

Embassy International School



Parent Handbook 2023-2024



embassy
international
school

Embassy International School ul. Edmunda Biernackiego 10, 30-043 Kraków

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WELCOME LETTER

Embassy International School offers an educational experience for our aspiring community of all ages, from 3 to 19, from Early Years to end of school exams (A levels).

Embassy International School is accredited and subject to regulation by the Polish Ministry for Education as well as Fieldwork Education, the organisation responsible for the International Primary Curriculum (IPC), the JCQ (Joint Council for Qualifications in the UK, the government body that watches over exams) and also AQA and Pearson Edexcel (exam boards in the UK). Pupils leaving Embassy International School are thus ensured a smooth transition to their next location.

Embassy International school is determined to lead by example and strives to establish and maintain a respectful and dignified long term relationship with all of its community members and stakeholders. A number of policies are in place to ensure a professional, positive and respectful working environment in which all members of our community can thrive.

As the school has grown we have enjoyed a positive working relationship with our parents and this is something that we greatly value. If anything is unclear or someone has a suggestion we want listening to be the key action amongst all areas of our community.

Dr Lindsay Davidson

Director of Education

Dr Kasia Kotulska

Director of Administration

Kristian Cejka

Principal

1. VISION

Our vision is to create a community of internationally-minded global leaders who care about making everyone's tomorrow a better tomorrow.

2. MISSION

With **Engagement**, **Humility** and **Diligence** we aspire to model our vision for our learners.

Three key words to express who we are and how we believe things should be done

ENGAGEMENT: To be engaged is to have deep empathy for the person on the other side, for all 'others', as we face the choice of progress or stagnation. We expect our pupils to be engaged with their own future selves, the personal 'others' of their own future, with their own learning, with a vision of themselves as a work of art in motion, people who are becoming. As an institution, we are engaged with the big and small things. Parents are engaged where they recognize the network of responsibilities and opportunities involved in their child's development and recognise that we all have different possibilities.

HUMILITY: Is the state of knowing that we, as teachers and learners, are open to weaknesses, open to accepting our possibilities to change and the opportunities for development that change can give us. As an institution, humility means we have mechanisms to ensure that we do not dictate policies and practices, but evolve them through reflection, our institution becomes a vehicle powered by the people who make it. For parents humility means they trust us and our experience.

DILIGENCE: Each one of us carries our own torch. Each one of us shines the light from our torch on everything we do, allowing no shadow, no place for small or big things to hide.

3. PHILOSOPHY

Our teaching philosophy is based on our commitment to teach children about metacognition in our daily routines and recognising the importance of brain science to teaching and learning. Embedded in this philosophy are the principles of Multiple Intelligences (Howard Gardner 1983), which facilitates and inspires learning for all children and young people. Through an inquiry-based framework all pupils develop a natural curiosity for learning and for the world outside the classroom. We believe that our philosophy of education instils a love of learning, it challenges pupils to develop their own minds and personalities, it allows us to truly know our learners and it gives us the capacity to address their individual needs.

4. CORE VALUES

EIS and its community embody the following values:

- Adaptability
- Communication
- Co-operation
- Enquiry
- Morality
- Resilience
- Respect
- Thoughtfulness

5. LOCATION AND CONTACT DETAILS

Address:

ul. Edmunda Biernackiego 10

30-043 Kraków, Poland

Tel: +48 786 947 320

Tel: +48 786 947 321

Email: office@embassyschool.org

Web: www.embassyschool.pl

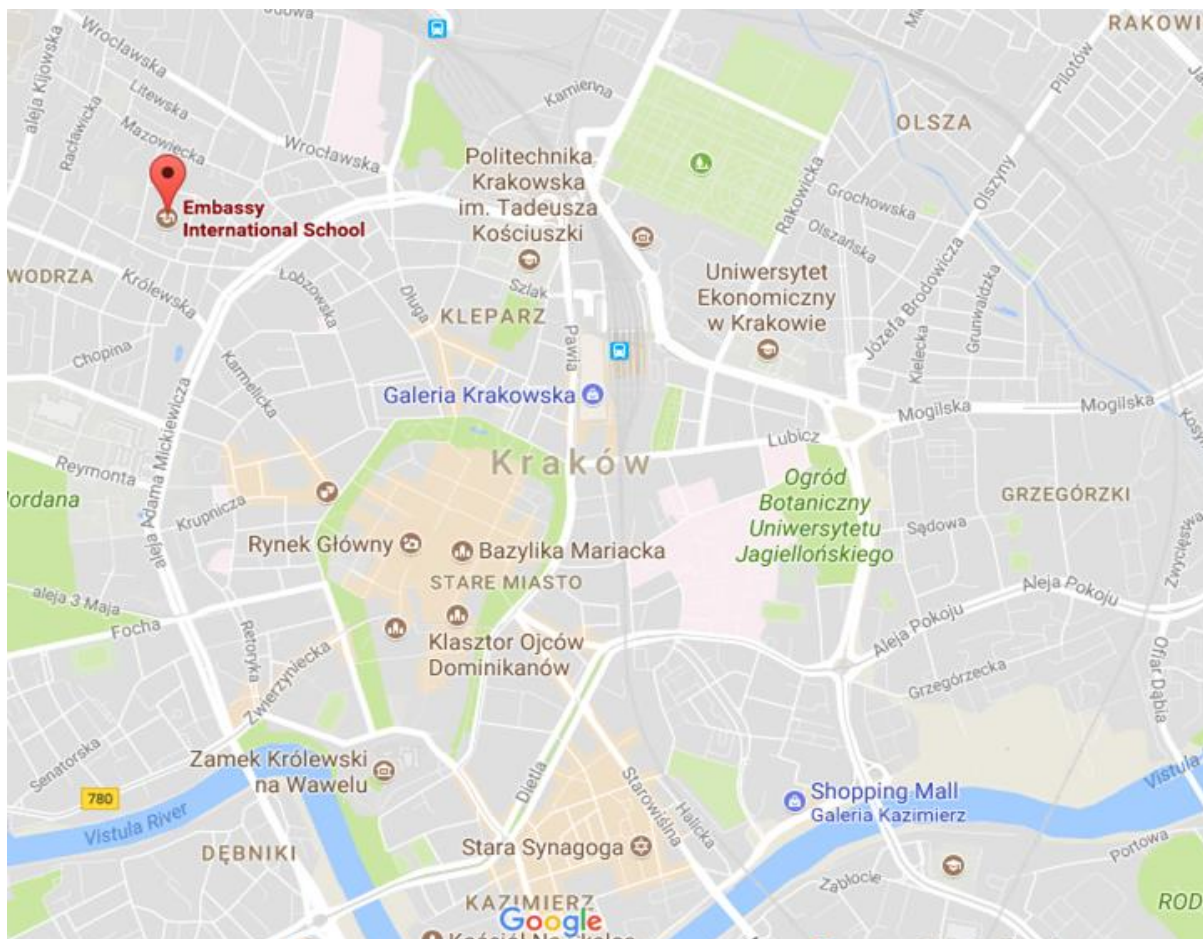
Bank Account: **BNP Paribas Bank S.A.**

Account Number: 33-17501048-0000 0000 4110 8673

IBAN: PL33175010480000000041108673

SWIFT/BIC: PPABPLKXXX

HOW TO FIND US



6. POLICY REVIEW

The policies in this handbook will be reviewed as it is deemed appropriate. The policy review will be undertaken by the School Directors and School Principal in consultation with staff. We reserve the right to discontinue provision of educational services on grounds of non-compliance with procedures with a resulting negative impact on school safety or on school functioning. The full range of school policies is maintained on the school website.

7. SCHOOL DAY

8:20 am	Classes start for Secondary with form tutors, morning tutor time
8:35 am	Classes start for Primary and Early Years
10:15 am - 10:30 am	Snack time
12:40 pm - 13:00 pm	Playground time for year 1&2
13:00 pm - 13:50 pm	Lunch Break and Playground time
15:30 pm	Collection - End of school day
15:30 pm	Extracurricular Activities start
16:15 pm	End of some ECAs
17:00 pm	End of all ECAs and afterschool childcare

8. SCHOOL YEAR

The school year begins in the first week of September and concludes at the end of June. The school year is divided into two academic semesters: Winter and Summer.

The school calendar for the current academic year can be viewed on the school's website and is updated and finalised for the upcoming school year.

It should be noted that changes may happen as needed throughout the year.

9. LANGUAGE POLICY

The working language of the school is English. All documents, meetings, parent and pupil communication, newsletters and lessons will be conducted in English.

The only exception to this is Polish language lessons for native speakers of Polish and Polish citizens, as required by the Polish Ministry for Education (MEiN).

As a school we shall strive to support native language needs, where reasonably possible. This will take the form of individual programmes of learning and will be agreed in writing upon entry to the school, signed by the School Directors and the parents and will be subject to regular review. Individual programmes of support for native language may be subject to additional cost. This information will be included in the agreement made between school and the parents. It should be

recognised that it may not be possible to fulfil all language requirements, but that every reasonable effort will be made to do so.

10. CLASS PLACEMENT

Pupils are assigned to classes based primarily on their age, calculated from 1st September to 31st August in a given year. Provisions are also made for special educational needs and different educational systems worldwide, which may involve children being placed in classes higher or lower than their age alone would suggest. Finally, we consider our own policies when placement is done in the classes. The structure of the classes in 2023/24 is as follows:

YEARGROUP - School Year 2023/24	DATE OF BIRTH
EARLY YEARS	2020 - I,II,III,IV,V,VI,VII,VIII
	2019 - IX,X,XI,XII
	2019 - I,II,III,IV,V,VI,VII,VIII
	2018 - IX,X,XI,XII
Y1	2018 - I,II,III,IV,V,VI,VII,VIII
	2017 - IX,X,XI,XII
Y2	2017 - I,II,III,IV,V,VI,VII,VIII
	2016 - IX,X,XI,XII
Y3	2016 - I,II,III,IV,V,VI,VII,VIII
	2015 - IX,X,XI,XII
Y4	2015 - I,II,III,IV,V,VI,VII,
	2014 - IX,X,XI,XII
Y5	2014 - I,II,III,IV,V,VI,VII,VIII
	2013 - IX,X,XI,XII
Y6	2013 - I,II,III,IV,V,VI,VII,VIII (September 2010 – August 2011)
	2012 - IX,X,XI,XII

Y7	2012 - I,II,III,IV,V,VI,VII,VIII
	2011 - IX,X,XI,XII
Y8	2011 - I,II,III,IV,V,VI,VII,VIII
	2010 - IX,X,XI,XII
Y9	2010 - I,II,III,IV,V,VI,VII,VIII
	2009 - IX,X,XI,XII
Y10=GCSE 1	2009 - I,II,III,IV,V,VI,VII,VIII
	2008 - IX,X,XI,XII
Y11=GCSE 2	2008 - I,II,III,IV,V,VI,VII,VIII
	2007 - IX,X,XI,XII
Y12= As LEVEL/A LEVELS 1	2007 - I,II,III,IV,V,VI,VII,VIII
	2006 - IX,X,XI,XII
Y13=A LEVELS	2006 - I,II,III,IV,V,VI,VII,VIII
	2005 - IX,X,XI,XII

11. EARLY YEARS

Our educational philosophies and programme are designed to prepare children for the International Primary Curriculum that they will follow with us in the coming years and are founded upon the theories of Multiple Intelligences and Constructivism.

We recognise the way small children function and learn, and our approach includes many opportunities for repetition and reinforcement of learning. We encourage our children to inquire and explore using themed lessons and activities.

We include developing children's self-confidence, independence and self-help skills, how to keep each other safe, what makes a kind/ good friend, celebrate diversity and culture and awareness of environmental issues and become mindful of sustainability within the school.

The programme includes time for gross motor development through PE, music and movement sessions and fine motor development through Arts and crafts and ICT lessons. A time for rest and reflection is also built into our day. We also have a full range of equipment to support sensory development.

Circle times are used to open and close the day, other specialist lessons in ICT , Art and Music are provided, and are designed to lead towards inquiry based learning.

7 areas of learning are

- Communication and language
- Physical development
- Personal, social and emotional development and these specific areas of learning:
- Literacy
- Numeracy
- Understanding the world
- Expressive arts and design

The structure of our day:

We begin our day with circle time, highlighting the learning objectives, topics and structure of the day.

Two breaks are scheduled at 10.15am and lunch at 1.00pm

Numeracy, and literacy happens every day. Literacy is taught using the Jolly Phonics programme, where we teach in differentiated groups and according to their abilities and levels in literacy.

Daily themed lessons cover topics of interest, which include topics such as “All About Me”, “People Who Help US”, “Healthy Living” etc. Themes are used to discuss, engage, find out and explore further interests and allow the children to use inquiry-based learning strategies.

Each day specific subjects, such as PE, music, Art and ICT are taught by specialist teachers and in specialist classrooms.

Play both inside and outside are scheduled daily.

Standards and specific learning outcomes are the same as the English National Curriculum Early Years Framework as described on the UK government website:

<https://www.gov.uk/early-years-foundation-stage> and subsequent updates.

We have a rigorous reporting system based on the areas of learning defined by the English National Curriculum Early Years Framework and including aspects derived from the theory of Multiple Intelligences, intended to support and recognise the value of holistic development.

Our Early Years department includes the Sunshine Class for children aged 3 to 4 and the Forest Class for children aged 4 to 5.

The children are grouped for activities, specialist subjects and registration, according to their developmental or educational requirements. Groups often come together or are mixed for our themed lessons, play sessions inside and outside, assemblies and circle time activities.

12. PRIMARY (Years 1-6)

In brief, our curriculum policy is use of the International Primary Curriculum (IPC). For Maths, we are based on Pearson's Abacus scheme and our English aims to match the requirements of the English National Curriculum as defined and described on the UK government website:

<https://www.gov.uk/national-curriculum/key-stage-1-and-2>

A variety of didactic and pedagogical approaches are used. We have two music lessons per week, two ICT lessons, Art lessons as well as PE, Swimming and lessons of the IPC every day.

Native languages are scheduled for 3 lessons per week, including the Polish Curriculum for Polish citizens. The Polish National Curriculum for Polish citizens has extra lessons as the children progress in age.

Primary school has teachers who do not have their own assigned classes (known as 'floating teachers') and they perform a variety of functions across the whole primary school making sure that the huge array of diverse needs children in an international school have are fully met.

13. SECONDARY (Years 7 – 13)

Key stage 3 is organised basically as per the English National Curriculum, with one exception; Science is broken into Biology, Physics and Chemistry with each subject receiving two lessons per week.

Polish National Curriculum lessons are additional for Polish citizens undertaking the MEiN programme.

Standards and specific learning outcomes are based on the English National Curriculum Key Stage 3 Framework as described on the UK government website:

<https://www.gov.uk/national-curriculum/key-stage-3-and-4>

GCSE and iGCSE exams are offered for KS4 (4 lessons per subject chosen), Maths, English, and PE (non-examination) are compulsory and As/A levels for KS5 (6 lessons per subject unless individual requirements indicate differently).

14. LATENESS AND ABSENCES

Any secondary pupil that arrives at school after 8:20 is late. Any primary pupil that arrives at school after 8:35 am is late. The procedure is to report to the main office directly and receive a late slip before going to class (this applies to both primary and secondary pupils after 8:35). If your child is going to be absent from school please let the office and class teacher know by email by 8:35 am the day of absence. You can notify the office of longer known absences in advance by email, by telephone, or in person.

We ask that families adhere to this policy very strictly as this helps us keep all children safe. This is particularly vital in the event of an evacuation.

15. DRESS CODE

We believe that a dress code creates an atmosphere in which learning and membership to our community is pre-eminent. The school dress code applies to pupils from Primary (Year 1) to Secondary (Y13).

The official **school colours are navy blue and white**. School polo shirts with the Embassy school logo can be purchased from the school's website. All pupils are encouraged to wear official school clothing; however, this is not a requirement.

The general dress code of the school that applies to all pupils from **Primary (Y1-6) to Secondary (Y7-13)** is the following:

- **plain navy-blue top or plain white top** (no sports shirts, no prints)
- **muted coloured bottoms** (plain navy blue, white, black, grey, khaki)
- **proper length skirts and shorts** (one horizontal hand above knee(~5cm) or longer)

In addition to the above and in recognition of the different relationship of **Year 10, 11, 12 and 13** to the school, we offer them the **option of also wearing black shirts**.

Embassy International School Krakow

Dress code information

The way we dress helps us show belonging to a group. In Embassy International School we have a dress code to express our membership of this community, that believes in making a community of globally minded leaders who care about making everyone's tomorrow a better tomorrow and who work together to realise this mission with humility, engagement and diligence.

Our dress code also helps us see we are surrounded by people who share our values.



The spirit of the dress code needs to be smart.

What to wear:

Top: T shirts, polo shirts, shirts, blouses, hoodies, sweaters, dresses



Colours: Plain navy blue, white, black (Y10 and up)



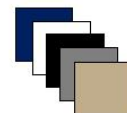
Bottom: trousers, shorts, skirts, jeans (plain blue/black)



Length: one horizontal hand above knee(~5cm) or longer



Colours: Plain navy blue, white, black, grey, khaki



Clothes that are not listed are not allowed.

Some examples:

crop tops, tank tops, spaghetti straps, symbols/logos on clothes bigger than 2x2 cm, headwear (hats, caps etc.), sweatpants, leggings, clothes with holes (e.g. ripped jeans), patterns (stripes, squares, dots etc.), visible underwear, revealing neckline, excessive jewelry (chains, dangling earrings). This is not an exhaustive list.

The dress code is enforced by school management and by each class teacher. Children not wearing dress code appropriate clothing, will be supplied with the school uniform and the parent billed 50 zł per item. Repeatedly breaking the dress code may lead to suspension.

There is a required kit list for **swimming**:

- A one-piece swimsuit for girls or tight-fitting swimming trunks for boys
- Swimming cap for both sexes
- Pool shoes/ flip flops

- Towel
- Goggles
- Hairbrush and hair elastics for girls for afterwards.
- A bag marked with the child's name to pack all items in

And a kit list for **Gym/ PE:**

- Shorts or tight fitting leggings
- T-shirt (long or short sleeved)
- Tracksuit
- Sport shoes/ trainers
- Socks
- Water bottle
- A sports bag clearly marked with your child's name

Jewellery is **not allowed** to be worn during PE or swimming. If pupils wear jewellery to school then they are reminded that they are responsible for their own property.

Pupils from Early Years to Year 6 are required to have a change of shoes for use in school. These need to be sports shoes that are suitable for moving between classrooms and up and down stairs. No flip-flops, slippers or high heels are considered suitable. There are cloakrooms in Building A where pupils can change into their slippers or indoor shoes.

We generally discourage children from high heels and make-up as well as jewellery. Embassy International School is a community that aspires to be a learning-focused community, and we request that pupils dress accordingly and express their individual fashion tastes during their free time out of school.

16. CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones and other remote communication devices such as smart watches are allowed in school for Primary and Secondary pupils as we recognise that they can be a useful tool for learning and as a safety device. However, their use is strictly for educational purposes only and cell phones/smart watches for all pupils must be kept in backpacks at all times, or deposited in the deposit trays in each classroom at the beginning of each lesson, unless they are being used for educational purposes as directed by their teacher. There is zero tolerance for misuse of electronic devices in school. Pupils are responsible for their own property.

iPads and other tablets are allowed at school and are subject to the same restrictions as cell phones.

Pupils using electronic devices for non-educational purposes will have them confiscated by school staff, for collection at the end of the school day.

Headphones do not promote conversation and face to face interaction. As a school we strongly

recommend against using headphones during break times and specifically suggest that pupils interact with each other in the traditional way.

Repeated misuse of electronic devices by pupils within a class during lessons will result in all pupils in that class having to deposit their devices with the school office for the day for a period to be determined by the form tutor.

17. DROP-OFF PROCEDURES

The official drop-off time for Primary is between 8:20 am and 8:35 am. (Secondary pupils often make their way independently to school and need to arrive by 8:20, so this is different for them.) Pupils are not permitted in classrooms without a teacher. Therefore, if you need to drop-off your child before 8:20 am you are requested to wait with your child on the playground, in the cloakroom or on the terrace. Under no circumstances should children be dropped off in a class unattended, as this is a matter of child safety. In exceptional circumstances you may leave your child in the office before 8.20am, only if there are staff there to receive them.

18. SCHOOL VISITS

Due to organisational and safety reasons, parents are requested to report to the main office during school hours. Parents must make an appointment with the child's teacher or with the school directors or Principal prior to any school visits. Other visitors to the school must report directly to the main office to sign in and collect a visitor's ID badge.

Likewise, we do not permit parents and guests to be on school grounds unattended or without a visitor's badge during the course of the school day.

19. EARLY COLLECTION

If you need to collect your child from school early then you must report directly to the main office to sign the early release form. This note states that you are taking the child and that we have registered them as leaving the building. One of the secretaries will collect the pupil from the classroom and the parent will wait in the office. If there is only one secretary in the office then they will accompany the parent to collect their child from the classroom. This procedure is in place both for fire safety and for general safety in the school buildings.

20. AFTER-SCHOOL CARE

A member of staff is available for after-school care until 5:00 pm. Parents must contact the school office to arrange after-school care for their child.

If for any reason, you are unable to collect your child by 5.00 pm, the office must be notified and 50 PLN will be charged.

If a child is not collected by 6.00 pm and the school is not notified, the State regulated procedure will need to be initiated. This can ultimately result in the police being informed and further steps taken that will be beyond our control.

21. SPECIFIC LEARNING DIFFERENCES

There can be a massive array of particular learning needs, ranging from impairments to giftedness and featuring both long term and temporary issues (typically language, but including stress/change related issues and medical issues such as hay fever or ongoing medication). These issues are collectively referred to as Specific Learning Differences, which very accurately describe what they are. It is part of the school's long-term development plan to raise teachers' skills and awareness in a variety of areas of specific learning differences.

At Embassy International School we endeavour to identify Specific Learning Differences and design personal and individualised interventions delivered sensitively through classroom strategies in partnership with the class teachers. The school will always have a member of staff who has a raised level of training in this area and who will have time dedicated to identifying and supporting specific learning differences.

Where specific learning differences are identified the school will hold a meeting with the parents and agree, in writing, to an Individual Education Plan (IEP) with strategies and provisional targets. This will be reviewed regularly, at intervals agreed in the meeting. Where required, the school will request further external assessment of children's needs.

Specific learning differences are a very complicated educational area and are both seen and expressed in different ways in different cultures. This is a particularly difficult issue in international education and as such the school will support teachers with regular training in this area. If parents know about a specific learning difference their child experiences and have documentation, they are requested to inform the school of the full extent of their knowledge upon registration.

22. SCHOOL COUNSELLOR

The school has a psychologist on staff and further pastoral care is provided through the Form Tutors in Secondary and Class Teachers in Primary.

For some, the transition to a new school and often a new country, and the fact of being in a new language environment can be stressful. This is not the only reason that anybody in our community could find themselves in need of counselling.

If families wish to contact outside psychological support, please contact Dr Jolanta Szymańska (j.szymanska@embassyschool.org) or Dr Lindsay Davidson (l.davidson@embassyschool.org) for a recommendation.

23. NATIVE PROGRAMMES

Where possible the school aims to support native learning programmes with lessons scheduled into the timetable. This cannot be guaranteed for everyone given the range of potential situations we could face and often it will be necessary to work this out together with families. Sometimes, due to timetabling issues, it may be necessary that pupils miss other lessons or remain after school to participate in their native programmes. Where children have more than one native programme required then children will need to miss other classes. Native programmes may involve additional costs, all of which will be stated and agreed to in writing before starting any programme. The school will do everything possible to avoid this situation and to minimise disruption to all involved.

24. EXTRACURRICULAR ACTIVITIES (ECA)

Many of the ECAs are offered by external providers, some are free of charge and for others, there is an additional cost. A member of staff will act as ECA coordinator for the school year and will organise an ECA sign-up event in September and act as a communication link between the ECA providers and the community. The list of ECA participants will be organised and updated by the ECA coordinator. For the school year 2023/ 2024: Paulina Krok (p.krok@embassyschool.org)

25. SWIMMING AND PE

The school provides swimming and PE lessons as part of our educational programme. We do not offer a choice in this regard. Attendance at these lessons is part of the educational programme of the school and is compulsory. The school will not exempt any pupil from physical activities unless there is a validated medical reason, certified by a medical professional in writing, for doing so and the school has evidence that the pupil has appropriate exercise during the week.

If there is a non-contagious medical reason as to why your child cannot attend a swimming or PE lesson (such as a broken bone/recuperation after surgery) then we encourage parents to bring their child to school at the time that the child's class **returns** from swimming or PE.

For swimming, girls require a one-piece swimming costume and boys require tight-fitting swimming trunks; all require a swimming cap. Children require soft indoor shoes for PE as well as a change of clothes.

Frequent absence from PE and swimming may potentially block a pupil's progression to the next year.

CONTACT DETAILS

Swimming Pool
Centrum Sportu i Rekreacji Przystań na Eisenberga

PE
WKS Wawel Krakow

26. COMMUNICATION

Email is the main channel of communication between parents and teachers and all staff. Teachers have their own (.org) school email address and are obliged to respond to emails from parents within 2 working days of receiving an email.

Effective schooling requires cooperation and mutual support between school/teachers and parents. It is vital that we always seek first to talk and understand each other and each other's position. Creating a positive educational environment for children is our first goal, and is a shared goal. Communication between school and home is a good thing, and is extremely important.

The official working language of the school is English and all communication will be sent in English unless otherwise agreed. There are over forty different national languages used at home amongst our community members; we cannot ask staff to know more than forty languages, therefore as is the case with lessons, we need to use English as a neutral/common lingua franca.

The school website is updated regularly with news, events, videos and photos celebrating the learning that is happening throughout the school. In Primary (Years 1-6), class teachers regularly email updates with curriculum information and specific content related to all subjects as well as our school values.

27. HOMEWORK

The teaching/learning model shows us that the first step in direct instruction is when a teacher models the task being taught; the next step is when the pupil attempts this task with the teacher's support; this stage is repeated with the teacher offering ever less support and finally the pupil attempts the task alone. The way the brain works defines that we need to repeat skills and facts learned a number of times at spaced time intervals. One way of learning is to create our understanding of knowledge, to construct that knowledge from ideas presented. We can do this alone or together in a group. One way of reinforcing learning is to recreate it through discovery, often from different angles and perspectives, through different methods, to those we used initially. Homework supports all of these positions.

Homework is not a substitute for learning in a classroom, but something which supports and complements it.

Children must develop in a balanced way and have a life beyond school, an opportunity to develop friendships and hobbies and passions. If a child is swamped by many hours of homework every day they cannot do this and will face a challenge in developing into balanced adults.

Homework will serve the functions described above, and not replace learning in the school.

When setting homework, teachers consider these points, and try to avoid overloading the children. Simply being aware of their lives makes all the difference and is possible within the context of a small school. Parents can help in this process by communicating with teachers. All pupils should do their homework by themselves as requested by the teachers. For collaborative tasks it should be clear to the teacher who has done what.

If a pupil has difficulty with homework the parent should contact the teacher by email or through the learning diary. However, persistent failure to complete homework to the best of a pupil's ability without good reason should be treated as a disciplinary offence and consequences must be applied. This matter falls under the area of academic honesty.

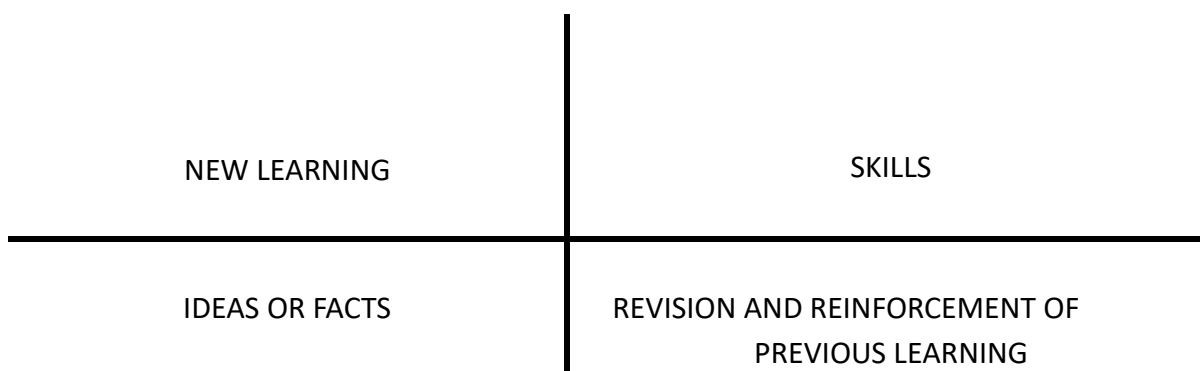
28. ASSESSMENT

Early Years are subject to different assessment procedures managed by the Early Years teachers according to guidelines from the Heads and School Principal.

Assessment is a vital part of monitoring educational progress and is used to adapt lessons to match the needs of pupils and classes.

Written feedback will be given on classwork broadly in the philosophy of 'two stars and a wish' (two positive comments for every one area that can be improved) and pupils will self-assess their learning during lessons through indications to the teacher that they understand and feel confident with a point being learned. The teacher will frequently request this feedback during each lesson. This will consist of the 'thumbs down' (I don't feel confident I understand this yet), 'wobbly thumb' (I feel I am getting it but am not totally sure or completely confident) or 'thumbs up' (I got it!!!) method. Learning Objectives will be displayed at the beginning of each lesson and the teacher will refer to these frequently during the lesson.

At the end of each lesson, during the plenary, the teacher will ask an assortment of pupils about what they have learned during the lesson. The teacher will use a visual aid to help with this. The format will be as below:



All learning can be categorised as either facts/knowledge or skills/procedures and sometimes these areas can overlap. In every learning session we either learn new facts and skills, or we revise and reinforce those we have previously learned. The first step in refreshing our learning, the first repetition, comes at the end of the lesson.

These procedures are in place to make sure that learning is happening and also that we know what that learning is.

Tests will be given at the end of schemes of work or topic and the marks from these tests will be kept on record. Test papers will also be kept until the end of the school year and may be viewed by parents by request. At the end of the school year they will be either disposed of by school or given back to the pupil.

Twice per year attainment, effort and attitude towards school vision and mission are formally reported. The general criteria are explained in an accompanying letter and the reference points for educational programmes and outcomes are based upon the English National Curriculum (for Polish citizens separate procedures are in place according to the legal requirements). Occasionally, where a special IEP (Individual Education Plan) is in place, attainment grades will be removed from reports. Parents can ask a teacher at any time for an update on assessments and grading. Completed and marked tests in secondary may be sent home and should be signed by parents.

If a pupil is at risk of a 2 in any subject area, the teacher is obliged to contact parents to discuss the circumstances surrounding the subject and learning.

From the 2019 school year pupils from year 1 upwards have regular interim behaviour reports sent to all parents by the class teacher/form tutor stating how each pupil has behaved in relation to school culture, and in the same document, any scholastic concerns are raised (grades of 2).

The behaviour reports relationship to culture are described thus: Outstanding Contributor, Contributor, Compliant with school culture, Needs Improvement, Damaging school culture, Exclusion zone.

29. LEARNING OBJECTIVES

Learning objectives are not the same as learning activities. Learning objectives refer to the change in a pupil's skill, knowledge or understanding. This change is the purpose of the learning activities. Each week every pupil in the school sets their learning objectives, with help from the teacher, for the week. Pupils in Primary will set their weekly targets with the teachers on Monday morning and review them on Friday afternoon. Pupils in Secondary will set their weekly targets with the Form Tutor during the tutor period.

Small children are also encouraged to read every night and that someone listens to them. There is a space in the learning diary to note this. This can be in their home language as we value children feeling pride in and getting pleasure from reading. Primary parents are asked to let us know that you

have heard your child reading in their home language or in English.

30. PARENT-TEACHER CONFERENCES

There are two parent-teacher conferences organised per year, in Semester 1 and the middle of Semester 2. Individual teacher meetings with parents will be by appointment only and may also be attended by a member of the Senior Leadership Team.

31. REPORTS

School reports are issued twice per year, at the end of Semester 1 and at the end of the school year. Reports contain an effort grade, an attainment grade (based on results collated by subject teachers from classwork, homework, formative assessment and tests) and a grade reflecting their contribution to school culture and a written comment. Reports also record the number of days that a pupil has attended school and arrived late in school.

32. LUNCH

Lunch for Early Years is eaten in the lunchroom in Building C. Early Years children can either bring food from home which can be reheated in a microwave by our staff, or they can order lunch from the caterers (at an additional cost). Due to hygiene regulations catered food for Early Years must be delivered in a box, pre-packaged.

All other pupils eat in the Lunch Hall (also known as the Assembly Room). As with Early Years, food from home can be reheated by our staff or families can order food from caterers found on the school's website.

Ordering catered food can be done directly from the school's website. The three companies have different preferences regarding what time they require orders to be made by, and until what time they accept cancellations. Please refer to their regulations found on the school website under the tab: Catering.

33. ASSEMBLIES

Assemblies are a key moment in the life of the school where children present their work, discuss a variety of important topics, especially core values, vision and mission, in a larger group, are recognised with certificates for their achievements and where the Heads of School and Principal have an opportunity to focus on what we are doing and how it connects to the bigger picture. This is also a time to discuss ethics, culture and core values.

The IPC programme also include 'exit points', which may include assemblies.

Secondary will also have regular assemblies.

34. LIBRARY

It is our hope to have books in all of the home languages of our pupils so that when children go to select a book for reading at home, they know we value their home language and culture. To achieve this goal, we welcome all donations of books in all languages and would be grateful for any help in sorting and choosing appropriate titles.

Children are encouraged to borrow library books and to read at home. There is a system in place for checking out books and this will help us keep track of where all books are at any given moment. We also have a librarian.

All borrowed books must be returned no later than two weeks after it has been signed out from the library. Borrowed books must be returned in the condition in which they are borrowed. Lost or damaged library books or textbooks must be replaced or paid for. Final reports and official documents will not be released until all library books and textbooks are returned.

Most classes also have a class library.

35. PARENT TEACHER ASSOCIATION (PTA)

Any school, no matter how large or small, young or old, needs a platform through which the school leaders can listen to the views of the most important stakeholders – the families who constitute the school community.

The Parent Teacher Association (PTA) is that platform. One purpose of the PTA is to gather viewpoints from the community of parents about the school's work and inform the educational and business leaders of any concerns, ask questions and also provide an opportunity for the leaders to explain any important decisions which need to be taken and which may require explanation. This is also the platform through which the educational and business leaders will present the strategic issues where appropriate and update the community on progress. The Chair will be a parent whilst the members will be one parent per class nominated and, in the event of multiple nominations, elected by a simple majority of parents from each class.

The PTA has a second function, also of great importance – to organise and bring vitality to our parent community. The PTA creates social events to integrate and support the growth of our community. The Chair will lead in these activities and will be provided with secretarial support by the school. A senior member of staff, or nominated representative will attend all PTA activity organisation meetings on behalf of the school.

36. ENGLISH AND POLISH LESSONS

At Embassy, we believe that the well-being and comfort of our entire community is important, and

that includes helping parents settle into the local environment and also to be able to communicate as fully as possible with each other.

We recognise that many parents and teachers arrive with little or no knowledge of Polish. We therefore offer Polish lessons to our community to help survive in Kraków when you arrive and to help in the process of making friends, or at least being able to communicate, with people in the local community.

37. LOST PROPERTY

Lost property will be kept in the school office and in the entrances to buildings A and C until claimed or until the end of the school year, after which time it will be disposed of in a suitable manner.

38. SCHOOL TRIPS, CAMPS, LOCAL EVENTS

Throughout the school year, we organise trips in support of the educational programme. These trips are integral to the educational experience and include a variety of attractions and activities. These trips and activities provide an opportunity for team building and for learning independence. The school also organises a green camp and a ski camp. Information regarding school trips and camps will be communicated by email approximately one month before the trip.

39. GENERAL DECORUM

Racism and intolerance are unacceptable. It is good manners to be aware of the languages spoken by the people in your environs. The working language of the school is English, and everyone, to a greater or lesser degree, speaks English. When in linguistically mixed company, it is courteous to use English as a default language.

It is impossible and foolish to list all behaviour patterns that are positive, or that should be avoided. Common sense should prevail. This is a school - a place where we wish to work together in a positive atmosphere to develop our minds and characters to become able and positive members of society. Willful damage to the building or other school property is strictly forbidden. Verbal and physical violence towards other members of the school community are strictly forbidden.

We have extensive policies regarding behaviour, decorum and respect which are maintained on the website.

40. PUPIL BEHAVIOUR

We wish to assert a positive model for promoting desirable behaviour. The following points are intended to make this positive model clear.

Pupils should:

- conduct themselves in a way that exemplifies their self, family, school, and community,
- always speak and act with respect towards peers and adults. There are several ways we show respect, in both our words and our actions,
 - make an effort to learn the names of all staff members, regardless of their position.
 - address all adults with standard polite greetings. For example: "Good morning, Ms. Paulina."
- always behave with dignity and respect, both at school and off campus, including not swearing or otherwise being vulgar,
- walk quietly, in a line in hallways. There will be no playing, running or hitting,
- behave in a respectful way when off campus - all school rules apply when off campus, for example, when walking to the gym or other outside facilities,
- clean up after themselves at all times. We will never leave a mess,
- remain seated at lunch and assemblies unless otherwise requested,
- cooperate with EIS to create a safe, orderly environment. This includes arriving at school on time, dressing in accordance with the dress code, respecting peers, teachers, family, school, community,
- respond politely when a request is made of them,
- show respect for guest facilities with their behaviour and care for hotel rooms, airplanes, buses, restaurants,
- adhere to established boundaries and safety rules at all times, with no exception,
- be courteous to those around us. For example, saying "Thank you" to bus drivers upon exiting, not running/yelling/slamming doors in hotels, by remaining seated and speaking quietly on airplanes, etc.

School has a behaviour and culture guidance system ('the pyramids') and supporting materials on display. This makes our approach concerning rewards and sanctions visible to all teachers and pupils.

41. GENERAL BEHAVIOUR

Older pupils, staff and parents have a responsibility to be positive role models for our younger students. Positive behaviour includes: walking (not running) around the building, speaking (not shouting), treating others with respect (no bullying – cyber or physical, no inappropriate physical contact), good manners ("Please" and "Thank you") and cooperating with all staff.

Just as swearing is not normally considered to be acceptable in family homes, it is not acceptable in school. If a child decides they are going to swear they must be ready to explain the meanings of the words they choose to use to staff and parents. Swearing is a disciplinary matter and will be reacted to.

If a smaller child appears to need help, it is decent to offer help. Likewise, smaller children should

be given priority when using stairs – they need to hold the bannister more than teenagers do.

42. CODE OF CONDUCT

Embassy International School aspires to function in a warm, friendly environment, and to do our utmost to help our pupils excel as learners and as young people. Together, the staff, parents and pupils form a community, made up of many smaller groups, but nevertheless joined in our common goal of creating the social and intellectual foundations of tomorrow's world.

We are an international school, with families from many different nationalities and backgrounds, and parents are required to teach their children respect for everyone in our school community, regardless of their religion, culture, age or status.

Senior members of our school community (parents, and staff) have a responsibility to be positive role models for our pupils. Parents are required to show respect for all the adults who work in our school and should not criticise teachers or any other staff member in front of their children, at home or in school. If parents have doubts or disagreements with staff, the first people to discuss these with should be the staff concerned, or the Heads/Principle, **not** the children.

Likewise, teachers will not criticise parents. If there is a difficulty in gaining cooperation from parents then rational, fair, respectful and open discussion is the way to improve a situation. The Heads/Principle may help to facilitate this process. Very often difficulties in school-home cooperation are due to cultural differences and parents may be completely unaware of your way of thinking or your classroom needs.

We ask that all people in our community treat each other with respect, no matter who we are and how much we might be worried about a given situation. All of our staff are here to support our community in being a pleasant, dignified and respectful part of the world. Just as we can't tolerate rudeness towards other members of the community, **as a school we will not allow our staff to be mistreated or abused in any way**. Please be aware of this when working with our staff; we are here to work together in a respectful and positive manner.

43. ANTI-BULLYING POLICY

Bullying is an unpleasant fact of life and can have serious consequences. At Embassy International School we do not accept or tolerate bullying.

Bullying takes many forms. Whilst there is no legal definition, there are certain features; intention to do harm, either mentally, emotionally or physically and a repetitive or sustained aspect.

Forms of bullying include:

Name calling, exclusion, use of offensive, vulgar or intimidating gestures or language, harming a person's self-esteem, sexual intimidation or harassment, ridicule by any means (name-calling, mimicking etc.), spreading false information, limiting the victim's ability to communicate/interact with others, disrupting a victim's work, suggesting deficiencies in a victim. This is not an exhaustive list, and the spirit of this should be taken as well as the word.

Bullying happens in all workplaces and in all schools, and we must stand against it wherever this happens.

If bullying occurs it should be reported to the form tutor. The form tutor will investigate in the manner explained below, and if further action is needed it will be referred to the Head of School.

Investigation procedures:

The investigator will speak to all the people alleged to be involved in private and ask if they are potential perpetrators, witnesses or targets of bullying.

Upon being satisfied that bullying has occurred the form tutor will decide a course of action in conjunction and agreement with the Head of School.

A report will be prepared by the investigator and presented to the Senior Leadership Team. This will be necessary to document situations as they arise and to provide evidence for eventual escalation of consequences.

The school reserves the right to exclude temporarily or permanently any person engaged in persistent bullying.

44. EXCLUSIONS

There are two types of exclusion - temporary (fixed term, suspension), and permanent. The school has an exclusions policy which is maintained and updated on the website.

45. MEDICAL EMERGENCIES

In the event any pupil has an injury or accident beyond the competence of our qualified first aid staff, an ambulance will be called. Parents are notified immediately in these circumstances. A teacher will accompany the pupil in the ambulance to the hospital and stay with that pupil until a parent/guardian arrives. In the event of a lesser emergency (for example, falling over in the playground) the matter is dealt with in school and parents informed by phone or through the class teacher. Any pupil who becomes ill during the school day will be sent to the school office and the parents will be contacted.

All accidents and Health and Safety incidents involving Embassy International School pupils or staff during school activities, both in and off the premises, are recorded in the school's accident book.

INSURANCE

All our pupils and teachers are insured 24 hours a day, in or out of school, for the duration of the school year. This covers both children and staff on the school premises and on school trips. This policy provides financial compensation for permanent injuries which have resulted in loss of health. Additional cover is arranged for longer trips or trips abroad.

MEDICATION

No medication of any kind will be given to a pupil at Embassy International School without written request, instructions and authorisation from parents.

Medication which must be taken by a child during the school day due to a long term/permanent and non-infectious condition can be given to the class/form teacher on the condition that the parent has provided written instructions, a formal written request and permission. All medication must be clearly labelled and in its original container. The law in Poland is clear and strict on this matter.

Medication for temporary illnesses such as a common cold or flu will not be administered by staff under any circumstances. If a child is unwell and needs cough mixture, they should be at home and not risking infection to classmates or their families.

Painkillers and medicines for headaches likewise cannot be administered by staff. This is regulated by Polish law.

Parents are under no legal obligation to tell us about allergies but are strongly requested to do so. EpiPens are considered to be essential first aid and the school is permitted to use them in a first aid situation. Please remember that extreme allergic reactions are a potentially life-threatening situation. If your child has an extreme allergy, please make sure they have an EpiPen with them in school.

46. VALUABLES

We would encourage pupils not to bring expensive personal items to school – this includes games, personal stereos and phones. The school will take all reasonable precautions to ensure the safety of all personal possessions and pupils are encouraged to respect their own belongings, the belongings of others and school property. However, personal items **remain the sole responsibility** of the individual owner. The school does not accept responsibility for the loss of, or damage to, property belonging to students, parents or staff while it is on school premises or on school related activities.

47. GRIEVANCES

The school has grievance policies published and maintained on the website.

48. CHILD SAFETY AND WELFARE

Embassy International School takes the issue of child protection very seriously.

The *Safeguarding Officers* are Malgorzata Przybyszewska supported by Lindsay Davidson and Jola Szymanska.

Matters of concern, known as 'disclosures', should be reported immediately to the Safeguarding Officer.

All staff members at Embassy International School are required to be vigilant and aware and report concerns they have to the Safeguarding Officer.

The school has a thorough child protection policy published and maintained on the website.

49. SMOKING

Embassy International School is a no-smoking zone. This applies to staff and parents as well as pupils and applies to the school buildings and grounds. Smoking under the age of 18 is illegal in Poland. Pupils, including those aged 18 or over, are strictly forbidden from smoking in school or in the immediate area (ulica Biernackiego). This includes vaping.

50. DRUG AND ALCOHOL-FREE WORKPLACE

Drugs are an issue in all schools in the society we live in. Causes for drug use and abuse are varied, ranging from teenage curiosity, or foolishness to serious emotional disturbances and life crisis. Critical in such times is that the victim(s) of drugs are given support and help. Trust needs to be maintained and fostered as much as is possible at this time in a person's life. Inevitably, though, in serious situations of addiction, a breakdown in trust is likely to happen. The more progress can be made before this situation the better, and trust needs to be restored as quickly as possible.

There are limitations to where school policy can start and finish regarding matters such as drugs. As an educational institution, it is not our role to parent the children, nor to police their lives outside of school time. Such matters become our interest when:

- a child's actions outside of school have a detrimental effect on their school work,
- a child's actions put others at Embassy International School at risk,
- the school's reputation is put at reasonable risk of substantial compromise.

Under Polish law:

- It is forbidden to own narcotics

- It is forbidden to buy/sell drugs
- Using Drugs is not a crime

Teachers and schools have certain obligations in the event that drug abuse is reported in school. School procedures are proposed by the Polish Police.

The school has procedures concerning suspected drug use or possession.

51. HEALTH AND SAFETY

Embassy International School takes Health and Safety very seriously and will strive to make the school premises and activities as safe as possible for all stakeholders.

In order to make school trips safe, we have a risk assessment policy in place. This extends to risk assessment around the school as well.

This policy is in addition to statutory requirements and sets out our intention to maintain the highest possible standards of safety in the workplace.

All employees undertake a training session for health and safety, and induction to school procedures and sign a confirmation of attendance to this effect, prior to starting work.

A list of first-aiders is displayed in the school office and on school notice boards around the buildings. By law in Poland a person is obliged to administer first aid in a life-threatening situation.

The school has a first aid/medical room and ample first aid kits distributed around the site as well as a defibrillator.

In the event of an accident, a note is made in the Accident Book, which is kept in the office, of all actions taken. Serious accidents will also require an accident form to be completed and may require statements from all staff involved. Any child that is sent home (only with a parent/guardian) is recorded as having left the premises for this reason and the class teacher informed.

A list of emergency contact names and phone numbers for all staff and pupils is held in the school office.

By law in Poland, a school cannot request medical information and therefore no staff member can be mandated to administer medicine to a child. However, if a person volunteers information regarding allergies and allergic reactions, and provides an EpiPen, staff should make use of this in accordance with standard first aid procedures, should it be required.

Polish Health and Safety law also applies in the school and all staff are obliged to undertake regular training with the appointed Health and Safety Officer (BHP officer in local parlance). This is extensive and covers issues from working at heights, to accident procedures, health and stress issues and legal

obligations.

A site Health and Safety incident and maintenance book will be kept in the school office and any comments/reports should be added to this in a timely manner by staff and signed.

Staff will be proactive about maintaining safety and ensure that their own work areas and common areas are safe.

The janitor is responsible for general building maintenance and will conduct a regular review of the buildings and grounds.

Smoking/vaping is not permitted anywhere on the school grounds.

Any external contractors are obliged to observe the school Health and Safety policy and respect the school's standards.

The school maintains a proactive and vigilant fire safety culture. The Fire Service make regular inspections and fire extinguishers are regularly checked for validity in accordance with Polish law.

The school has regular evacuation drills and a remote evacuation point.

Key holders called out by the police or security company should only enter the building when assured it is safe to do so by the organisation calling them out.

Lone working on the site is not encouraged, and if it is necessary, the worker should take extra caution about personal safety and also make sure they have a mobile phone in a working condition with them should an emergency occur.

With the exception of the toilet, no child is left unsupervised at any point on school premises.

Staff are organised to be on duties from 8am until 5pm. A separate policy describes drop off and collection procedures, as required by law and inspected by the local education authority.

VEHICLES

The school has limited parking and stakeholders are encouraged to avoid coming by car, unless absolutely necessary.

Deliveries are to be scheduled, where possible, to take place when children are in class or off school premises.

EQUIPMENT

Any equipment in school should be used safely and for its intended purpose only.

Equipment identified as defective is taken out of use immediately and labelled accordingly. Admin staff should be informed immediately in order that arrangements for repairs or replacement can be made swiftly.

Electrical equipment will be tested regularly. Plugs and leads will be visually checked regularly.

Electrical sockets should be switched off before a plug is removed.

Firefighting equipment and alarm systems are maintained in accordance with Polish law and subject

to inspection by the local authorities.

PE equipment is maintained in accordance with Polish law and subject to inspection by the local authorities.

Hazardous substances, such as cleaning materials, etc., are kept locked in appropriate storage areas, in accordance with Polish law and subject to inspection by the local authorities.

ACCESS TO SCHOOL GROUNDS

Access to school grounds is limited. Members of the school community are identified by identification badges. Guests are issued with guest badges and escorted from the school gate to the office. The janitor makes a daily inspection of the grounds for any unidentified objects and reports to the Head accordingly. Staff will report any unusual activity noticed in the immediate vicinity of the school. The school has an arrangement with the local police station and regular meetings with the local Constable in respect of general safety for the school. The school has an arrangement with a private security firm to monitor the site outside of opening hours. The school has an understanding with local consular security services regarding assistance should any persons enter the site without permission.

MAINTENANCE AND REVIEW OF SAFETY CULTURE

A health and safety review is conducted every year during which all changes and all near miss or actual incidents during the course of the year will be reviewed at a general meeting of staff. All staff are obliged to uphold the highest standards of health and safety awareness, including advising the health and safety committee of any issues identified.

52. FIRE POLICY

Embassy International School will provide a safe and healthy working environment with respect to fire safety in its establishments

The Janitor will be responsible for:

- Checking all fire doors are free from obstructions and slip/trip hazards.
- Checking all escape routes are clear.
- Checking all fire doors can be opened quickly and easily.
- Checking all fire resisting doors close properly.
- Checking no fire resisting doors are wedged or propped open.
- General housekeeping standards are adequate.
- Keeping the building generally tidy.
- Rubbish and waste materials not being allowed to accumulate.
- There is no storage, especially combustible materials, in unsuitable locations

(corridors or electric intake rooms).

- Waste containers stored externally in a secure compound.

EVACUATION PROCEDURES

We have a well structured evacuation procedure that is practised with the pupils. If any parents happen to be on the school property during an evacuation, they need to follow the direction given by staff and not interfere in the process as the staff have rehearsed the various scenarios well.

53. DATA PROTECTION

Data means all records kept concerning an individual – names, addresses, contact details, opinions written down, and information from which a person can be identified.

All data gathered by Embassy International School should be subject to principles of good information handling:

- Fairly and lawfully processed (processing means obtaining, disclosing, recording, holding, using, erasing or destroying personal information)
- Processed for a specific purpose (this means that information can only be used for those specific purposes for which Embassy International School gathered it). It cannot be given away or sold unless the subject has given express permission.
- Adequate, relevant and not excessive.
- Accurate, and where necessary, kept up to date.
- Not kept longer than is necessary. For Embassy International School this means a period of 5 (five) years after the child has left school.
- Processed in line with the rights of the individual. People have a right to know what information is held about them.
- Kept secure (meaning backed up and protected from unauthorised access).

Embassy International School will not collect data concerning: political opinions, religious or similar beliefs, trade union membership, sexual life.

Staff will be trained in data protection policy and about data handling procedures.

In the interests of child protection Embassy International School will collect and securely store information concerning:

- offences or alleged offences committed;
- proceedings relating to those offences or alleged offences.

Prior to processing any information Embassy International School must be satisfied that the processing will fulfil at least one of these conditions:

1. The individual who the personal data is about has consented to the processing
2. The processing is necessary:
 - In relation to a contract which the individual has entered into; or
 - Because the individual has asked for something to be done so they can enter into a contract;
3. The processing is necessary because of a legal obligation that applies to Embassy International School (except an obligation imposed by a contract);
4. The processing is necessary to protect the individual's 'vital interests'. This condition only applies in cases of life and death, such as where a person's medical history is disclosed to a hospital A&E department treating them after a serious road accident;
5. The processing is necessary for administering justice, or for exercising statutory, governmental, or other public functions;
6. The processing is in accordance with a 'legitimate interests' (debt collection etc.).

Complaints about information held by Embassy International School should be made through the school's established complaints procedures.

The EU GDPR (in Poland RODO) regulations also apply and supplement our policy here.

REQUEST TO SEE INFORMATION HELD

Anyone has a right to see information Embassy International School holds about them.

PROCEDURE FOR PROCESSING A SUBJECT ACCESS REQUEST

1. Requests for information must be made in writing (this includes email) to the Head of School. If the initial request does not clearly identify the information required, then clarification will be sought.
2. The identity of the person making the request must be established before the disclosure of any information, and checks should also be carried out regarding proof of relationship to the child.

Evidence of identity can be established by requesting production of:

- nationally issued identity card
- passport
- driving licence
- utility bills with the current address
- Birth / Marriage certificate
- Credit Card or Mortgage statement

This list is not exhaustive

3. Any individual has the right of access to information held about them. However with pupils up to the age of 16 a parent or guardian shall make the request on behalf of the child.

4. Charges:

Should the information requested be personal information that does not include any information contained within educational records the school can charge up to 50 PLN to provide it.

If the information requested is only viewing of the educational record then this will be without charge.

5. The response time for subject access requests, once officially received, is 40 days (not working or school days but calendar days, irrespective of school holiday periods).

However the 40 days will not commence until after receipt of fees or clarification of information sought.

EXEMPTIONS TO PROVISION OF INFORMATION

There are situations which allow exemptions concerning provision of some information; therefore all information will be reviewed prior to disclosure. This review will be undertaken by the Head of School.

1. Third party information is that which has been provided by another, such as the Police, Local Authority, Health Care professional or another school. Before disclosing third party information consent should normally be obtained. There is still a need to adhere to the 40-day timescale.

2. Any information which may cause serious harm to the physical or mental health or emotional condition of the pupil or another should not be disclosed, nor should information that would reveal that the child is at risk of abuse, or information relating to court proceedings.

3. If there are concerns over the disclosure of information then additional advice will be sought.

4. Where redaction (information blacked out/removed) takes place a report detailing what was removed and why will be made and kept. A full copy of the information provided should be retained in order to establish, if a complaint is made, what was redacted and why.

5. Information disclosed should be clear, therefore any abbreviations, codes or technical terms will be clarified and explained in a glossary added to the document. If information contained within the disclosure is difficult to read or illegible, it will be retyped.

6. Information will be provided at the school with the Head of School on hand to help and explain matters if requested. If this is impossible the Head of School will be available to answer any questions that arise.

The views of the applicant should be taken into account when considering the method of delivery. If postal systems have to be used then registered/recorded mail must be used. Embassy International School will not respond to a third party's request for someone else's personal information without the consent of the person in question (unless it is reasonable in all circumstances and the organisation's duty to uphold the person's confidentiality has been fully considered).