their child’s full potential realized within possibility 	<ul style="list-style-type: none"> ▪ Support their child’s learning by working positively with the School
<ul style="list-style-type: none"> ▪ Meet with the staff to discuss any issues and their child’s progress 	<ul style="list-style-type: none"> ▪ Ensure that their child attends School punctually and regularly
<ul style="list-style-type: none"> ▪ Have their opinions and ideas valued 	<ul style="list-style-type: none"> ▪ Model good behavior, expressing themselves in a socially acceptable way
<ul style="list-style-type: none"> ▪ Be involved in School life and contribute through parent groups 	<ul style="list-style-type: none"> ▪ Be involved in and support School programs, policies and procedures
<ul style="list-style-type: none"> ▪ Their child receiving a balanced and challenging curriculum 	<ul style="list-style-type: none"> ▪ Send their child to School prepared for learning and with homework completed

Staff have a right to:		Staff have a responsibility to:
<ul style="list-style-type: none"> ▪ Receive a warm welcome at GICLM 		<ul style="list-style-type: none"> ▪ Promote the spirit, ethos, values and expectations of GICLM
<ul style="list-style-type: none"> ▪ Be respected and have their voice heard fairly 		<ul style="list-style-type: none"> ▪ Show respect to all community members in an exemplary manner
<ul style="list-style-type: none"> ▪ Be supported in their professional duties as a teacher and leader 		<ul style="list-style-type: none"> ▪ Model good practice and promote outstanding learning experiences
<ul style="list-style-type: none"> ▪ Receive appropriate continuing professional development 		<ul style="list-style-type: none"> ▪ Be lifelong learners improving their own teaching and understanding
<ul style="list-style-type: none"> ▪ Work in an environment enabling good teaching to occur 		<ul style="list-style-type: none"> ▪ Maintain their work areas and make them conducive to active learning
<ul style="list-style-type: none"> ▪ Contribute to school improvement, planning and policy creation 		<ul style="list-style-type: none"> ▪ Offer constructive comments and actions that improve the School
<ul style="list-style-type: none"> ▪ Become key educational leaders and partners at GICLM 		<ul style="list-style-type: none"> ▪ Be leaders of the School within and outside the classroom ▪ Contribute to extra curricular programs and Service projects

GICLM School

Part 2: General School Information

School Calendar 2023-24

2023		
Term One	Start of Term	24 July
	End of Term	09 November
	Break	18-22 September
	Diwali break	10-19 November
Term Two	Start of Term	20 November
	End of Term	22 December
	Christmas break	23 Dec – 04 Jan
2024		
Term Three	Start of Term	03 January
	End of Term	22 March
	Holi Break	23-31 March
Term Four	Start of Term	01 April
	End of Term	07 June

Please note: Dates may be subject to change. Please refer to published calendar for all details.

School Communication

Communication between the School and parents is regarded as being vital in creating a strong partnership. Parents are asked to inform the school immediately if there are any changes to your home situation or phone numbers. This area will continue to be developed and strengthened through a number of channels:

- A bi-monthly newsletter (all letters will be sent as an email attachment)
- Notification of special events by newsletter
- The school website
- Welcome evenings for parents at the start of each academic year
- A regular series of parent Workshops to discuss and explain aspects of the school
- Student-Parent teacher conferences which are learning reviews at regular times on the calendar
- Academic reports on progress
- School Information System – an online site through which parents will be able to view all assessments, lesson topics, progress grades and calendars.

Additionally, it is important that questions and concerns are dealt with quickly and that parents and teachers communicate effectively:

- Appointments: when necessary we encourage parents and/or teachers to meet to discuss a student's progress.
- Email: You can contact school by email. We will strive to answer all emails within 24 hours (workdays only).
- Phone: It is difficult to contact teachers by phone but a message can be left at reception.

Contacting the Right Person

It is essential that concerns be brought to the attention of the right person.

- A parent or guardian with a concern on any school matter should always first approach the staff member directly involved. Both parties may at any time request that the concern is recorded and referred directly to the appropriate Deputy or Head. If further discussion is required, the Head of School will be consulted.
- If the concern is academic, the Subject Teacher or the student's Form Tutor should be contacted in the first instance. If further discussion is required, then contact the appropriate Deputy or Head. If necessary, the Head of School will be consulted.
- If the concern is pastoral, the student's Form Tutor or the School Counsellor should be contacted initially. If further discussion is required, then contact the appropriate curriculum Coordinator. If necessary, the Head of School will be consulted.
- If the concern relates to a more general issue, then please contact the appropriate Deputy or Head.
- If the concern relates to daily administrative matters, then the School Administrators should be contacted.
- If the concern relates to finance, the Finance department should be contacted.

All members of the school staff should be contacted through the Receptionist.

If an acceptable solution cannot be found, the Head of School will be presented with all the facts. A written statement may be requested. Further, the School Board may be involved to review any appeals or direct requests to come to a final decision.

We please ask that any official communication about change of situation etc must be made by letter or email. Verbal conversations and texts like WhatsApp messages are not considered official communication.

Finding your way around the Building

The building will be arranged in the following manner:

Floor	Function
Lower Basement	Multi purpose Auditorium: Sports hall, Drama facility, Conference area, Fitness Centre
Upper Basement	Gymnastics Centre
Ground Floor	Reception, Head of School, Accounts, Admissions, Marketing, Meeting rooms, Coffee and cake shop, Clinic, play area for preschool/primary (outside)
1st	Nursery, Pre school (to be opened)
2nd	Nursery, Pre-school, EY Coordinator
3rd	Primary, Primary Head (language rooms)
4th	Cafeteria and Learning Centre
5th	Secondary, Lego Laboratory,
6th	Secondary, Laboratories and specialist ICT rooms, Secondary Head, UGC counsellor,
7th	International Baccalaureate and Broward College, IBDP Coordinator
Roof	Swimming Pool

Security and Visitors

We please ask that any person who wishes to enter the school (including parents) report directly to the Main Gate or Main Reception Desk where permission to enter will be sought from the Head of School, Heads and a Visitors badge will be issued. This must be worn at all times. Visitors are responsible to return any ID badges to reception.

The school reserves the right to question any person on site who is not wearing a Visitors or school identification badge and to refuse entry to anyone without the required ID badge. This is necessary for the safety and protection of the school community.

Students should wear their ID at all times when on campus. Students will only be allowed out of lessons with the possession of an appropriate pass (eg Bathroom, Learning Centre or Clinic).

Emergency Procedures

In the event of an emergency, parents will be contacted through an emergency communication system (details to be circulated later). Should an incident occur to an individual, parents will be contacted directly by school staff.

It is therefore vital that parents provide up to date information. We require:

1. Current hand phone numbers and emails of parents for contact in emergency.
2. Current hand phone numbers and emails of two additional adults/ friends for contact in emergency who will act on behalf of the family.

We ask that if there are any changes to the above, parents please inform the Admissions Office immediately.

In an emergency, two courses of action may be taken:

1. School building evacuation for example in case of fire or other procedure (students assemble outside the school): The signal for this will be an internal alarm. Under the supervision of their teacher, students should exit their classrooms in single file and walk quickly, and quietly, to their designated Assembly Point. Visitors should also proceed to the Assembly Point where they will be checked against the visitors register.
2. Lock down in case of emergency: The signal for this will be an identified signal played over the intercom system. Staff and students will be informed about the procedures.

Our Team: School Staff List 2023-24

Primary Staff	
Preschool/ Early Years Head	Veera Sivonen
Nursery /EY	Shristi Lunkad
Nursery /EY	Aditi Momaya
Nursery /EY	Shivani Koppikar
Nursery /EY	Nidhi Sanghvi
Nursery /EY	Diksha Chhabria
K1 /EY	Payal Gandhi
K1 /EY	Hiral Ajmera
K1 /EY	Disha Sheth
K1 /EY	Binooti Shah
K2/EY	Shivani Vora
K2 /EY	Sejal Kenia
K2 /EY	Barkha Nandrayog
Grade 1	Priya Shah
Grade 1	Jinal Savia
Grade 2	Anagha Karangutkar
Grade 3	Khyati Shah
Grade 4	Arti Pandey
Grade 5	Sarita Shetty
German	Shruti Zunjarro
French	Heta Sanghvi
Marathi	Dipa Thosar
Hindi	Sushma Sharma
Mandarin	Vishakha Moray
Secondary Staff	
English	Brandon Andreas
English	Martin Ebnazar
English	Dr Anita Bhatia
Maths	Rumana Chatterjee
Maths	Sriraman Ramakrishnan
Maths	Raj Shah
Maths	Huzefa Kagawala
Biology	Manasvi Dave
Physics	Praveen Rana
Physics	Meera Rawal
Chemistry	Ritika Solanki
Chemistry and Biology	Patrick Moore
Environmental Systems, Biology and CAS	Priya Mehta
Psychology	Amretta Dandona
Social Studies/ TOK	Fareen Qureshi
History/ TOK	Ian Davies
Hindi	Shivani Gupta
French	Vidya Rao

German	Uma Iyer
Mandarin/ Spanish	Honey Khanna
Business	Monika Koradia
Business/ Economics	Raksha Mishra
Economics	Pawan Jhabak
ICT/ Computer Science	Sharad Khandelwal
Whole School Staff	
Art and Design	Shilpa Karmarkar
Dance and Drama	Shraddha Rupavate
Music	Ankur Brenham
PE	Ameya Virkar
PE	Supriya Mali
Swim Coach	Nitin Savalkar
University Guidance Counsellor	Deepa Rao
School Counsellor	Amretta Dandona
Senior Leadership Team	
School Operations Head	Monika Koradia
EY Head	Veera Sivonen
Primary Head	Mahalakshmi Anand
Primary Deputy	Priyanka Maligail
Secondary Head	Patrick Moore
IBDP Coordinator, Secondary Deputy	Huzefa Kagawala
Head of School	Ian Davies

School Structure

Whole School	
Pre-School	
Garodia FinlandWay	
Nursery	3 – 4 years
KG 1	4 – 5 years
KG 2	5 – 6 years
Primary	
IPC and Cambridge	
Grade 1	6 - 7 years
Grade 2	7 - 8 years
Grade 3	8 - 9 years
Grade 4	9 - 10 years
Grade 5	10 – 11 years
Secondary	
Cambridge	
Grade 6	11 – 12 years
Grade 7	12 – 13 years

Grade 8	13 – 14 years
Cambridge IGCSE	
Grade 9	14 – 15 years
Grade 10	15 – 16 years
IB Diploma Program	
Grade 11	16 – 17 years
Grade 12	17 – 18 years

This structure gives a continuity of learning and progress throughout the school giving a holistic and challenging educational experience.

GICLM School Handbook

School Hours and Daily Routine

School hours are from 8.15 until 3.30. School begins promptly with registration at 8.15 and is taken in the student's Tutor base. If students arrive before school hours they can wait in the classroom.

8.15	Arrival time
8.15-8.30	School starts – Tutor base/ assembly
8.30-9.30	Period 1
9.30-10.30	Period 2
10.30-11.00	Break
11.00-12.00	Period 3
12.00-1.00	Period 4
1.00-1.30	Lunch
1.30-2.30	Period 5
2.30-3.30	Period 6
3.30-4.30	School ends/ extra-curricular activities/ extra classes

There is a 5 minute warning bell before the start of each period. Students are expected to make their way quickly and quietly from one class to the next with minimum delay. Students may remain on campus after school hours if they are participating in a supervised school activity or using the Learning Centre for study purposes. The Learning Centre will close at 4.30. The school takes no responsibility for their safety if students are unsupervised.

Arrival and Departure of Students

The arrival and collection of students by parents needs to run as smoothly and safely as possible, whilst maintaining good relations with the community. We ask you to please respect the following points:

Arrival

- On arrival, all cars should drop students at the School entrance in 90 Feet Road.
- Only allow students to leave your car in the designated drop off zones. Do not cause an inconvenience for other drivers.
- Please DO NOT overtake cars when on the internal road. This increases the potential of accidents to students.
- There is no permanent car park. Do not double-park your car and leave it unattended. Be respectful to other road users at all times.

Departure

- Students may be collected from the School main lobby after the end of school or any activity that they have been involved in. Please use the same route to collect by car.
- Students should wait to be collected in the main lobby.
- Please note that there is no formal supervision of students leaving the campus for more than 15 minutes after the end of school or after Extra Curricular Activities end.

Arrival and Departure of Students on school buses

- Students who use this service will be issued with rules connected to bus use

Lunch and break time arrangements

For Pre-school and Primary all snacks and lunches are provided.

During the morning break and lunch, students from Grades 6-12, may visit the Cafeteria to consume personal tiffins. Only vegetarian food is allowed in the school premises. Parents are requested to bring to the attention of the school their child's food allergies or dietary restrictions.

Arrangements for Tiffin can be arranged with Ms Sushmita: School Administrator.

Water

Pupils are encouraged to drink water at regular intervals and a filtered water system is available throughout the school for the same. Pupils may bring their own water bottles from home to keep in the classrooms provided they are clearly labelled.

Attendance and Punctuality

It is very important that the school knows who is in the building at all times. The teaching program is based on the assumption that students attend class regularly. All students must register promptly at 8.15 with their Tutor. Students arriving late after the tutor period, for any reason must sign in at School Reception.

Good timekeeping is expected from all members of the community. Punctuality is a mark of good manners and students are expected to arrive in school and at their lessons on time. A continued pattern of lateness will be treated as a disciplinary matter.

To qualify for completion of a Grade level, a student is required to attend school for at least 90% of the instructional days designated on the school calendar. Only in exceptional

circumstances may the Head of School grant an exemption to this requirement. Certified illness will be such an exception.

Difficult circumstances

The School will be advised in such circumstances (eg flooding) and not count such lateness negatively. For continued circumstances the School will change the timetable, if necessary, to ensure curriculum continuity. Parents and students will be advised in such situations by an official statement issued by the School.

Early Dismissal

Students may not leave campus during the school day without permission from the Heads. We ask kindly that Parents/ students must submit written requests, either by note or email at least 24 hours in advance, in order to leave campus for reasons such as essential medical appointments/ visa requirements etc before the start of classes on the day in question. Students will be given an Exit Pass which they must hand to the security guard at the gate.

The School Nurse will give permission for early dismissal, if a student falls ill, only after contacting their parents.

Absence from school

Students should be absent from school only for essential and important reasons, such as illness or family emergency. GICLM seeks cooperation from parents in using the utmost discretion in excusing their children from school and in not arranging family outings or holidays during term time.

If a student is absent for any reason, on that day parents should notify School before 8.15am. On their return they must bring a letter to their tutor signed by the parent/ guardian explaining the reason for the absence. If no letter/email is received within two days of return the absence will be treated as 'un-excused'. In the event of a planned absence, parents are asked to write to the tutor in advance, informing the School of the absence.

For long-term illnesses, parents are requested to inform the tutor. Where appropriate, the tutor will be responsible for sending suitable work home for the student to complete. A grade may be awarded in this situation.

If leave is taken during the school year, parents should also notify the School in good time. In this situation it is the student's responsibility to see their teachers before leaving to gather together work to complete during the period of absence. No grade will be awarded for uncompleted work in this situation.

An excused absence is one where the parent takes responsibility for the student's absence in writing for acceptable unavoidable reasons. A record of these absences will be made.

An unexcused absence is one where student's deliberately miss school or classes or where there is no written communication from the parents. These are believed to be truancies and are disciplinary matters that will be referred initially to the Deputy Head by the Tutor and when necessary to the Head. A student who continues to have unexcused absences will risk having comments made on reports cards to this effect, possible suspension and with continued instances even risk expulsion from the School.

If a child has an excused absence during a scheduled school test day (not final Board exams), then they will be offered a single re-test opportunity only. If a child has an unexcused absence they will not be offered a re-test and receive a zero for that assessment.

Absence from Physical Education

If your child needs to be excused from PE we kindly ask you to provide a doctor's certificate or a parents note, which clearly explains why they cannot participate.

Curriculum Textbooks and Supplies

The School will provide key textbooks and basic materials required for learning. Laptops, ipads, electronic devices or calculators are not included in this list for personal use. Students are responsible for looking after their own textbooks and exercise books. If a student loses a book, they will be charged for its replacement.

The Learning Centre will have a large collection of books and media resources that will be available for loan. If a student loses a book, they will be charged for its replacement.

The following items need to be provided by the student:

- An appropriate calculator. Grades 7-10 will require a scientific calculator and Grades 11-12 will require a graphic calculator. The Maths faculty will inform parents about the required models.
- Flash disk

The use of white-out or Tipp-ex, is not allowed in public examinations and therefore its use is discouraged in school.

Laptops, Tablets and Smartphones

GICLM is developing its Information Technology policy.

Initially, the School will provide computer access and mobile technology for student use. This may include designated computer rooms. The School will have high speed Internet access in all its buildings. Students will be issued with a password and will be able to use their own devices to access the Internet when the policy and practices have been finalized.

Smartphones are not allowed in the classroom or during school hours, and must be stored in student lockers. We advise that they are not brought to school.

At all times students are reminded that they should be ethical in their actions and only access acceptable online sites. This is a value of the school promoting respect for others. Improper use of technology will result in confiscation of said device.

Security of Personal Items

The school will do all that it can to offer a secure and safe environment. We have installed a comprehensive CCTV system throughout the School.

Please note that students who bring items to school do so entirely at their own risk. The School cannot be held responsible for any replacement costs arising from the loss or theft of personal items on the campus.

Secondary Student Lockers

We will provide lockers for all students, and we strongly advise students to store their belongings securely.

Students are responsible for keeping their lockers clean and tidy. Nothing should be written on the inside or outside of the locker. Any photographs, texts, images attached to the inside of the locker should be socially and culturally acceptable and easily removable without leaving marks on the locker. Students should report any damage to their Tutor.

Lockers should not be shared and students should only access their own locker. Lockers are the property of the School and the school has the right to enter any locker, with or without permission of the student it has been assigned to.

School Uniform

Is provided by the school for all students. GICLM places great emphasis on the importance of the school uniform in presenting a professional profile. All students must wear the correct clothing and take a pride in their appearance. Students are ambassadors for GICLM and the way in which they wear their uniform makes a comment about the values of our school. All students, staff and parents are requested to respect cultural sensitivities and ensure that only appropriate, neat and modest clothing is worn on the school campus.

Uniform and Personal requirements

(Uniforms are provided by GICLM for all students)

Boys	Long trousers, shirt with GICLM logo, school tie, plain black socks. A plain white vest or Tee shirt may be worn under their school shirt, which must be tucked into their trousers.
Girls	Skirt below the knee, white blouse, plain black socks. No nail polish.
Shoes	<ul style="list-style-type: none"> ▪ Plain black low-heeled shoes (less than 3cm) are to be worn around the building. These can be purchased locally. ▪ Black trainers or sports style shoes with coloured stripes or patches are not allowed. ▪ Flat shoes for girls are acceptable provided they are black and have a non-slip sole and arch support. ▪ Ballet style shoes with elastic around the foot and no arch <u>are not</u> suitable for school.
Cardigan or pullover	Students may only wear a GICLM pullover, which can be purchased from the school shop. No personal jumpers or hooded sweatshirts are allowed in class.
Caps/ Hats	For protection from the sun, GICLM cap/ hats are compulsory for PE outside and when students are playing outside at break or lunchtime.
Jewellery	Students should not wear any jewellery other than a wrist watch or a simple religious symbol around the neck or wrist.
Earrings	Students may wear one stud in each earlobe. Students must not display any other piercing including tongue or nose*.
Hairstyles	Students' hair should be neatly groomed with conservative styles rather than extremes. For example, shaved heads, spikes, steps, zig-zags and unnaturally coloured hair are unacceptable. Girls should have their hair neatly tied in a pony-tail or in two braids/bunches.
Tattoos	Tattoos should not be visible at any times.
Facial Hair	All boys are expected to be clean shaven*.

*There may be religious circumstances to be considered

On specified days the school may allow the wearing of casual clothing rather than uniform. Clothing should be appropriate for participation in lessons and must be modest. Parents will be informed about any such days.

PE Uniform

All students are required to wear the official GICLM PE uniform which is provided. For PE, sports or training shoes are required and must have soles that are for indoor use ie they do not cause marks on the floor. For PE lessons like football or athletics the PE department may require the use of specialist footwear. For swimming, students must use modest swimwear. Parents will be advised in advance about this.

Aquatic Centre

GICLM's Aquatic Centre has an Olympic style 25 metre multi-lane pool. This is a whole school facility and Early Years and Primary students will be encouraged to use the pool as appropriate.

Swimming will be arranged as part of the rotation of sports experienced during PE lessons.

A GICLM swim club will be formed with further opportunities outside of lessons for students to improve their techniques and enjoy swimming. Information about this will be circulated to parents. Likewise, special sessions will be scheduled for swimmers who are chosen to represent GICLM in swimming competitions.

Aquatic Centre Rules

- Students using the pool must follow these rules to ensure a safe, clean and enjoyable experience for everyone:
 - No swimming is permitted without a life guard or teacher present.
 - All people in the Centre must follow the instructions of the staff at all times.
 - All swimmers must wear costumes that are suitably modest – bikinis and Bermuda shorts are not considered suitable swim wear.
 - Swim hats should be worn at all times in the pool.
 - No running, pushing or rough play in the pool area.
 - Beginner swimmers must remain in the shallow end.
 - Diving from the starting blocks is only allowed under direct supervision of Centre staff.
 - No bombs, dunking and flips or back dives. Surface dives only are permitted.
 - In case of difficulty in the water:
 - keep calm, do not panic, conserve energy and breathe normally
 - try to tread water, or float on your back
 - raise one hand
 - shout for help

- The Centre has an emergency signal of three long whistle blasts. If you hear this exit the water immediately and move away from the pool edge. Follow the instructions of staff.
- No shoes (including flip flops or sandals) are allowed on the pool deck – bare feet only. However, swimmers may have a pair of flip-flops for use in the changing room/ shower.
- No food or drink is allowed in the Aquatic Centre except water in a plastic spill-proof bottle.
- Swimmers must get changed in the Aquatic Centre changing rooms.

Aquatic Centre Health Rules

Students who have diarrhoea or are vomiting must not swim until all symptoms have been gone for at least two days. Students with flu like symptoms are advised not to swim and if a student has been unwell they should be free of fever for at least 24 hours. Students with uncovered open sores, conjunctivitis, red eye or similar conditions will not be allowed to use the pool. Verrucas must be covered with a sock. Aquatic Centre staff are permitted to check the swimmers body temperature at any time.

Any student scheduled for a swimming lesson who cannot participate for any reason, should have a signed letter for their parents to excuse them, the same as any other PE lesson.

Fitness Centre, Gymnastics Centre and Auditorium

May only be used under the direct supervision of with permission of a teacher.

Medical Care and Clinic

The School Nurse will be on duty during school hours to give first aid as required and offer advice about health. Serious injuries will be referred to local hospitals.

First aid materials will be kept in the Clinic, laboratories, Auditorium, and on each floor and Kitchens. A first aid kit will also be available for activities that take place outside the campus.

Student Health

Parents are required to complete and submit an up to date medical form for their child at the start of each academic year. Parents are requested to contact the School immediately should any changes occur.

Allergies

If any student suffers from allergies, it is vital that this information is made available to the School alongside any medication required in case of emergency eg Epi-pen.

Sickness or Injury during the school day

Any student who feels unwell should first report this to their immediate teacher, who will then direct them to the Clinic. If during a break-time, then students should proceed directly to the Clinic.

If the student is not well enough to continue in class through illness or injury, parents will be contacted immediately and asked to pick up their child with a suggestion to see a doctor. Students who are unwell will be accompanied to the Clinic by another adult or student.

In an emergency, the child may be taken for immediate treatment to the nearest hospital at the discretion of the Head. If the student cannot be moved without special care, a doctor and/or ambulance will be called. Parents will be informed asap.

Parents keeping children away from school

Many infectious diseases begin with common symptoms and at this early stage these diseases are most contagious. Parents are therefore requested to keep their child at home if they have the following symptoms:

- High temperature and/or fever
- Drowsiness
- Red or inflamed eyes
- Rash
- Vomiting
- Diarrhoea
- Excessive coughing
- Swollen glands

If any disease is confirmed by a doctor, parents should inform the school immediately. Please allow at least 24 hours with no symptoms before returning to school.

The following chart (adapted from American Academy of Pediatrics) gives some more information about common diseases which are communicable. Students should not return to school until a doctor approves:

Disease/ Condition	Features	Incubation period	How transmitted	Exclusion
Chickenpox	Fever and rash that may appear on head and spread to body	2-3 weeks	Spread by direct contact or air borne	Until all scabs are dry
Conjunctivitis or Pink eye	Red eyes with some discharge	1-3 days	Contact infected areas, clothing etc	Until treatment by antibiotic
Fever	Temperature of 38 °C			Until no fever for 24 hours
Head lice/ nits	Severe itching; small eggs on hair, rash on neck	2 weeks	Direct contact with infested others, clothing, hats	Until treated and free lice/ nits
Flu	Fever, sore throat, muscle ache, cough, headache, runny nose	1-3 days	From person to person by droplets from coughing/ sneezing	Until free for 24 hours
Impetigo	Blisters, scabs on skin which are flat and yellow may be weeping	5-10 days	Direct contact and on contaminated items including hands	Until treated and clear 48 hours
Measles	High fever. Red eyes, cough, spots on tongue and mouth, body rash	1-2 weeks	Droplets through coughing, sneezing from infected person	Until treated and clear after rash
Mumps	Fever, swelling, tender glands on neck. Pain when chewing.	12-15 days	Droplets from infected persons saliva	Until clinically better. Usually about 10 days.
Ringworm	A fungal infection. Flat, ring shaped	4-10 days	Contact infected people or animals	Until treated. No swimming

	reddish lesions on skin			until clear.
Scabies	Small red bumps on skin with itching	2-6 weeks		Until treatment finished
Strep Throat	Fever, sore throat, tonsillitis, tender glands	10-20 days	Contact with droplets from infected person	Usually treated and then 2 weeks
Tuberculosis or TB	Weight loss, loss appetite, sweating, swelling glands	3-12 weeks	Airborne droplets	2 weeks after treated
Typhoid	Fever, headache, weakness, sore throat, diarrhea	1-3 weeks	Food, water, fleas	Until treated and regain strength
Gastroenteritis	Nausea, vomiting, stomach pain, dehydrated	1-3 days	Person to person through unwashed hands	Until symptoms removed and full health

Medication

Please note that teachers will not administer medication to students and the School does not normally give medication for minor or passing complaints, such as headache, stomach-ache or sore throat. The school will only apply medication in serious circumstances.

Medication should be given at home. However, if your child needs to take medication during school hours, the nurse will require written permission from the parents containing precise instructions from the doctor about the name of medicine and the dosage. Any such medicine should be in the original container and taken to the Clinic.

Students should not carry any medicine with them unless it is for a life-threatening condition.

If you have any concerns or questions at all about procedures and how the school will support your child, then please contact the nurse immediately.

Asthma

Students needing inhalers are allowed to carry their inhaler with them for immediate use at all times.

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Part 3: The School Curriculum

Academic aims of the school

We aim to create an outstanding learning environment that:

- Develops an ethical education
- Provides excellence and the opportunity for high achievement and the development of 21st century skills.
- Provides an education that creates the opportunities for progression to further education.
- Provides an education suited to the specific needs and strengths of all learners.
- Develops life-long learners who are knowledgeable, effective communicators and enjoy learning through challenging situations.
- Encourages active learning, open enquiry, critical and creative thinking.
- Develops students understanding and responsibility for their own learning.
- Fosters intercultural understanding and actions.
- Provides clear assessment tasks, monitoring, recording and analysis of all learning to improve student achievement.
- Ensures a continuum of learning.
- Offers a rich extra-curricular activities program.
- Recruits, retains and develops top quality teachers worldwide.
- Integrates technology to enhance the learning situation.
- Develops, maintains and upgrades facilities for the community to enjoy.
- Undergoes regular self-review and critical analysis.

Curriculum Outline (discreet Curriculum Guides will be available for all Grade levels)

Primary and Preschool

EY Follow the Garodia FinlandWay joint curriculum.

Primary follow the Cambridge curriculum for Maths, English and Science and use the IPC curriculum to enhance other learning areas.

Secondary Grades 6-10: Cambridge IGCSE Curriculum Outline

The curriculum is specially designed for the unique learning needs of students aged 11-16 (Grades 6-10) at the time when they need to develop excellent learning skills and habits, whilst developing self-confidence and a thorough understanding of their academic subjects. This is called a 'student centred approach' that builds on traditional learning approaches in the classroom and combines it with the latest educational practices that high quality students are known to exhibit. Students will see the connections between academic disciplines.

Students study a wide range of subjects (History, Geography, PE, Design, Computers, Art) with an emphasis on the core subjects of Maths, Languages and Science. There will be community Service Learning opportunities included.

At the end of Grade 8 students will opt for their specific IGCSE subjects, which will be examined at the end of Grade 10.

Secondary Grades 11-12: International Baccalaureate Curriculum Outline

Grades 11 and 12 will follow the International Baccalaureate Diploma Program (DP).

The curriculum is specially designed for the unique learning needs of students aged 16-18 who are preparing to graduate from school and enter university. The IB Diploma is one of the most highly regarded courses in the world and successful students have the opportunity to gain entry to the very top universities worldwide (for example Oxford, Cambridge and Russell Group in UK, Ivy League in USA, Sydney and Melbourne in Australia, Beijing and Hong Kong Universities in Asia).

Students follow a two year program and study six subjects (which are chosen to suit the students talents and future university/ career path) in addition to compulsory elements in the core: Theory of Knowledge, an Extended Essay and Creativity, Activity and Service (service work in the community).

Cambridge Checkpoint Examinations

All students will have the opportunity to enter the Checkpoint examinations to evaluate their progress during grades 5 and 8.

Assessment

Purpose

The main purposes of assessment are to help students improve continuously explaining why students have achieved a certain grade (formative assessment) using the information gathered about their learning, improve teaching, evaluate the effectiveness of the curriculum, provide summative information, inform students and parents about progress and to gain qualifications to move onto the next stage of education.

Procedures

GICLM has formal procedures and defined criteria to effectively and regularly assess and review the impact of learning strategies and the level of student performance. Its purpose is to motivate all developmental aspects such as intellectual, creative, physical, emotional and social development of students. GICLM aims to have systems that track, analyse and report student performance giving a profile of the student highlighting strengths, areas for improvement and suggesting strategies for improvement. Students' grades may regress as well as progress from one report to another. This may reflect the different skills being judged or a more difficult stage of the course.

Reports will be issued regularly giving an achievement grade, showing the level the student has reached at that time. Targets will be identified suggesting clear strategies/ actions for improvement. Tutors will write an overall summary of progress and school contributions.

Formal Student Parent Teacher Conferences will be held to review progress and identify targets for improvement.

It is essential that all students are happy and that parents have full confidence in the School. If there is any reason that you may have a concern, we encourage you to come into school and discuss the issue with us or simply contact the student's form tutor.

Principles

GICLM follows these principles:

- Teachers will share a common understanding and commitment to school assessment philosophy and practices.
- Assessment criteria will be shared with students and parents throughout the learning process.
- Assessment will be meaningful, challenging, age appropriate and guided through regular assessment opportunities.
- Assessments will lead to the identification of Learning Targets to action plan for improvement and lead to increased student self-confidence in their learning.
- Assessments will be varied in nature being both formative and summative (tests, exams, homework, class work, written and oral, self-directed, peer directed, teacher led etc).
- Assessments will be fair, transparent, valid and reliable.
- Assessment information will be communicated regularly and accurately through reports and marking of student work.

Assessment in Primary and Secondary Grades 1 to 10

Students are formally assessed by 'criterion based' assessments in each subject. This means that a students' performance is judged against a set of expectations about the skills that a student can do. These are linked to the Cambridge assessment models and are the 'standards' by which we evaluate students. The scale used in Grades one to eight is 1 to 6 with 6 being the highest score. For IGCSE the grades are from G through to A*, with A* being the highest grade.

IB Assessment in Grades 11/12

On the IB program students are formally assessed by criterion-based assessments in each subject. This means that a students' performance is judged against a set of expectations about the skills that a student 'can do'. These are the standards by which we evaluate students. GICLM DP students are marked on the same scale as used by the IB programs from 1 to 7 with 7 as the highest possible grade.

7 Excellent	A mark of distinction reserved for students who consistently produce outstanding work showing a thorough understanding of the required knowledge and skills with the ability to apply them in a variety of situations. Work is always of a high quality and often original and insightful.
6 Very Good	A highly commendable level of achievement showing consistent and thorough understanding of the required knowledge and skills. There is consistent evidence of analysis, synthesis and evaluation. Some originality and insights may be seen.
5 Good	A good level of achievement showing consistent and thorough understanding of the required knowledge and skills. There is some evidence of analysis, synthesis and evaluation. Occasional originality and insights may be seen.
4 Satisfactory	A satisfactory level of achievement with a general understanding of the required knowledge and skills often showing their application in familiar situations. Occasional evidence of evidence of analysis, synthesis and evaluation is seen.
3 Unsatisfactory	Is a passing grade but there is room for improvement as evidence suggests limited achievement of the basic knowledge and skills or the ability to apply them in familiar situations.
2 Poor	Represents a very limited level of achievement. It is a failing grade. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them consistently even when supported.
1 Very Poor	Represents minimal achievement. It is a failing grade.

Students of Concern

Students who receive less than satisfactory grades, in at least two subjects, at report times will be deemed to be: Students of Concern and will be placed on Academic Support. This will mean that the student has an Action Plan drawn up by the Coordinator, that will identify the extra support and strategies that will be taken to enable the student to regain a satisfactory academic status. This will last for a time signified by the Coordinator. This

may involve weekly progress reports to be signed by the student, parents, teachers and Coordinator

Moving to the next Grade level

Students will normally proceed to the next Grade at the beginning of each year. This is not dependent on passing an end of year assessments. However, if the School feels that a student would benefit from repeating a year, a meeting will be held with all parties where a full review of the student's academic progress and potential will be discussed. Any decision will be the result of this meeting.

School Awards

At the end of each academic year GICLM will hold its Speech Day and Prize Giving Ceremony. The following awards will be given in each Grade eventually. Before gaining a sufficient number of students we will award a smaller number:

Academic Excellence	Awarded to the top students with the best all-round academic achievement record in each Grade
Academic Progress	Awarded to the top students with the best all-round academic progress record in each Grade
Community Service Award	Awarded to the members of tutor groups that are deemed to have made the most impact on the community
School Leadership Award	Awarded to the students in each Grade who have done most for the values/ spirit of the school
Sporting Achievement	Awarded to the top students with the best all-round sporting contributions in each Grade
Performing Arts	Awarded to the top students with the best all-round performing arts contributions in each Grade

Homework

GICLM aims to create an environment that encourages holistic development and allows students to lead a balanced life between work, rest and play. Homework is an essential part of school life because:

- It enriches, supports, consolidates and improves the learning that takes place in the classroom enabling students to make greater academic progress.
- It offers extension activities and greater opportunities to apply knowledge and skills outside the classroom.
- It inculcates good academic habits of time-management, research, self-directed learning, resilience, motivation and enables students to take control of their own learning whilst developing greater self-confidence in their own skills.
- It enables students to meet the specific needs of completing coursework and projects that are part of the assessment demands for Cambridge and IB.
- It encourages students to work in an academically honest fashion.
- It prepares students for focused study required in preparation for exams and later life.
- It enables teachers to assess student's knowledge and skills in a different situation.
- It enables parents with an opportunity to take part in their children's education and to keep them informed about the work students are doing.

Parents can help to ensure that time is set aside and that there is a quiet place of study for their children. Homework set by teachers is meant to be developmental and the School will issue a Homework timetable for Grades 6-8. Students in Grades 9-12 are expected to become more independent learners and be able to organize their time more effectively prioritizing their tasks.

The time given to homework tasks will vary according to the age and Grade level of the student. In most cases, students will not receive more than two pieces of homework per night. The time spent on homework every evening should be approximately:

Primary	
Grades 1-5	Homework can be given but is controlled by their class teacher who can evaluate the impact. It is likely to be based around the core areas of reading and maths. Students in Grade 5 can expect a little more homework to prepare them for Secondary school
Secondary	
Grade 6	Maximum 1 hour (1 hour per subject)
Grade 7	Maximum 1 hour (1 hour per subject)
Grade 8	Maximum 1 hour 30 minutes per night (45 minutes per

	subject)
Grade 9	Maximum 2 hours per night (1 hour per subject)
Grade 10	Maximum 3 hours per night (1 hour per subject). Please note that coursework assignments and preparation for exams will sometimes demand a greater commitment at certain times of the calendar.
Grade 11/12	Maximum 2 hours per week for each Standard Level. Maximum 3 hours for each Higher Level. We expect students to be more independent learners at this level and pursue study to extend, review and enhance their learning as a result of their personal commitment. This will prepare them for university study.

Realistic deadlines will be set for the completion of homework and the amount should be consistent and manageable for students. Students in Grades 6-10 would not normally be set homework on a Friday night that is due to be handed in on the following Monday. Homework may be given during holidays if it is appropriate for their age and needs of the course eg coursework for IBDP students.

Teachers expect homework to be completed and handed in on time. Failure to do homework is treated seriously, and where the completion of homework becomes a problem then the subject teacher will inform the student's tutor for appropriate support action to be taken. Parents will be notified should a student repeatedly fail to submit school work or miss coursework deadlines to help give support.

Types of Homework

These will vary according to the age and grade level of each student. It should be varied and challenging. It could be reading, preparation for an upcoming class, reviewing the class just covered, doing extension work, writing reports, writing an essay, working online with class colleagues on a group presentation or simply revision for a test.

We advise parents to provide internet access at home for homework purposes and to provide a quiet working area free from distractions. Overall, homework should be purposeful and enjoyable.

Feedback

Students should expect feedback from teachers within a reasonable time limit and this could either be written or an oral comment. Areas for improvement should be included. We hope to develop student's self-reflection about all their tasks.

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School Information System

Managebac is the school's online curriculum management system and a vital communication tool for all members of our community. Students, teachers and parents will all be given individual passwords to access the system. The following information will be available through an easy access portal:

- Information about the subjects and topics that students are learning. You will be able to see the curriculum aims and learning goals so that you are fully informed.
- Current subject that students are enrolled in and their teachers.
- Curriculum resources that students and parents can access from home for extended study and homework
- Homework schedules and tasks
- Students' grades and reports
- A message system between teachers, students and parents

Students will use this system frequently to record their experiences and upload their work to teachers. A favourite function is being able to view calendars for all assignments.

Academic Integrity

GICLM expects that all of its community of learners (students, teachers, support staff, parents and Board) behave honestly and with integrity. Students will learn about the importance of Academic Integrity with their teachers and how to complete their work in an honest way. This extends to all assessment tasks, homework, classwork, and examinations. Consequently, students who cheat in exams; copy information directly from sources, such as the internet, without citation or reference; allow other people to complete their work for them (eg tutors) or present another person's work as their own will be subject to a zero mark for that task or face further supportive action.

Please refer to the School's Academic Integrity Policy for further information and guidance.

Academic Student Support

Each student has a personal Tutor whom they meet every morning. They will monitor the progress of all students and offer them support as needed alongside their subject teachers. Students who have a problem, either academic or personal, are encouraged to talk to their tutor, subject teacher or grade level head. The School Counsellor is also available to give professional support. Students can also talk to their Student Council representative for advice and help to approach staff or act on their behalf.

Remember that all good learning requires making mistakes. We cannot be perfect all the time and we all need the help of others to improve and achieve success. It is not a failure to admit that you need help but is a sign of maturity.

The Learning Centre

The Learning Centre is one of the key learning areas in the School. It will include flexible learning areas for group and whole class activity alongside providing individual students with research and creation opportunities. The Learning Centre staff will all be available to help students with their learning and offer advice on source materials, construction of essays and reports and academic honesty etc. This Centre will be available for the whole community to access and the opening times will gradually be extended to allow private study after school hours.

The Centre will build up its collection of books (fiction and non-fiction), as well as periodicals and online resources. A selection of CD's and DVD's will be available with multimedia opportunities.

University and Career Counselling

GICLM has appointed an experienced university guidance counsellor (UGC) who specializes in different areas of the world. Individual support will be given to all students and families about the process of applying for university places, the writing of applications and provide all references and transcripts required. GICLM will also build up a portfolio of contacts for universities to enable our students to gain access to suitable courses. Careers education will also be included in the GICLM Personal, Social, Health and Careers Education program that all students study as part of the curriculum.

This service will develop as our students move into Grade 9 onwards. The Head of School and IBDP Coordinator are also experienced university advisors, have many contacts with universities worldwide and have great experience with the application process.

Community Service Learning

All students will be engaged in regular Service activities, which form an important element of learning. There are seven key Learning Outcomes of service work (taken from the IB DP CAS Guide p11) which are:

Students:

- Identify their own strengths and develop areas for growth.
- Demonstrate that challenges have been undertaken, developing new skills in the process.
- Demonstrate how to initiate and plan a CAS (service) experience.
- Show commitment to and perseverance in CAS (service) experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

These Learning Outcomes will form the reasoning and practice behind our service learning.

Extra-Curricular Program (ECP)

Extra-Curricular Programs (ECPs) are regular activities after the normal teaching day has concluded. These are optional for students (though we expect all students to attend at least two per week) unless there is a specific reason that students are required to attend by teachers (eg training for a sports team, extra language learning etc). Through ECPs we aim to:

- Enrich and extend what the school curriculum has taught
- Give experiences in new activities
- Develop personal leadership, team work and social skills
- Increase opportunities especially for Music and Sport
- Develop a commitment to the community with Service activities
- Have fun!

The ECP program should begin one month after the start of the new school year. Students and parents will be given the choice of activities during the first few weeks. Students can change activities at the start of each term. Activities involving sport will involve a commitment to practice and competition matches.

Part 4: Student and Community Wellbeing

Pastoral Care

Our sincere aim is to provide a welcoming, positive and caring environment that promotes the personal, social, emotional and physical wellbeing of all students. This also extends to respect and courtesy for all staff, parents and visitors. We believe it is essential that the whole community models respectful and caring behavior and attitudes.

A healthy academic mind is supported by an environment that helps students to be reflective and caring in their actions whilst developing the emotional skills necessary for success. Resilience, motivation and self-worth are promoted. Students should exhibit a pride in their school and have expectations of learning in a safe environment. Outside of the classroom we can also be proud of and value the success of our young people.

In particular, we aim to foster a respect for and understanding of different spiritual and cultural perspectives in support of developing a positive moral character and interpersonal skills. In effect, a strong Pastoral structure supports and enhances a strong academic one.

The Tutorial System

Form Tutors

The pastoral care of all students is centred on the Form Tutors. They are led and supported by the Operations Head, PSHCE Coordinator, Academic Coordinators and the Deputy/Head of Primary/Secondary. The Form Tutor is the key point of contact for students, parents and other teachers often acting as an advocate on behalf of the student.

Whilst the subject teachers are the focus for the academic development of students within their subjects, Form Tutors provide an overview of all the subjects that students take and can draw together specific strengths and issues that a student might have across the school whilst tracking their progress. Tutors meet their Tutor Group every morning for registration and discussion building a rapport and trust. Tutors help to recognize issues and deal with them before they become too serious, and encourage students to take responsibility for their actions: for example, if a student needs to talk to a teacher about a piece of work.

The Form Tutor is the first person that parents should speak to if you have a concern about your child that is not specifically academic (when you should talk to the subject teacher first). Tutors will consult with the Coordinators to offer solutions to issues.

Tutor Group Allocation

All Tutor Groups will be known by their Grade level and a letter as exemplified below:

Grade level	Group 1	Group 2	Group 3
Grade 7	7A	7B	7C
Grade 8	8A	8B	8C
Grade 9	9A	9B	9C
All other grades will follow the same pattern			

Assemblies

Students will attend a Grade level Assembly weekly and a Whole School Assembly weekly.

The purpose of assemblies are to:

- Recognise, celebrate and reward positive behaviour, academic effort and achievement
- Educate further about Garodia characteristics when appropriate
- Provide an opportunity for groups of students to perform for their peers something related to their studies or in relation to the School Learner Profile theme
- To communicate important information to the school community
- To reinforce the school's expectations
- To share creative work achieved in and out of classes including musical recitals and performances
- To invite guest speakers to share their ideas with the school community

Personal, Social, Health and Careers Education (PSHCE)

Every week students will participate in a PSCHE lesson led by their Tutor. This is essentially a Life Skills program that will introduce students to vital topics for their age group. For example, students will consider the environment, friendship, conflict resolution, drug and alcohol abuse, emotional resilience, the economy, study skills, revision techniques, careers education, writing a CV, applying to university and so on.

Student Leadership and Voice

We aim to offer leadership opportunities for Secondary students by encouraging mature behavior and developing cross-age student relationship. The student voice is important for the School to hear also. Opportunities the School aim to develop are:

- Student Council: All Tutor Groups will elect 2 students to represent them on a council that will meet with teachers to discuss issues. This will involve organising various events.
- Student Ambassadors: Students will have the chance to represent the school in public forums.
- Service Activities: Students will be involved in responsible work with the community that makes a difference to people’s lives
- Learning Centre Leaders: Students will have the chance to organize and contribute to the work of the Learning Centre
- Student Mentors: Students will have the opportunity to undertake special training to become mentors academically and socially within the school.
- Sports and Music Leaders: Students will have the opportunity to serve on sports and music councils to help and advise teachers.
- International Award: Students in the future will have the opportunity to participate in this international scheme which is a considerable personal achievement highly valued by universities and employers.

Valuing Student Achievement and Contributions

At GICLM we like to recognize and reward positive actions by our students. This could be in academic work, sport, music, citizenship or service activities. We ask staff to be vigilant in rewarding instances that are observed. Achievement of a level 4 or 5 would normally be announced in public, at an assembly for instance, though students might well ask for this not to happen – which we respect.

Level 1	Positive action <ul style="list-style-type: none"> ▪ Reward = verbal praise
Level 2	Consistent positive actions <ul style="list-style-type: none"> ▪ Reward = PSHCE Coordinator alerted, email to parents, Tutor alerted
Level 3	Significant achievements and behavior <ul style="list-style-type: none"> ▪ Reward = PSHCE Coordinator, Deputies and Heads informed alerted, email to parents, Tutor alerted, public affirmation to School about the student’s actions

Level 4	<p>Important work or excellent achievement over a significant period of time</p> <ul style="list-style-type: none"> Reward = All Coordinators, Deputies and Heads email to parents from Coordinator Tutor alerted, public affirmation to School about the student's actions, Certificate to student awarded by Head of School
Level 5	<p>Outstanding and exceptional behavior and actions on behalf of others that has meaningful effect on lives of people</p> <ul style="list-style-type: none"> Reward = Formal meeting with parents, student and Head of School to recognize contribution, whole community informed; certificate presented publically by head of School

Language Use

The School will maintain its policy of offering a range of language opportunities for students. English is the language of instruction and the language spoken in the classroom therefore, whilst we have utmost respect for students using their mother tongue when communicating with their peers who understand and speak their language during break times, we encourage students to use English as their language of communication at all times.

Students must be careful that they do not, intentionally or otherwise, exclude other students or other members of the community by using their other languages. For example, at the lunch table we should all be aware of not excluding people from any conversation because they do not speak a language. This is a matter of respecting and caring for others. All students will have an opportunity to study a major foreign Western language (French/German) and a major Eastern language (Mandarin) alongside English.

School Fieldtrips

Activities off campus are part of the enriched educational opportunities that students participate in. The School will apply an agreed set of 'Standard Operating Procedures' for all such activities that ensure an adequate level of planning, communication and health and safety checks have been undertaken in advance and during the trip.

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Student Code of Conduct

GICLM aims to develop individual responsibility and open-mindedness in our students aiming to make the community a values based environment based on honesty, trust and principled actions.

The Student Code reflects the spirit of the School and gives a foundation for appropriate actions:

- Think about others and show respect for their rights in a courteous, responsible and polite manner.
- Behave in a manner that keeps yourself and others safe at all times.
- Respect yourself and represent your parents and the School well in the community.
- Be honest with yourself and others.
- Be ready to learn and engage in learning activities completing all work to the best of your ability.
- Think about the environment and how we can improve every day.
- Make sure that you dress smartly and appropriately at all times showing pride in your school.
- Undertake service opportunities freely and with a spirit of adventure.

Inside the classroom we want productive learning environments that students deserve, so some basic rules are helpful in showing students what our expectations are and the standards of behaviour students can achieve.

Classroom Rules

- Arrive on time ready for learning with the right equipment
- Walk on campus and in the building and to move quietly between classes
- Respect yourself, the teacher and others at all times
- Follow directions when given
- Pay attention, participate and ask questions.
- Do not distract or interfere/ talk to others unless asked to by the teacher
- Ask questions
- Take control of your own learning by setting yourself targets to improve
- You may drink water in class
- There are no bathroom breaks during a lesson without the teacher's permission
- Complete work on time and always be academically honest - no copying
- Use English at all times unless the teacher requests use of your first language to help explain difficult ideas

Self-Discipline

As a community, we must aim to have a high level of personal behaviour so that we all create a happy and positive environment. Breaches of self-discipline shall be dealt with using progressively severe support sanctions, which appropriately meet the seriousness of the incident. Each incident is specific and so the response will be judged accordingly. The examples given are for guidance only and the severity of each action will need to be evaluated. Continual discipline issues will result in action taken at the next level. The levels are:

Level 1	<p>Minor behavioural problem</p> <ul style="list-style-type: none"> ▪ Support action = simple reprimand by teacher involved, possible loss of privilege, reflection sheet ▪ Examples include: inappropriate language, disrespectful or disruptive behaviour to the community inside or outside of class, lack of homework, foul language, inappropriate use of mobile device, lateness, misplaced belongings, minor property damage, entrance unauthorized areas.
Level 2	<p>Persistent behavioural problems</p> <ul style="list-style-type: none"> ▪ Support action = Coordinator alerted, email to parents, Tutor alerted. Actions may involve any above plus monitoring card, counselling, regular monitoring and support by Tutor ▪ Examples include: continual lateness, lack of homework, forgery, minor harassment, truancy of classes, continual disruptions in class after warnings.
Level 3	<p>Disruptive behavioural problems</p> <ul style="list-style-type: none"> ▪ Support action = Coordinator, Deputies and Primary/Secondary Heads informed alerted, email to parents, Tutor alerted. Actions may involve any of the above plus curriculum modification, staff awareness, liaison with parents, withdrawal from class. ▪ Examples include: Theft or vandalism, smoking, truancy, inappropriate use of the internet, academic dishonesty, inappropriate coupling with other students, truancy,

	inappropriate taking of photos, smoking/ vape use on or near campus, inappropriate displays of affection.
Level 4	<p>Significantly disruptive behavioural problems perhaps causing harm to others</p> <ul style="list-style-type: none"> ▪ Support action = Coordinator, Deputies and Primary/Secondary Heads informed alerted, email to parents from Coordinator, Tutor alerted. Formal interview with Head of School, parents and student with potential formal warning. Actions may involve any of the above plus signed agreement parents and school, internal or external suspension. ▪ Examples include: verbal, physical or sexual harassment/ denigration or bullying in any form, violence/ threatening behaviour or abusive language to any member of the school community, possession of pornography, use of alcohol/ vapes, tampering with school equipment/ computer.
Level 5	<p>Major disruptive behavioural problems perhaps causing harm to others</p> <ul style="list-style-type: none"> ▪ Support action = Formal meeting with parents, student, Head of School and Board members. Actions may involve any of the above plus expulsion from school. ▪ Examples include: bullying in any form, possession of or being under the influence of vapes/drugs, inappropriate sexual behaviour.

We have high expectations of Garodia students both inside and outside school. If it comes to our attention that inappropriate behaviour has taken place that directly impacts on the reputation of the School, then we reserve the right to consider taking disciplinary action. Any loss of or damage to school property will be charged to the student account to purchase a replacement at full cost.

Appeals

All students have the right to due process. This includes the right to:

- Appeal academic decisions which they think are unfair
- Appeal decision concerned with discipline issues

Appeals are made directly in writing to the Head of Primary/Secondary and to the Head of School whose decision is final. Decisions resulting in Level 5 actions may be appealed in writing to the Board whose decision is final.

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Bullying

Bullying is not acceptable in our caring community. We define bullying as: repeated and unjustified actions against other people. Bullying can take many forms: physical, verbal, social or by the internet and can be carried out by individuals or groups.

At GICLM we have no place for such actions and will regard this at least a Level Four discipline issue. The school will handle all such cases sensitively.

At GICLM we:

- Encourage students to report incidents of bullying
- Will work hard to establish exactly what happened and why before making any decisions
- Expect students to be responsible for their own actions – there are no excuses for bullying
- Inform all parents about any such incidents

Alcohol, Tobacco and Drugs

Every community needs to protect its members hence the need for some guidelines in this area.

GICLM takes its responsibilities seriously in this area and is developing a Life Skills program that provides education about alcohol, tobacco, vapes and drugs awareness at the appropriate age and time in school. It is encouraged that if any students or parents are concerned about any of these substances, then they contact the School Counsellor.

Possession of Illegal drugs (controlled substances) at school is strictly forbidden and the penalties within Indian law can be very serious indeed. Any person found to be in possession of illegal drugs, caught in the use of drugs, or discovered under the influence of illegal drugs will be subject to the immediate disciplinary code of the school and likely be expelled. This rule applies to the times when students are at school, or off site representing the school on, for example, a sports activity, service project or school trip.

The consequences relating to activities concerning alcohol and tobacco are equally seen as serious breaches of the school ethos and will also be subject to the disciplinary code of the school. Supporting actions depending on the severity of the issue might include:

- Confiscation of goods
- Counselling
- Parental and student interview with school.
- Internal or external suspension from school

- Expulsion from school
- Referral to the Head of School

GICLM looks to work with parents to protect and educate their children on the dangers of such activities and keeping GICLM a healthy environment.

The Student Counsellor

Adolescence can be a stressful and overwhelming time. Students may have worries or concerns that are difficult to sort out on their own. The word counselling has many different meanings for different groups. At GICLM the Student Counsellor's role is to provide students with collaborative, safe, non-judgmental counselling. The Counsellor will help students work through a problem to find a solution. Concerns may be emotional, behavioural, academic or interpersonal.

The Counsellor is a trained professional and offers a chance for students to help understand themselves better, their own personal values and the role their values play in decision making. The Counsellor is available to work with parents and often will have family meetings if and when necessary.

Students are able to contact the Counsellor by visiting the Counselling Office and making an appointment. Confidentiality is important in counselling and the Counsellor works to establish trust with the students and will not judge them. During their first session the Counsellor will always advise students about the limits of confidentiality regarding what the student says to them, or if the student is in danger of hurting themselves or others.

Parental Involvement in GICLM

Parents are a vital part of the School community and we hope that you will involve yourself in the support of your children's learning and in the development of the school.

Secondary Parent Representatives

Currently, at the start of each academic year the School will ask for nominations from each tutor group for a Parent Representative. Their role will provide an important function of communication between school and home and keep the school informed about any issues that might arise. Specifically, they will:

- Represent the views and ideas of all the families in the tutor group.
- Communicate with the other families as necessary about school matters.
- Attend a meeting each term with the Principal and Vice Principals where they will discuss items placed on the agenda.

Parent Representative meetings will not discuss individual members of staff or students (this is an inappropriate forum for this) but will be a constructive group that meets to improve the school in all its aspects.

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Parent Workshops

During the year a number of workshop will be provided for parents to attend. These will help to explain Learning and Teaching, curriculum and assessment developments, reporting and student 'Well-Being' issues. Details of these workshops will be communicated in advance.

Parent Help

Help and support is always welcomed and opportunities are offered to join the Garodia Volunteer groups, the Parent Teacher Association or simply to support Learning inside classes. If you would like to become involved, please contact your child's Form Tutor who will forward your name to the relevant person.

Parent-teacher Association

As the School develops, the Parent-Teacher Association (PTA) shall be formed by the head of the school within 30 days from the beginning of every academic year. Parent of every student in the school shall be a member of PTA and an annual amount of rupees fifty shall be collected from each member of the Association.

Upon formation of PTA, for giving representation to every standard, a lottery shall be conducted by drawing a lot of willing parents of each standard to constitute the Executive Committee and notice of one week of before such lottery shall be given to the members of the PTA.

The Executive Committee of each such PTA shall consist of:

- | | | |
|----------------------------|---|----------------------------------------|
| (i) Chairperson | - | Principal or Head Master |
| (ii) Vice-Chairperson | - | One from amongst the parents |
| (iii) Secretary | - | One from amongst the teachers |
| (iv) Two Joint Secretaries | - | Both from amongst parents |
| (v) Member | - | One Parent and teacher from each grade |

A list of the members of the Executive Committee of the PTA shall be displayed on the notice board within a period of fifteen days from the date of formation of the Executive Committee. The PTA shall hold an annual general meeting at least once before 15th August every year. The PTA shall also hold one meeting at least once in every three months.

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School Fees

Payment of School fees

You are kindly asked to pay all school fees as per the fee policy of the school, which is available on our website and in the Administration Office

Withdrawal procedure

The school must be given final, confirmed notice of the withdrawal of the student by the last day of term. Every student withdrawing from GICLM is required to complete a Withdrawal Form and have an exit interview..

The school will not release any transcript or other records to the student, or any other school, institution or organization until the withdrawal process is completed and a Transfer Certificate is issued to the student. A Transfer Certificate shall not be issued unless all dues to the school have been paid. After the issuance of a Transfer Certificate, the Security Deposit, if any, shall be refunded to the student.

Parents and students are advised not to request for an early withdrawal unless it is a genuine or emergency situation, such as serious illness documented by a medical report. Early withdrawal disrupts the academic progress of the student and may have negative consequences for the future.

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