

POLICY HANDBOOK

Academic year 2024-2025



OUR MISSION

École Jeannine Manuel is an independent co-educational school for students in pre-kindergarten through 12th grade, with campuses in Paris and Lille. We are both a bilingual French school and an international school. As a French school, we are accredited and subsidized by the French Ministry of Education. As an international school, we are a UNESCO school and an IB World School, also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

Jeannine Manuel founded our School in the wake of the Second World War, with the conviction that the fear of others was at the root of violent conflicts. She believed that learning another language was the key to understanding each other and to maintaining peace, and gave us our mission: *To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.*

Ecole Jeannine Manuel is a dynamic, multicultural learning community that finds strength and inspiration in the complex diversity of its students, parents, teachers, support staff, and administrators, who hail from over 80 different countries. We bring life to our mission of advancing international and intercultural understanding by fostering a learning environment of *respect, openness, empathy, and inclusion*. Through our commitment to *Think, Dare, Share, & Care* in all that we do, we encourage every member of our community to bring their unique perspective to this common project.



OUR VISION

At Ecole Jeannine Manuel, we,
Students, Faculty, Staff, and Families,

THINK

about how school policies, pedagogical practices, and individual words, decisions, and actions affect well-being in order to ensure a healthy and inclusive learning environment for every member of our community;

about how to encourage a spirit of curiosity, creativity, and collaboration, while constantly challenging ourselves to advance by integrating innovative cognitive science research into our practices;

about how our individual and collective actions can create positive change beyond our community in the face of global challenges and world events.

DARE

to stand up for our school's values and to challenge prejudice, injustice, or discrimination;

to implement innovative and experimental pedagogical approaches that foster a growth mindset and a willingness to take risks;

to work towards a more peaceful and sustainable world, by championing student leadership initiatives, projects, and engagement at school and beyond our doors.

SHARE

a common sense of purpose driven by our philosophy and vision, and anchored in a spirit of openness to new and different perspectives and ways of understanding the world;

our ideas by creating opportunities for collaborative, interdisciplinary, and intercultural learning;

our innovative pedagogical approach by reaching out beyond our school.

CARE

about cultivating a sense of empathy so that every member of our community is seen, heard, and included;

about creating opportunities for each individual to thrive and to realize their potential by providing multiple pathways for success;

about helping each student achieve their personal dreams and ambitions, as they continue to make Jeannine Manuel's vision of a better world a reality.

AIM OF THIS HANDBOOK

The aim of this Policy Handbook is to provide a common resource for students and families to be able to easily find and reference official school rules and policies.

The rules and policies herein seek to outline the roles and responsibilities of all stakeholders – the School, the students, and parents and guardians – as we work together in partnership to ensure the wellbeing and safety of every member of our learning community, and smooth and successful functioning of our school.

Rules and policies apply from pre-kindergarten through 12th Grade, at our Suffren, Duplex, and Théâtre Campuses, and are meant to be understood and applied in an age-appropriate manner when not specified.

By enrolling their children in Ecole Jeannine Manuel, parents and guardians commit themselves and their children to respecting the school's values and rules. Families should be familiar with all of the policies compiled in this handbook and support their children in adhering to them at all times.



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SCHOOL RULES

DAILY LIFE AT SCHOOL

1- POLICY AIMS & OBJECTIVES

Respect for every member of the learning community is fundamental to life in our school. As such, every member of the learning community must follow the rules outlined in this document, which aim to ensure the smooth and harmonious functioning of our school.

The official *règlement intérieur*, which all families must sign, is a legally binding document that explains the rules governing daily life at school, and should be understood by students as a step along the path towards their future responsibilities.

As per French law, our school observes strict political and religious neutrality.

Any infraction of the rules herein will be considered a serious offense.

2 - ARRIVAL & DISMISSAL

The following times for presence at school must be respected.

2.1 Primary School

MONDAY, TUESDAY, THURSDAY, FRIDAY

8:30 am to 3:15pm. Doors open at 8:10 am

WEDNESDAYS

8:30am to 12:30pm. Doors open at 8:10 am

In order to ensure the smooth functioning of arrivals and dismissals, students (including kindergarteners) must go to their classroom on their own. The School is not responsible for students arriving before the doors open.

2.2 Middle & High School

An individual Student ID card (*carte de sortie*) is provided to each student at the start of the school year, indicating parental permission for accompanied or unaccompanied dismissal. **For security reasons, students must carry their student ID card with them at all times.**

Any attempt to lend, borrow, trade or falsify this card is strictly forbidden.

An individual timetable is also provided to each student on Orientation Day, and remains available for consultation on Pronote throughout the school year. The School is responsible for each student within the limits of their individual timetable. **Parents must familiarize themselves with their child's timetable, and note their arrival and dismissal times for each day of the week.**

Temporary changes to the timetable may occur in the case of absent teachers, field trips, closed sports facilities, etc. In this case, parents will be notified by email or through Pronote and parental permission for early dismissal requested *as necessary*.

In the case of an unanticipated teacher absence, Middle School students will not be allowed to leave school before 3:30 pm.

2.3 High School Only

2.3.1 10th Grade

Students in grade 10 may leave campus for their lunch period, and must return in time for the start of their next class. The School retains the right to require students who are repeatedly late for the class following their lunch period to remain at school for lunch.

In the event a class is canceled, students may obtain permission from their Division head to leave campus, providing the canceled lesson is around their lunch hour or at the end of the day.

Under no circumstances will 10th graders be allowed to leave campus between classes or during a study period.

In the case of an unanticipated teacher absence, 10th grade students will not be allowed to leave school before 2:30 pm.

2.3.2 11th and 12th Grade

Eleventh and Twelfth Graders have classes at two distinct sites: 70 rue du Théâtre and 65 rue du Théâtre, and have access to the library at 52 rue de Lourmel and the College Counseling Office at 49 rue de Lourmel. Their pres-

ence at each site is required as indicated on their individual timetable.

Because they have classes on two sites, 11th and 12th graders are allowed to leave one site to cross the street to enter the other site. They must do so by using the marked crosswalks provided and in full respect of the traffic signals.

Students are also allowed to move between the two sites in order to fulfill other aspects of the High School Program, including personal projects, research, and meetings with teachers. Individual trips off-campus may also be necessary, and will be organized under the supervision of a teacher.

3 - LUNCH & RECESS

3.1 Primary School

Monday, Tuesday, Thursday, and Friday, the Lunch & Recess period for Primary School students is from 11:45 am to 1:15 pm. On Wednesdays, students on Lunch Plan or Lunch Box eat from 12:30pm to 1:15pm.

Recess takes place outdoors. Students may be excused from outdoor recess for specific health reasons, with an explanatory note from their parents or doctor, dated and signed, and delivered to their classroom teacher.

3.2 Middle School

Middle School students are not allowed to leave campus during the lunch period and must be enrolled in either "Lunch Plan" or "Lunch Box".

3.3 High School

All High School students are allowed to leave campus during their lunch period, unless their parents have specifically requested otherwise in writing. Students must be on time for their afternoon classes. In the case of repeated tardiness, the School may require that the student remain at school for lunch.

4 - LATENESS

4.1 All Grade Levels

Parents must inform the appropriate office of a

student's lateness for school and provide a valid reason. Repeated tardiness is unacceptable and will result in age-appropriate disciplinary action, including possible non-reenrollment.

4.2 Middle & High School

Students arriving late should go directly to their class. The lateness will be indicated on Pronote by their classroom teacher. A student who is late to class must assume full responsibility for missed information, instructions, and course content.

5 - ABSENCES

5.1 All Grade Levels

Academic success requires assiduous attendance. Attendance is taken at the start of each class.

Because all classes are required, outside appointments during class time are not permitted.

Parents must inform the appropriate office of a student's absence on the same day, by email or by phone, and provide a valid reason for their absence within 48 hours. The School is required to inform the academic authorities of unexcused absences. An absence will be considered excused if a valid reason is provided. Absences are required to appear on the student's report card, whether or not they have been excused.

In the case of absence due to contagious illness, in accordance with the Ministry of Education directive n° 2004-054 of March 23, 2004, a medical certificate (doctor's note) is required upon the student's return to school.

School Vacation dates are provided at the start of the school year and must be respected. Early departures or late returns are not acceptable. The School reserves the right to refuse re-enrollment for the following school year to any student whose parents have not respected the official school vacation dates.

In the event of a prolonged absence that is not the result of illness, no work will be provided by teachers.

5.2 Middle and High School

Families will be immediately informed of unexcused absences or latenesses. If no valid reason can be provided, disciplinary action will be taken, up to and including possible expulsion at any point in the school year. The appropriate authorities will be contacted as necessary. Repeated, unexcused absences may result in immediate expulsion.

6 - PHYSICAL EDUCATION REQUIREMENT

6.1 All Grade Levels

Dress Code

Students must dress appropriately for PE. Sports shoes suitable for a wide range of activities are required for safety reasons. Students must follow the instructions provided by their PE teachers at the start of the year.

Attendance

Official government guidelines regarding Physical Education are intended to protect its status as a required subject. Outside appointments during PE are not permitted.

As indicated in the Academy of Paris directive of May 14, 2011,

“PE contributes to the instruction, training, and education of each student. As such, following the official subject program and the common core, PE class content aims to build skills that are organized into knowledge, capabilities, and attitudes.

A student who is incapable of participating in PE must attend the PE class, except in specific and exceptional circumstances to be determined at the local level (eg., inability to access the sports facility...)”

In the event that a student is completely or partially unable to participate in PE, they must present a specific medical certificate (*Certificat d'inaptitude à la Pratique de l'Éducation Physique et Sportive*) to the appropriate office, which will be transferred to the PE teacher. A template for the official medical certificate may be found in Eduka and/or Pronote. The student will be given an appropriate activity, depending on their situation, to allow them

to participate in the PE class. The presiding physician of the Ministry of Education will be informed if a student is unable to participate in PE for three or more consecutive or accumulated months.

Regarding the medical certificate,

“This certificate is established by either the student’s family physician or by the physician of the Ministry of Education. By mentioning the specific or partial nature of the temporary disability, it allows all students to continue to attend PE without excluding those who are ill or disabled. The PE teacher will adapt their lesson to take into account the instructions of the family physician, with the guidance of the physician of the Ministry of Education, as necessary.

As a result, certificates “excusing” a student from a sport entirely may not result in the automatic approval of an absence [...] Please be reminded that no medical certificate may be retroactively dated.”

6.2 Middle School Only: Return from Sports Facilities

At the end of a PE class held at an outside facility, students must return directly to school with their PE teachers.

6.3 High School Only: Arrival & Dismissal from Sports Facilities

In the High School, students are required to find their own transportation to and from their assigned sports facilities.

In the case of an unforeseen problem upon arrival at the sports facilities (absent teacher, closed facility, etc.), students should call the School from the nearest telephone and await instructions from their Division Head or Deputy Division Head. If they are unable to reach the appropriate office at school, they should return to school immediately and explain the problem.

At the end of the PE class, the students are dismissed on their own and should return either to school or home according to their timetable.

7 - LIBRARY ACCESS

The Library at 70 rue du Théâtre is open to all **Middle and High School** students, as a space for reading and research. Students are encouraged to read and respect the rules of the School Library (*Centre de documentation et d'information - CDI*).

The Library Annex at 52 rue de Lourmel is open only to students in 11th and 12th grade.

8 - HEALTH & SAFETY

8.1 School Nurse

Should a health concern arise during the school day, students should see an adult. On the Théâtre campus, students may be brought to the nurse's office. The School Nurse will decide on the appropriate measures to take and will call the student's family as necessary. If the School Nurse is not in the Infirmary at the time, the student must go to the appropriate Administrative Assistant for their grade. Under no circumstances will a student be allowed to leave campus or to contact their parents without the permission of an adult on Staff.

8.2 Drop-Off and Pick-Up Safety

In order for Drop-Off and Pick-Up to run smoothly, and to ensure the safety of our entire community, anyone dropping off or picking up a student must keep school entrances, sidewalks and nearby crosswalks clear, and park their vehicles in an appropriate space and for a limited period of time.

Students must cross the streets within the school perimeter using the marked pedestrian crosswalks.

Please be reminded that owners of any type of vehicle (bikes, scooters, motorcycles, cars...) are responsible for accidents involving a third party. In Paris, helmets are required when using bicycles and scooters. It is against the law to transport passengers on the baggage rack of bicycles. The School will not be held responsible if a vehicle is loaned to a third party.

8.3 Personal Belongings & Playground Safety

Students are allowed to bring in personal objects (toys in Primary, images, books, etc.) as long as they are put away during class time. Any personal object that is taken out during class time without the permission of the teacher may be confiscated. Personal objects brought to school are the responsibility of the student and their parents.

The School is not responsible for any money brought to school by a student.

All personal belongings, especially clothes, should be labeled with the student's name. Any unclaimed items left in the lost and found at the end of the semester will be given to charity.

Balls of any size are not permitted on campus, except during the lunch period, and only if they are made of a soft, sponge-like material.

Skateboards and scooters are not permitted on campus.

Objects that pose a potential danger to the student or to others are not permitted on campus (weapons, real or fake, knives, self-defense sprays, etc.)

8.4 Mobile devices, Cameras, & Video Cameras

Numerous studies have shown that the emergence of smartphones correlates strongly with a rise in mental health concerns among adolescents. In order to promote healthier interactions among students, and to limit access to sources of anxiety and distraction, the School has decided to provide students in grades 6 through 12 with magnetic Phonelocker™ pouches, inside which telephones and/or smart watches must be locked throughout the school day.

In accordance with the Code of Education (article L.515-5), students may be in possession of a mobile phone or a smart watch, as long as the device remains turned off and locked in the Phonelocker™ pouch that has been provided for this purpose.

Any damage to or loss of the Phonelocker™

pouch will result in disciplinary measures. Parents are financially responsible for any necessary replacement or repair of a lost or damaged Phonelocker™ pouch. The School bears no responsibility for the loss of any of these devices on or off campus.

Possession of a magnet that may be used to open the Phonelocker™ pouch is forbidden and will be considered a violation of school rules.

Mobile phones or smart watches used without permission for any purpose - to communicate, take photos or videos, show photos or videos, to access the internet, etc - will be immediately confiscated for the rest of the school day and the student will be sanctioned. This rule applies on campus, as well as on any school-related trip, including the bus rides to and from sports facilities.

Cameras and video cameras are not permitted on campus without special permission. General Data Protection Rules in Europe prohibit the use of a person's voice or image for any reason without the written permission of the concerned individuals. It is therefore also forbidden to take photos or to record audio or videos of any individual on campus, using any type of electronic device, without their express written consent.

Students in possession of a School-owned tablet must adhere strictly to the Acceptable Use Policy for Tablets below.

Middle School students are not allowed to use their tablets during the lunch break.

Any device used without permission for communicating, for taking or sending pictures or video, or for accessing inappropriate websites, will be confiscated for the rest of the school day, notwithstanding other sanctions that may be imposed.

8.5 Smoking & Vaping

In accordance with current legislation and as a means of prevention, smoking, vaping and e-cigarettes are not allowed on campus, within the walls of the school, or within the surrounding perimeter, bound by the following cross streets: Avenue Emile Zola, Rue Violet, Rue

de Théâtre, and Rue de Lourmel.

9 - RESPECT FOR SCHOOL MATERIALS, FACILITIES & SURROUNDINGS

The School and its students must respect the rules of good neighborship, including respect for passers-by, for parked cars, and for neighboring buildings.

Students are not allowed to loiter in groups in front of the school entrances.

The School grounds and facilities belong to the entire learning community. Any damage or degradation of school property is considered a serious offense and will result in disciplinary measures. Parents are financially responsible for any damage or degradation caused by their children.

Access to Staff meeting rooms and lockers is forbidden to students unless they are accompanied by an adult. Access to technical/mechanical spaces and to school storage areas is forbidden to students at all times.

Students are expected to keep their school and its surroundings clean and to use the proper trash and recycling bins. Empty drink containers and other trash must be put into the proper bins on the streets surrounding the school. Students should take proper care of the lavatories and other common spaces.

For hygiene reasons, food and drink may be consumed only in designated classrooms and in the courtyard, and should not be consumed in the hallways.

Objects that may contribute to the deterioration of school facilities are forbidden: chewing gum, sticky pastes or liquids, etc.

10 - SPECIFIC RULES FOR STUDENTS AT 65 RUE DU THEATRE & 52 LOURMEL

10.1 Entrance and Exit

65 Rue du Théâtre is open to students from 8:15am to 6:00pm. You must **show your student ID card to the personnel at the door in order to enter at 70 Rue du Théâtre and 115**

Avenue Emile Zola. Make sure you always have it with you and do not let any strangers enter the premises. If you forget this card you will need to see the Administrative Assistant of your grade level.

52 Rue de Lourmel is a work space dedicated to students in 1^{ère} and Terminale. It's open from 9:00am to 6:00pm; computers and WiFi access are available to use for research, and an on-site librarian is there to support you. You must respect the rules for this area. The building at 52 is divided into two rooms: one dedicated to personal work, and the other to group work. Food is prohibited. Please make sure the place remains clean, quiet and conducive to work.

10.2 Class Time

There is no bell signaling the beginning and end of the periods. It is the student's responsibility to manage your time between lessons and make sure you're on time.

10.3 Breaks Between Lessons

As a safety measure, please keep your bags with you and don't leave them in the hallways.

We ask that you remain quiet in the building and not disturb surrounding classes: please use your lockers **quietly**, and when you are between lessons, please work in Studio 65 or leave the building.

Please make sure to remain respectful and considerate of the neighborhood, allow pedestrians to pass, and be sure to keep entryways to neighboring buildings clear. It is strictly forbidden to hang around or smoke on the sidewalk of the rues du Théâtre and Lourmel, between the « Bar Rhinocéros » and « Chez Darius ». Doing so is subject to sanctions and possibly legal proceedings.

10.4 Respect for School Facilities

Studio 65 : you may eat there between 11:30am and 1:30pm, on the condition that the premises remain clean. Outside of these hours, Studio 65 is a work space: please keep quiet.

The school must remain clean, which is why we remind you to use the trash bins and make

sure the toilets stay clean. No drinks or food are allowed in the hallways nor in the classrooms, unless you are exceptionally specifically authorized to have them. Please throw away any wrappings and/or empty cans in the Studio trash cans.

10.5 Personal Belongings

We ask that you bring **no valuables or large amounts of money** to school. We advise that you always keep important objects on your person: student ID card, key card, money, computers, etc.

10.6 Saturday Testing

Starting in 1^{ère}, **Saturday mornings** are dedicated to written tests and other exams (SAT, COREP, etc.). These exams take place at the 70, rue du Théâtre.

11 - ACADEMIC WORK & ASSESSMENT

11.1 All Grade Levels

All student work, whether done in class or at home, must be the product of personal, individual reflection and work and follow the fundamental rules of intellectual honesty and integrity, which are outlined in both the [ACADEMIC INTEGRITY POLICY](#) and the [ASSESSMENT POLICY](#).

11.2 Middle and High School

In Middle School and High School, students are assessed:

- formatively, through homework, classwork, and quizzes
- summatively, through longer tests and common exams (*compositions groupées* and mock exams)
- holistically, through continued observation by their teachers

Accordingly, student attendance and engagement are also evaluated.

In 11th and 12th Grade, all students are evaluated in accordance with the Predicted Grade Policy, and in the *Baccalauréat français inter-*

national (BFI), in accordance with the *Charte du contrôle continu* as well.

Practice written tests (*devoirs sur table - DST*) and practice oral exams for 11th and 12th graders are organized throughout the school year at regular intervals, often outside of class time, including on Saturdays.

12 - PARENT-SCHOOL COMMUNICATION

12.1 Primary School

The School Year is divided into two semesters in the Primary School.

Notebooks

Every Friday, students must bring their notebooks home in order for their parents to follow their schoolwork. These notebooks must be signed and returned to school on Monday morning.

Mid-Semester Reports (*Bilans intermédiaires*)

Halfway through each semester, a report is sent to parents through email for students in 1st through 5th grade.

Semester Report Cards (*Bilans semestriels*)

At the end of each semester, a report card is sent to parents by email.

Parent-Teacher Meetings

Parent-Teacher Meetings are held once a year on a date announced in advance. Other meetings are also planned to allow parents to follow various educational activities at school.

Individual Parent-Teacher Meetings

Individual meetings with teachers may be requested by parents by email. These meetings must take place outside of drop-off or class time.

Meetings with Division Heads

Division Heads are always happy to meet with parents upon request. Appointments may be made through email or by telephone.

12.2 Middle School

The School Year is divided into two semesters

in the Middle School.

Mid-Semester Reports

Halfway through each semester, a mid-semester report composed of teacher comments on student progress and effort with regards to overall learning objectives in each subject is published through Pronote.

Semester Report Cards

An official Semester Report Card signed by the Division Head is sent to families by email, following a Faculty Meeting (*Conseil de classe*) with the Division Head. The Semester Report Card is composed of teacher comments and their evaluation of the student's progress and effort with regards to specific learning objectives in each subject area, followed by an overall comment by the Division Head and the signature of the Head of School.

In 9th grade, student delegates, elected under the supervision of their Homeroom teacher, attend the start of Faculty Meetings at the end of each semester.

12.3 High School

The School Year is divided into three trimesters in the High School.

Mid-Trimester Reports

Halfway through the first trimester, a mid-trimester report composed of teacher comments on student progress and effort with regards to overall learning objectives in each subject is published on Pronote.

Trimester Report Cards

An official Trimester Report Card signed by the Division Head is sent to families by email, following a Faculty Meeting (*Conseil de classe*) with the Division Head. The Trimester Report Card is composed of teacher comments and their evaluation of the student's progress and effort with regards to specific learning objectives in each subject area, followed by an overall comment by the Division Head. Students are assigned grades out of 20 maximum points. Decisions made by the *Conseil de classe* follow the Code of Education.

“Livret scolaire du lycéen” (LSL)

In the High School, within the French National Curriculum, the *Livret scolaire du lycéen*, is an electronic record of student progress from 10th through 12th grade. This record includes grades, teacher comments, an indication of the student’s progress and effort in relation to specific learning objectives for each subject area, pertinent information regarding the school or the student’s grade, and, in 12th grade, the recommendation of their teachers as they prepare for their baccalaureate examinations.

Further details can be found in the [ASSESSMENT POLICY](#).

Grades on formative or summative assessments, or on Trimester Report Cards, are determined by the subject teacher and the Division Head, and are non-negotiable.

In 10th grade, student delegates, elected under the supervision of their Homeroom teacher, attend the start of Faculty Meetings at the end of each trimester. In 11th and 12th grades, elected student delegates attend the entire Faculty Meeting.

REMINDER: Teacher comments and grades from 10th and 11th grade, baccalaureate results from 11th grade exams, and the first two report cards in 12th grade may be requested by universities.

13 - SANCTIONS

Disciplinary measures (Sanctions) are imposed by the School Administration, which, following the pertinent directives (R 442-39 du Code de l’Education), is responsible for student life at school and therefore for disciplinary measures.

13.1 All Grade Levels

Make-Up Work (*Réparation*)

Assigned work that has not been completed or that has been poorly completed may result in a *réparation*. In the Middle School, *réparations* often take place on Wednesday afternoons, while High School students may be required to come to school on a Saturday.

Serious Warning (*Avertissement*)

At all levels, an *avertissement* may be given

for

- infractions of the School Rules
- a serious offense
- repeatedly not doing assigned work
- any other kind of behavior that is inappropriate in a school setting

Three *avertissements* result in an automatic 24-hour suspension from school.

A fourth *avertissement* results in an automatic 48-hour suspension and the possibility of expulsion

Any serious infraction of the School Rules may result in immediate suspension or expulsion, or a Disciplinary Hearing may be called that may result in these sanctions

Any infraction of the Law, on or off campus, will be taken into consideration by the School.

The School reserves the right to refuse to re-enroll a student who has received three *avertissements* over the course of a single academic year.

Please be reminded that in all situations the School Administration makes the final decision regarding re-enrollment.

13.2 Middle School and High School Only

First Official Warning (*Mise en Garde*)

In the Middle School and High School, teachers and staff may request that a student be given a *mise en garde*, or first official warning for inappropriate behavior.

Two *mise en gardes* result in an automatic *avertissement*.

In the High School, an *avertissement* may result in disqualification from the High School Diploma.

Community Service (*Travail d’intérêt général*)

In the Middle School and High School, the Administration may decide to require the student

to perform community service, as a stand-alone sanction or in addition to an *avertissement*.

Sanctions for the Use and/or Distribution of Illicit Substances

Once the School becomes aware of a student using an illicit substance (illegal drugs, or abusing/misusing prescription medications), the student must immediately end their use of the substance and begin treatment with a medical professional (physician, therapist...), if they wish to remain enrolled in the school. Distributing illicit substances to other persons - for profit or free, on or off campus - will be considered trafficking and will result in the immediate expulsion of the student, accompanied by the filing of an official complaint with the local authorities.

TECHNOLOGY & MOBILE DEVICE POLICY

1- POLICY AIMS & OBJECTIVES

The School provides students with access to technology and digital tools in order to provide them with the best possible learning situation.

This Policy is intended to inform and protect students in order to help them learn to use these tools safely and effectively.

2 - ACCESS TO INFORMATION TECHNOLOGY & DIGITAL TOOLS

2.1. On campus, students have access to

- classroom sets of computers or tablets, with teacher permission
- computers in the Library
- the Internet, with specific content filtered

2.2 On and Off campus, students have access to

- a school email address (@ejm.org)
- Google Drive
- a Pronote account
- in the Middle School, a school-owned and -issued tablet with preinstalled applications
- in the High School, their own personal device (BYOD), to be used with teacher permission

2.3 On campus, students are **not permitted to use**

- classroom computers connected to the projectors, which are reserved for teachers, unless requested by the teacher
- computers found in staff offices
- classroom projectors and sound systems

- their personal mobile phones or smart watches, unless authorized by a member of staff. These must be turned off and locked at all times in the Phonelocker™ pouch provided while students are on campus (at all sites: 52 rue Lourmel, 65 and 70 rue du Théâtre, Duplex and Suffren).

3 - STUDENT RESPONSIBILITIES & EXPECTATIONS

3.1 Respect for School Property & Services Provided

Technology and Digital Tools provided by the School remain the property of the School and must be treated with respect :

- Students are expected to take proper care of and refrain from damaging or degrading devices and tools.
- Students are not allowed to make any changes to the configuration of devices or services.
- Students are not allowed to install any applications or software that would grant access to any content or resources that fall outside of the activities and assignments organized by their teachers.
- Students should contact the IT department if they have any questions, concerns, or requests.
- Students must not attempt to circumvent the School's security network or filters.

3.2 Respect for Others

In accordance with the [INCLUSION POLICY](#), all members of the learning community are expected to use technology in a way which is respectful of others.

As in their real-life interactions, in their online communications, students are expected to:

- use respectful and polite language and refrain from vulgar or injurious language;

- respect the privacy of others;
- not engage in cyberbullying of any kind, including the spreading of false information or rumors intended to harm others.
- Outside of school hours, every individual has the right to disconnect. After 7pm, school is closed and emails sent after this hour should not expect a response before the following work day.

In 6th, 7th and 8th grades, school-issued tablets will be blocked remotely at the following times:

- between 8 pm and 7 am in 6th and 7th grade
- between 9 pm and 7 am in 8th grade

After these hours, the tablet must be put away and charged for use the following day.

3.3 Respect for Image Rights & Intellectual Property

As outlined in the [ACADEMIC INTEGRITY POLICY](#), an individual's work is their intellectual property and may not be reproduced without their permission. If it is impossible to request permission from the author of a text, the text must be properly cited.

As outlined in the General Data Protection Regulation (GDPR), an individual's image and voice are their personal property and may not be shared or published without their permission.

No attempt should be made to access or alter information belonging to other users.

Students who are either witness to or victim of any infractions of this policy should immediately notify their Division Head or another member of their administrative team.

3.4 Identity Protection & Online Safety

Students are expected to:

- adhere to the [ACADEMIC INTEGRITY POLICY](#)

- use their critical thinking skills to determine whether information is authentic, true, or confidential and diversify their sources of information, understanding that information found on the Internet is not always reliable or up-to-date and may present a danger to users.
- ask an adult for help if they are faced with suspicious or dangerous content online.
- rely primarily on official institutional websites and avoid frequenting websites that incite violence, crime, hatred, or racism, or that provide access to any type of illicit activity. Not only may this type of content be dangerous or inappropriate for their age, contact with the authors of such content may expose them to legal risks.
- protect their personal usernames and passwords. The IT department should be contacted regarding any suspicion of identity theft or password theft.
- obey French law prohibiting any individual from assuming the identity of another person, including online, or to mask one's identity in online communications.
- ensure that any content stored in their account complies with all school rules and policies. If necessary, the IT department may be asked to track and identify the owner of any activity that takes place through a school-issued account (email, Google Drive, Pronote...) or on a school-issued device.

4 - ACCEPTABLE USE POLICY FOR SCHOOL-ISSUED TABLETS (MIDDLE SCHOOL ONLY)

For each student in the Middle School, Ecole Jeannine Manuel provides

- a personal tablet
- a charger and cable

The tablet is a tool for work. It remains the property of the School throughout Middle

School and follows a specific fee schedule.

We expect students to take great care of this equipment, which is their responsibility from the moment they receive it until the end of their time in Middle School. In order for this tablet to fulfill the pedagogical objectives that the School has established, we ask that students read the following Acceptable Use Policy carefully, sign it, and adhere to it faithfully.

4.1 Expectations

1. The use of the tablet is subject to the School Rules (*règlement intérieur*) of Ecole Jeannine Manuel.
2. The tablet is reserved for educational use and is thus restricted to the applications installed by the School.
3. While on campus, the tablet must be used only in the classroom, per the teacher's instructions. It should not be taken out of student bags in the hallways or the courtyard.
4. The tablet will remain connected to the School's Wifi network under the supervision of teachers who will verify that it is being used appropriately.
5. Teachers may guide students in the use of their tablet, have access to their screen, or lock their screen through a specific application.
6. Each student is expected to use their tablet in a responsible manner both inside and outside of school.
7. Only devices set up by Ecole Jeannine Manuel are authorized to connect to the School's network. Students are not allowed to replace the school-issued tablet by a personal device for use in class (personal tablet, smartphone, laptop...).
8. Any damage to a school-issued tablet must be reported to and repaired only by the School's IT department.

4.2 Use of the School-issued Tablet

1. Each student should create a personal

access code, and activate their TOUCH ID in order to prevent outside parties from accessing their data without permission.

2. Each student is responsible for saving their own documents and important data.
3. The tablet charger and cable should remain at home so as to avoid loss or damage.
4. Each student is responsible for bringing their tablet to school sufficiently charged for a full day of classes.
5. Only devices set up by the School are permitted on the School network. Students are not permitted to use any other devices (personal tablet, smartphone, computer...) as a replacement for the tablet provided by the School.
6. Outside of school, students may connect to another Wifi network, but the tablet will remain under the supervision of the School's integrated content filter.

4.3 Responsibilities

1. The material provided to the student remains the property of Ecole Jeannine Manuel until the end of 3^{ème} (9th grade).
2. Only the School's IT department may provide maintenance or repair to a school-issued tablet.
3. The student must in no way alter the internal software of the tablet, nor circumvent its protective filters, or they may be identified, blocked from the Wifi network, and reported to their Division Head.
4. The tablet is equipped with protective casing provided by the School. The student is responsible for maintaining the protective casing in place and in good condition when the tablet is being used or transported.
5. Each tablet bears a contact tag allowing the school to determine its location.

This contact tag must not be removed, damaged, or covered.

6. In the event of cracking in the screen, the student should inform IT immediately and bring the tablet in for repair. A tablet with a cracked screen should never be used.
7. Degradations to the tablet are often the result of negligent use and the student will be charged for any necessary replacement parts. All replacement parts are provided by the School using equivalent material.
8. In the event of loss or theft, the student should notify the IT department as soon as possible by email at the following address: tablettes@ejm.org. IT will then take the necessary steps to lock and potentially recover the device. If necessary, a legal declaration should also be made at the Commissariat de Police. If the device is not recovered, a replacement will be provided and billed to the family.

4.4 IT Supervision

1. The School, represented by the IT department, owns all supervisory rights over the tablet. The management of applications and Internet access may be modified, restricted, or protected by specific profiles.
2. The installation, maintenance, and updating of applications will be performed by the IT department, remotely if possible, and may not be refused.
3. A complete or partial reinstallation may be imposed, if required for technical or security reasons.

4.5 Return or Purchase of the School-Issued Tablet

Students completing four years in the Middle School keep their tablet without a fee at the end of 9th grade.

Students leaving the School mid-year or at the end of a school year have the possibility

of purchasing the tablet for a fee that is determined by the length of time it has been in their possession. Families wishing to purchase their tablet should contact the Administrative Assistant of their grade level for the fee schedule.

5 - RESPONDING TO VIOLATIONS OF THE TECHNOLOGY & MOBILE DEVICE POLICY

The primary purpose of this policy is educational. However, violations of this policy may result in sanctions, as outlined in the School Rules.

Any sanctions given by the School do not exclude the possibility of legal sanctions, depending on the nature of the infraction.

STUDENT DRESS CODE POLICY¹

1 - PHILOSOPHY

In line with our [INCLUSION POLICY](#), the student dress code at Ecole Jeannine Manuel is designed to support equitable and inclusive educational access and is written in a manner that does not reinforce stereotypes. To ensure fair and effective enforcement of this dress code, school administrators shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization, oppression, or discrimination of any individual or group based on their real or perceived national or ethnic origin, religion, sex, disability, sexual orientation, gender identity or expression, socioeconomic status, or physical appearance (body size/type/features).

The School believes that:

All students, staff, faculty, and administrators belong to a diverse and inclusive learning community in which respect for oneself, respect for others, and the social and emotional well-being of every individual are of utmost importance.

All students should be encouraged to develop the capacity for self-awareness and for self-discipline and an understanding of the relationship between self-presentation, self-expression, and the expectations or norms of a specific context or environment.

All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.

All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing and self expression.

All students should be able to attend school in an environment of strict neutrality with respect to religious beliefs and political convictions, free from any pressure that would prevent them from making their own individual choices, in accordance with French law and with our mission statement.

Student dress code enforcement should not result in unnecessary barriers to school attendance.

School staff should be trained and able to use body-positive language to explain the dress code.

Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

2 - POLICY AIMS AND OBJECTIVES

Our student dress code is designed to:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as in Science (eye or body protection) or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to attend school free of discrimination based on their real or perceived national or ethnic origin, religion, sex, disability, sexual orientation, gender identity, socioeconomic status, or physical appearance (body size/type/features).
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to attend school in an environment of strict neutrality with respect to religious beliefs and political convictions, free from any pressure that would prevent them from making their own individual choices.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.

- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.

3 - RESPONSIBILITIES AND EXPECTATIONS

3.1 School Responsibilities

The School Administration is responsible for making sure that

- student attire does not interfere with the health, well-being, or safety of any student;
- student attire does not contribute to a hostile or intimidating atmosphere for any student;
- dress code enforcement does not reinforce or increase marginalization, oppression, or discrimination of any individual or group based on their real or perceived national or ethnic origin, religion, sex, disability, sexual orientation, gender identity, socioeconomic status, or physical appearance (body size/type/features).
- Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

3.2 Student Responsibilities

Ecole Jeannine Manuel expects that all students will

- dress in a way that is appropriate for the

school day or for any school sponsored event.

- respect the School's intent to foster a community that celebrates difference and is inclusive of a diverse range of identities.

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s).

3.2.1. Basic Principle

Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as school trips, graduation ceremonies, and prom.

3.2.2. Students Must Wear*, while following the basic principle above:

- A Shirt/Top (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes.

*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE), as are health and safety requirements (for example, body covering for work in the Science lab).

3.2.3. Students May Wear, as long as these items do not violate Section 1 above:

- Athletic attire
- Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff, and must be removed indoors.
- Hoodie sweatshirts, with the hood off when indoors.
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans".
- Tank tops, including spaghetti straps.

3.2.4. Students May Not Wear:

- Violent language or images.
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- Bullet proof vest, body armor, tactical gear, or facsimile.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment for any individual or group
- Any clothing that reveals visible undergarments (slightly visible waistbands and visible straps are tolerated)
- Swimsuits (except at the pool as required for PE).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face.
- Any conspicuous signs or symbols of religious or political affiliation(s).

4 - RESPONDING TO VIOLATIONS OF THE STUDENT DRESS CODE

To ensure effective and equitable enforcement of this dress code, as well as an environment of

mutual respect, empathy, and open dialogue, school administrators shall enforce the dress code consistently following the guidelines below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

4.1 Consequences for Students

Students not following the dress code as outlined in Sections 1 and/or 4 above will be

- referred to the appropriate Division Head or Deputy Division Head, who will follow up and who are solely responsible for dress code enforcement.
- provided with three (3) options for the rest of the school day:
 - o Changing into their own dress-code compliant clothing.
 - o Wearing temporary school-provided clothing
 - o Calling their parents to bring them dress-code compliant clothing

Students who feel they have been subject to discriminatory enforcement of the dress code should contact their Division Head or Deputy Division Head.

4.2 School Responsibilities & Expectations:

- The School is expected to:
 - enforce the dress code fairly and in a gender-neutral way for all students. No student should be affected by dress code enforcement because of their real or perceived national or ethnic origin, religion, sex, disability, sexual orientation, gender identity or expression, socioeconomic status, or physical appearance (body size/type/features), or body maturity.
 - refrain from publicly shaming or requiring students to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:

- kneeling or bending over to check attire fit;
- measuring straps or skirt length;
- asking students to account for their attire in the classroom or in hallways in front of others;
- calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since slightly visible waistbands and straps on undergarments are tolerated; and,
- accusing students of “distracting” other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as school trips, graduation ceremonies, and prom. Students who feel they have been subject to discriminatory enforcement of the dress code should contact their Head or Deputy Head.

WELLBEING, INCLUSION, & SAFE-GUARDING

INCLUSION POLICY

1- POLICY AIMS AND OBJECTIVES

The purpose of this policy is to outline how our School strives to create an environment in which all stakeholders feel safe, respected, and supported in their learning. The School strives to:

- Ensure that every member of the learning community is respected, included, and fairly treated;
- Ensure that students meeting admission criteria are provided with inclusive learning arrangements where a need has been identified by the school, the family, and a medical professional;
- Create a healthy environment for work and study in which all members of the learning community feel safe to express their full identities, while respecting the right of all others to also feel safe and respected;
- Promote a culture of kindness, openness and empathy;
- Foster open and transparent communication between all members of the community;
- Support students requiring inclusive learning arrangements;
- Encourage consistency of response to both positive and negative behavior;
- Provide a safe environment free from disruption, violence, bullying, discrimination and any form of harassment, as defined in Section 3.

2 - DEFINITION OF TERMS

2.1 Inclusion

Inclusion, as defined by the Council of Interna-

² Council of International Schools Briefing: I-DEA, Inclusion via Diversity, Equity, and Anti-Racism, April 2022.

³ Definition taken from <https://www.pacer.org/bullying>

tional Schools, "refers to behavioral practices and social norms in a community that are co-productive, including and integrating everyone in activities and processes so they feel a sense of belonging and purpose."²

2.2 Bullying

Bullying is a term that is generally applied to acts of intimidation or exclusion in a school setting and refers to any intentional act that is severe, persistent or pervasive and/or which exploits a real or perceived imbalance of power, causing emotional, psychological or physical harm to another person. Power may refer to age, size, strength, gender, sexual orientation, ability, position or popularity but can also include other situations.

It is important to understand the difference between bullying and conflict. A conflict is a disagreement or argument in which both sides express their views. People in conflict generally stop and change their behavior when they realize it is hurting someone. In bullying, the goal is to hurt, harm or humiliate.³

Bullying can take on several forms:

- Relational aggression is an indirect form of bullying that occurs when someone manipulates or harms another person's relationship(s), reputation, social status or self-esteem. Persistent, intentional **exclusion** is a form of bullying through relational aggression.
- Physical aggression refers to the intent to harm someone through physical force or dominance.
- Verbal bullying occurs when a person uses spoken or written words to hurt someone else.
- Sexual bullying involves unwanted sexual suggestions, comments, jokes, gestures, advances, contact or threats to another person. All stakeholders must understand that the possession and/or distribution of explicit images of a minor is a crime.

2.3 Harassment

Harassment is a term used primarily in the workplace and refers to any verbal or nonverbal action that frightens, intimidates or causes emotional distress to another person. Harassment of any individual upon the basis of their real or perceived national or ethnic origin, sex, religion, age, disability, sexual orientation, gender identity, gender expression, political affiliation, socioeconomic status, civil status, employment status, preferred language or language proficiency, appearance, height or weight is a violation of their human rights and of French law.

2.4 Discriminatory Behavior

Discriminatory behavior refers to any verbal or non-verbal bullying which causes harm, exclusion, or unequal treatment and is motivated by prejudice based on one of the 25 criteria protected by French law, including: a person's real or perceived national or ethnic origin, religion, sex, age, disability, sexual orientation, gender identity, gender expression, political affiliation, socioeconomic status, civil status, employment status, preferred language or language proficiency, physical appearance, or political or philosophical opinions. Beyond the school setting, this is referred to as discrimination and can take on any of the previously mentioned forms. It is included in the general definition of *harcèlement* in French, and does not have to occur more than once to be considered to be a violation of human rights and of French law.

2.5 Cyber-Bullying, Cyber-Harassment, or Cyber-Discrimination

Cyber-bullying, cyber-harassment, and cyber-discrimination refers to any of the actions described above occurring online or using communication technology, including through email, text messaging, individual or group chats, websites, discussion forums, or any type of social media.

3 - RESPONSIBILITIES AND EXPECTATIONS

3.1 General Responsibilities and Expectations

All members of the learning community, including students and staff, are expected to:

- Be familiar with this Inclusion policy and with the procedures regarding any infractions to this policy;
- Be aware that this policy covers individual behavior on or off school grounds, at school-sanctioned events, and incidents occurring online;
- Treat others with respect, courtesy and consideration at all times;
- Refrain from using disrespectful language of any kind;
- Respect school property and the property of other members of our learning community;
- Encourage and develop a growth mindset and celebrate differences as a source of strength for our community;
- Contribute positively to the learning atmosphere in and out of class by arriving on time, actively engaging, completing work on time, and interacting with others in a positive and respectful manner;
- Understand, avoid, and report bullying, harassment or discriminatory behavior as defined in Section 2 of this policy;
- Be familiar and comply with the [CHILD PROTECTION & SAFER RECRUITMENT POLICY](#) and in particular with section 4 - [SYMPTOMS OF CHILD ABUSE OR RADICALIZATION](#) of the Child Protection Policy, which indicate how to detect that someone may be experiencing bullying, harassment or discriminatory behavior.
- Seek immediate help by contacting the designated child-protection officer (CPO) and/or their deputy if any member of the learning community talks

about suicide or seems unusually upset;

- Understand that the School considers any language or behavior that is in violation of this policy and therefore inconsistent with its values as grounds for disciplinary action.

3.2 Specific School Responsibilities and Expectations

All members of the learning community can expect the School to:

- Clearly communicate and explain both the Inclusion Policy and the Child Protection Policy to all members of the learning community, as well as the consequences for non-compliance with these policies;
 - Promote inclusive practices and a culture of trust within the framework of this policy;
 - Implement Division-Head-approved inclusive learning arrangements in the classroom and in assessments,
 - Monitor and communicate about the effectiveness of inclusive arrangements in removing barriers with relevant stakeholders (Division Heads, teachers, counselors, nurse, exams officer, Head of Applied Neuroscience, and families as needed)
 - Provide a School Nurse and a School Counselor (*Point Ecoute*) as a source of physical care and mental health support for students, and refer students to outside medical professionals when required;
 - Consider any language or behavior that is in violation of this policy as grounds for disciplinary action;
 - Report any concerns regarding student wellbeing or possible barriers to learning to the relevant Division Head;
 - Investigate instances of bullying, harassment or discriminatory behavior, as defined in Section 2 of this policy, swiftly, sensitively, thoroughly and effectively, and administer fair and consistent consequences for such instances (see Section 5);
- Create a safe, open, and inclusive learning environment through evidence-based prevention and intervention strategies and initiatives such as:
 1. PSHCE (Personal, Social, Health, and Citizenship Education) and Wellbeing programs, which cover
 2. Age-appropriate education regarding racism, antisemitism, sexism, anti-LGBTQIA+ discrimination, and other forms of discrimination,
 3. Age-appropriate instruction on recognizing signs of bullying, harassment, and discriminatory behavior
 4. Age-appropriate instruction on best practices to create an inclusive environment,
 5. Age-appropriate instruction on sex, interpersonal relationships, and the importance of consent,
 6. Age-appropriate instruction in responsible digital citizenship and media literacy,
 7. Teacher training on differentiation and universal design for learning that supports the diverse backgrounds and experiences of our community, by including,
 8. Relevant curricula, materials and texts that incorporate diverse perspectives
 9. Relevant curricula, including Learning to Learn and Study Skills classes to foster student autonomy, organization, motivation,
 10. Literature, outings, trips, cultural exchanges and other resources to promote cultural and social awareness.
 11. Affinity and alliance groups;
 12. School-wide awareness campaigns to promote inclusion and solidarity, par-

ticularly in conjunction with UNESCO's International Day Against Violence and Bullying at School in November and International Day for the Elimination of Racial Discrimination in March;

13. Staff training and implementation of the Pikas Method of Shared Concern (adapted to the French context by Jean-Pierre Bellon and Marie Quartier as the *Méthode de préoccupation partagée*) where applicable to quickly defuse situations of intimidation among students;
14. Staff training on this policy.

3.3 Specific Student Responsibilities and Expectations

Students are expected to

- Regarding bullying, harassment, and discriminatory behavior:
 1. Understand the definitions of inclusion, bullying, harassment, and discriminatory behavior as explained in Section 2
 2. Understand the consequences for instances of bullying, harassment, or discriminatory behavior as outlined in Section 5
 3. Avoid any instances of intimidation, exclusion, bullying, harassment, and discriminatory behavior towards any member of the learning community.
- Regarding learning Inclusion:
 1. Engage in a reflective and meta-cognitive approach to learning,
 2. Work in good faith and in partnership with the school to identify genuine barriers to learning and implement accommodations following established protocols;
 3. Respect processes in place for requesting, approving, and implementing incremental inclusive learning arrangements.

3.4 Specific Family Responsibilities and Expectations

Families are expected to

- Support the school's efforts to create a culture of trust by engaging in respectful and transparent communication;
- Support the School's efforts to promote a safe, open, and inclusive learning environment.
- Regarding bullying, harassment, and discriminatory behavior:
 - Understand the definitions of inclusion, bullying, harassment, and discriminatory behavior as explained in Section 3;
 - Support their children in reporting intimidation, exclusion, bullying, harassment, and discriminatory behavior towards any member of the learning community;

Regarding Learning Inclusion:

- Work in good faith and in partnership with the school to identify genuine barriers to learning and implement accommodations following established protocols;
- Respect school and exam-board related decisions and processes for requesting, approving, and implementing inclusive learning arrangements
- Follow school protocols and meet all deadlines for learning inclusion
- Support the School's consequences for violations of this policy as outlined in Section 6.

4 - INCLUSIVE LEARNING ARRANGEMENTS

4.1 Accessibility for Persons with Physical Disabilities, Chronic Illness, Learning Differences or Mental Health Concerns

The School makes every effort to accommodate members of the learning community with

short or long-term physical disabilities, chronic illness, learning differences and mental health concerns. Necessary adjustments to classroom assignments and other accommodations will be provided as much as possible, and within the constraints of the school curriculum, to allow all students and staff members to participate fully in all aspects of life at school.

4.2 Individualized Education Plan (*Plan d'accompagnement personnalisé*)

When standard assessment conditions create barriers to learning, and where a need has been identified by both the School and/or a medical professional or qualified learning specialist, assessment tasks may be adapted, using a range of strategies: for example: access to a computer, extra time or rest breaks. For an IEP to be developed and approved by the Division Head, students must have formal documentation from a medical professional or qualified learning specialist. The IEP will highlight the student's areas of need and recommend accommodations to remove barriers to learning, and will be shared with all relevant School staff. Please see **Learning Accommodations Pathway** for a detailed overview of the procedure.

4.3 Inclusive Access Arrangements for Assessment and Learning

In addition to the points outlined above, the School is also committed to ensuring that all students meeting admission criteria (as described in the Admission Policy) are able to demonstrate their ability under assessment conditions that are as fair as possible. To do this, the School strives to use a variety of methods of assessment including oral, written, individual, group work, self-assessed, peer-assessed, short-term and long-term assignments. (See [ASSESSMENT POLICY](#).)

The School undertakes a graduated approach to the identification, assessment and support of students for whom standard assessment and learning conditions create barriers to learning. Before considering the establishment of an IEP, and based upon the identified level of need, an initial level of support is provided for all students through skills-focused learning and assessment, and through differentiated instruction and principles of universal

design for learning. Students may additionally receive learning support such as peer-tutoring or office hours, or be referred to a medical professional or qualified learning specialist as necessary. Please see **Learning Accommodations Pathway** for a detailed overview of the procedure.

4.4 Inclusive Access Arrangements for High School Examinations

In addition to the procedures outlined above, IBDP and BFI students experiencing social, emotional, behavioral, learning, or medical challenges may be able to benefit from Inclusive Access Arrangements for both mock and official Baccalaureate exams. A formal request must be made to the IB by the IB Coordinator, to the local authorities of the *Education nationale* for baccalaureate exams, or to the College Board/the School for the AP and SAT exams. In order for a request to be submitted, rigorous and thorough medical **and school evidence** is required. The steps for this are outlined in the Learning Accommodations Pathway document.

Students and families should contact their Division Head to confirm the deadlines for submitting requests to the relevant authorities.

Inclusive Access Arrangements will typically include one of the following (with one arrangement often removing the need for another):

- additional time in written exams and/or coursework,
- use of a computer for written exams,
- rest breaks during written exams,
- specific placement in a room during exams,
- access to a dictionary.

5 - REPORTING VIOLATIONS OF THE INCLUSION POLICY

Any member of the learning community who has been the target of bullying, harassment or discrimination at the hands of another member of the learning community—no matter their position, terms of employment or role at

the School—shall be given unwavering support by School Leadership. However, understanding that it can be very difficult for the target of unwanted behavior to come forward, the School encourages concerned classmates and staff, colleagues and supervisors to come forward if violations of the Inclusion Policy are suspected. Witnesses and bystanders have a responsibility to immediately contact a trusted staff member with any concern for the safety or wellbeing of a member of the learning community, including in-person or online incidents of bullying, harassment or discrimination.

5.1 Student Targets or Witnesses

Students who find themselves to be the target or a witness, or who learn of incidents of bullying, harassment or discriminatory behavior as defined in Section 3 above, should

- Tell a trusted adult at school, such as a classroom teacher, your Homeroom Teacher, the School Counselor, the School Nurse, a Surveillant, or a Division Head.
- Know that a clear and precise account of the incident will be recorded in writing and given/sent to the Division Head, Deputy Head, or Head of School, and the Homeroom Teacher of the students involved, or to Human Resources if a teacher is involved.
- Be confident that no person who, in good faith, reports or provides information related to suspected bullying following this policy shall suffer retaliation, harassment or any adverse enrollment action.

5.2 Faculty or Staff Targets or Witnesses

Members of Faculty or Staff who find themselves to be the target or a witness, or who learn of incidents of bullying, harassment or discriminatory behavior as defined in Section 2 above, should

- Know that all staff members may intervene to address incidents of bullying, harassment, or discriminatory behavior if they witness or receive reports of stu-

dent violations of the Inclusion Policy.

- Immediately inform the relevant Division Head, or Human Resources, if the situation involves an adult in the community;
- Know that a clear and precise account of the incident will be recorded in writing and given/sent to the Division Head, Deputy Head, or Head of School, and the Homeroom Teacher of the students involved, or to Human Resources if a teacher is involved.

5.3 Confidentiality

Any member of the learning community who reports a violation of the Inclusion Policy, whether as a target or as a witness should understand that

- any incident of bullying involving a student will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. In these instances, the member of staff receiving the report is required to inform the School's Child Protection Officers, namely the Head of School and the School Nurse, immediately.
- the Head of School will be notified of any instance of harassment or discriminatory behavior concerning an adult.
- they will not be subject to any retaliation whatsoever by any member of staff or administration.
- their identity will be protected and will not be revealed to the concerned parties without their consent.

6 - RESPONDING TO VIOLATIONS OF THE INCLUSION POLICY

The School strives to respond to violations of the Inclusion Policy swiftly, sensitively, discreetly, and effectively.

Minor incidents or conflicts that do not meet the definition of bullying, harassment or discrimination that can be resolved immediately

through arbitration or through the application of the Method of Shared Concern when appropriate and require no further action under this policy may or may not be documented, and parents will be informed when appropriate.

The School will take proactive measures, as outlined in Section 4, to prevent bullying, harassment, and discriminatory behavior, and will respond to violations of this policy in a fair and measured fashion, following the relevant policies and procedures outlined below when such behaviors are identified.

6.1 Responding to Student Violations of the Inclusion Policy

Where an event is too serious for the Method of Shared Concern to be applicable, the Head of School or their representative shall lead a fair, thorough, objective, and well-documented investigation of any complaints that meet the definition of bullying.

Within one working day of receiving a complaint or incident report, the Head of School or designee will notify relevant staff members and the parent/legal guardian(s) of any students involved, as appropriate, that a complaint was received and direct them to this policy.

If necessary and appropriate, the police will be consulted as required by French law. During the investigation, the School shall take prompt and reasonable measures to protect the allegedly targeted individuals from continued bullying, cyber-bullying, intimidation and/or retaliation. A temporary action plan may include but not be limited to changing seating arrangements or schedules of the accused intimidator(s), or implementing a School no-contact order or agreement.

Alleged targets and intimidators have the right to be accompanied by a trusted adult of their choice throughout the reporting and investigative processes. The investigation may require individual meetings with each student or staff member involved in the presence of two additional staff members. The School will keep a record of all meetings and discussions.

The School shall respect the privacy of the supposed targets or intimidators as much as

possible. Limited disclosure may be necessary in order to conduct a thorough investigation.

The Head of School will be informed of the outcome as well as the relevant members of staff (for example, the Homeroom Teachers of the students involved). A copy of all relevant documents should be retained on the School's files.

6.2 Responding to Faculty or Staff Violations of the Inclusion Policy

Faculty and Staff should refer to French Law (*Code du travail*) and the Code of Conduct For School Employees (*Règlement intérieur des personnels*) available from Human Resources.

The Head of School or their representative shall lead a fair, thorough, objective and well-documented investigation of any complaints that meet the definition of harassment or discriminatory behavior.

Within one working day of receiving a complaint or incident report, the Head of School or designee will notify relevant staff members and the parent/legal guardian(s) of any students involved, as appropriate, that a complaint was received and direct them to this policy.

If necessary and appropriate, the police will be consulted as required by French law.

During the investigation, the School shall take prompt and reasonable measures to protect the allegedly targeted individuals from continued harassment, intimidation and/or retaliation. A temporary action plan may include but not be limited to changing schedules of the alleged aggressor, or implementing a School no-contact order or agreement.

Alleged targets and intimidators have the right to be accompanied by a trusted colleague of their choice throughout the reporting and investigative processes. The investigation may require individual meetings with each student or staff member involved in the presence of two additional staff members. The School will keep a record of all meetings and discussions.

The School shall respect the privacy of the alleged targets and intimidators as much as

possible. Limited disclosure may be necessary in order to conduct a thorough investigation.

The Head of School will be informed of the outcome as well as the relevant members of staff (for example, the Homeroom Teachers of the students involved). A copy of all relevant documents should be retained on the School's files. In addition, all reporting, investigations, and responses shall be consistent with French law regarding discrimination and the protection of civil and human rights. If necessary and appropriate, the police will be consulted.

6.3 Disciplinary Actions

Students found to be in violation of the Inclusion Policy will be subject to age-appropriate disciplinary measures which may include but are not limited to:

- Official warnings,
- Community service, including research, presentations, or raising awareness among peers in a way that helps to foster their growth mindset, critical thinking, and reflection upon their actions.
- Disciplinary hearing,
- Temporary suspension,
- Permanent expulsion,
- Disqualification from the U.S. High School Diploma.

Faculty or Staff violations of the Inclusion Policy will be treated in accordance with French labor law requirements.

Any member of the learning community making a false report or providing information in bad faith, or with the knowledge that it is false, will be subject to disciplinary measures. In cases where a law has been violated, law enforcement will be notified.

CHILD PROTECTION & SAFER RECRUITMENT POLICY

1 - PHILOSOPHY

Safeguarding and promoting the welfare of children can be defined as:

- Protecting children from maltreatment,
- Preventing impairment of children's health or development,
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care,
- Taking action to enable all children to have the best outcomes.

The faculty and staff at École Jeannine Manuel ("the School") fully recognizes their professional responsibility to protect all children in their care from harm. This policy applies to all **staff, volunteers** and **everyone working in the School**, with the understanding that:

- Children have a right to be safe,
- Adults have a responsibility to safeguard and protect children,
- Abuse is damaging, and can have a lasting negative impact on the remainder of the child's life,
- Abused children sometimes become abusing adults,
- Child abuse exists in a world of secrecy and silence - the cycle of abuse must be broken,
- An abuser may well abuse many other children who also have a right to protection,
- Children have the right to grow up to be well-adjusted adults.

2 - POLICY AIMS AND OBJECTIVES

2.1 Guidelines & Procedures

This Child Protection & Safer Recruitment Policy follows the guidance and procedures produced by:

- The United Nations Convention on the Rights of the Child,
- [The International Task Force on Child Protection](#),
- The French Ministry of Education regulations, and more particularly:
 1. *L'article 434-3 du Code Pénal*
 2. [Conduites à tenir en cas d'infraction en milieu scolaire, Memento](#),
 3. [Prévention et traitement des violences sexuelles](#).

The School will follow the procedures set out by the French Ministry of Education and the French Ministry of Justice, and take into account guidance issued by the CRIP⁴ to establish:

- Duty of Care,
- Definitions and symptoms of abuse,
- Monitoring and Record keeping,
- Disclosure and actions following a disclosure (child),
- Disclosure and actions following a disclosure (adult),
- Safer Recruitment.

2.2 Specific Aims of this Policy

The School aims

- To establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- To ensure that children know that they can turn to any trusted adult in the

School if they are worried about a friend or about their own situation.

- To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- To ensure that we practice safe recruitment, in accordance with the French Labor Law, when checking the suitability of staff, teaching, administrative, and volunteers who work with children.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support students who have been abused, in accordance with the established child protection plan.

2.3 Duty of Care

It is the School's Duty of Care to

- Ensure that the School Governors take responsibility for overseeing the Child Protection Policies and Procedures and that those are reviewed annually. The named governor with responsibility is Bernard Manuel, chairman of the board.
- Ensure that we have a designated senior member of staff who has received appropriate training and support for the role of Child Protection Officer. The named Child Protection Officer (CPO) is the Head of School. The deputy CPO is the nurse.
- Ensure that every member of staff (including temporary and supply staff and volunteers) knows the name of the designated senior person responsible for child protection and their role.
- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and in referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the School prospectus.

- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register.

- Develop effective links with relevant agencies and co-operate as required with their inquiries regarding child protection matters including attendance at case conferences.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately. (See appendix 3 for pastoral concern sheet)

- Ensure that all records are kept securely, separate from the main student file, and in locked locations.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

- Ensure that safe recruitment practices are always followed.

- Ensure that mechanisms are in place to assist staff to carry out their duties.

- Ensure that all staff members are aware of systems within their School which support safeguarding and these should be explained to them as part of staff induction. This should include:

- The Child Protection Policy
- The Inclusion Policy
- The Staff Code of Conduct (Staff Handbook)

All staff members will also receive appropriate and updated information on safeguarding and child protection procedures, at least once a year.

3 - DEFINITION OF TERMS

All School staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

3.1 Abuse

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children.

3.2 Harm

Harm refers to ill treatment or the impairment of health or development. There are no absolute criteria to rely on when judging what constitutes **significant harm**. Overall, it can be described as the detrimental effect on a child's well-being due to various forms of child maltreatment. **Ill-treatment** includes sexual abuse, as well as forms of ill treatment that are not physical.

3.3 Health and Development

Health includes physical and mental health.

Development includes physical, intellectual, emotional, social or behavioral development.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

3.4 Types of Abuse

There are four main categories of abuse – **physical, neglect, sexual** and **emotional**. The list of symptoms provided in the following section is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognized together. These symptoms - for example, cuts and scrapes - may also be accidental and not a sign of abuse.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been

adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after discussion between the CPO and the nurse. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation, a medical investigation will be required to consider the causes.

3.4 Radicalization

Radicalization refers to the process by which a person comes to support terrorism and other forms of extremism.

Protecting children from the risk of radicalization should be seen as part of Schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalization it is possible to intervene to prevent vulnerable people being radicalized.

4 - SIGNS OF CHILD ABUSE OR RADICALIZATION

4.1 Symptoms of Physical Abuse

- Bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury, especially when the child's explanation does not match the nature of injury or when it appears frequently.
- Slap marks – these may be visible on cheeks or buttocks.
- Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- Bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating, and this is a common injury.

- Grip marks on arms or trunk – gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain hemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- Black eyes – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. A heavy bang on the nose, however, can cause bruising to spread around the eye; a doctor will be able to tell if this has occurred.
- Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- Bite marks
- Fractures
- Poisoning or other misuse of drugs – e.g. overuse of sedatives.
- Burns and/or scalds – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be caused by a cigarette should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.

4.2 Symptoms of Neglect

- Dirty appearance, lack of appropriate clothing, unkempt hair, the smell of urine
- No parental interest (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes

where neatness and cleanliness are unimportant and those where the issue is lack of care.)

- Underweight – a child may be frequently hungry or preoccupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a School trip. Some children also lose weight or fail to gain weight during School holidays when School lunches are not available and this is a cause for concern.
- Body sores
- Absence of desire to communicate
- Behavior problems
- Attention seeking
- Lack of respect
- Often in trouble
- Bullying
- Use of bad language
- Stealing
- Lack of confidence – low self-esteem
- Jealousy

4.3 Symptoms of Sexual Abuse

- Detailed sexual knowledge inappropriate to the age of the child.
- Behavior that is excessively affectionate or sexual towards other children or adults.
- Excessive preoccupation with secrecy – Attempts to inform by making a disclosure about sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they try to bind the adults to secrecy or confidentiality.

- Fear of medical examinations.
- Fear of being alone — this applies to friends/family/neighbors/baby-sitters, etc.
- Sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- Excessive masturbation is especially worrying when it takes place in public.
- Promiscuity
- Sexual approaches or assaults - on other children or adults.
- Urinary tract infections (UTI) and sexually transmitted diseases (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- Bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- Discomfort or pain particularly in the genital or anal areas.
- Drawing of pornographic or sexually explicit images.
- Withdrawn
- Rejecting physical contact or demanding attention
- Aggression
- Behavior changes
- Bribery by parent
- Self-harm
- Lack of confidence
- Attention seeking
- Isolation from peers – unable to communicate
- Clingy
- Afraid of authoritative figures
- Treating others as they have been treated

4.4 Symptoms of Emotional Abuse

- Crying
- Rocking
- Withdrawn
- Not wanting to socialize
- Cringing
- Picking up points through conversation with children
- Bad behavior

4.5 Symptoms of Radicalization

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors which may contribute to vulnerability are often combined with specific influences such as family, friends or online acquaintances, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalization of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behavior, which could indicate that they may be in need of help or protection. School staff should use their professional judgment in identifying children who might be at risk of radicalization and act proportionately, which may include making a referral to the local authorities.

5 - RESPONSIBILITIES & EXPECTATIONS

5.1 School Responsibilities & Expectations

5.1.1 Appointment of a Child-Protection Officer (CPO) responsible for:

- Implementing the child protection policy within the School,

- Supporting other staff in their understanding of child protection issues and ability to recognize the signs and symptoms of abuse,
- Managing the School's response to a disclosure of abuse.

5.1.2 Induction and training:

Every new member of staff, including part-timers, temporary, visiting and contract staff working in School, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the CPO or his/her deputy as well as working with different agencies. All staff are given guidelines on what to do if a child approaches them to discuss allegations of abuse (**appendix 1**) and the **Code of Conduct for All Staff and Volunteers (appendix 2)**. All are also made aware of the pastoral care concern sheet (**appendix 3**) and **"Enfants en danger : comment les repérer ? Que faire?"⁵**.

5.1.3 Support for Students

We create a culture of value and respect for each individual, having positive regard for each child's heritage arising from their color, ethnicity, language, cultural and social background.

We recognize that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at School their behavior may be challenging and defiant or they may be withdrawn. The School will endeavor to support the student through:

- The content of the curriculum,
- The School ethos, which promotes a positive, supportive and secure environment and gives students a sense of being valued,
- The School Inclusion Policy, which is aimed at supporting vulnerable stu-

dents in the School. The School will ensure that the student knows that some behavior is unacceptable but that they are valued and not to be blamed for any abuse which has occurred,

- Liaisons with other agencies that support the student such as social services, education welfare service and educational psychology service,
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new School immediately and that the child's social worker is informed if applicable,
- Ensuring that the School has considered how to teach students about safeguarding, including e-safety, and how to build resilience to the risks of radicalization. The application of adequate IT filtering and monitoring systems to safeguard children from potentially harmful and inappropriate online material when accessing the Internet at School.
- Procedures that ensure visiting speakers are suitable (whether invited by staff or students).

5.1.4 Support for Families

Families can feel confident that procedures are in place to ensure that all members of staff appointed have undergone procedures to ensure that they are suitable to work with children. All voluntary helpers undergo similar procedures including a criminal record check. Every staff member is required to disclose their *casier judiciaire* (police record).

Guidelines on the procedures to follow if an allegation is made about a member of staff will be made available to a parent if they make an allegation against a member of staff. Parents will be informed of the procedure if they make a formal complaint about a staff member or volunteer.

5.1.4 Duty of Staff

It shall be made clear to staff applying for po-

sitions within the School that the School strictly follows the recommendations of the International Task Force on Child Protection.

All staff (teaching and non-teaching) are expected to

- Adopt an open and accepting attitude towards students as part of their responsibility for pastoral care. The staff hopes that parents and students feel free to talk about any concerns and see School as a safe place. Students' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- Report any observed injuries that appear to be non-accidental to the CPO. Staff who are told anything significant by a student, must report their concerns to the CPO. The CPO has attended a course and received training on Child Protection, which included training in child protection matters. Training is updated regularly for the CPO and his/her deputy every other year.

6 - SAFER RECRUITMENT PROCEDURES

The School complies with Safer Recruitment procedures and all candidates under consideration for a position as a member of faculty or staff are subject to criminal background (*casier judiciaire*) checks and compliance with the guidelines of the International Task Force on Child Protection. All Senior Management must attend Safer Recruitment Training every two years.

Any offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks.

When appointing new members of faculty or staff, the School must:

- Verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exception-

al reasons, none is available.

- Obtain a certificate for an enhanced criminal background (*casier judiciaire*) check with a barred list of information where the person will be engaging in regulated activity. Subject to statutory restrictions, verify the candidate's mental and physical fitness to carry out their work responsibilities and ask relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
- Verify the person's right to work in the European Union (EU). If there is uncertainty about whether an individual needs permission to work in the EU, then prospective employers, or volunteer managers, should follow the advice on the *Ministère du Travail* website.
- If the person has lived or worked outside of France, make any further checks the School considers appropriate.
- Verify professional qualifications, as appropriate.
- For teaching staff, check that they are not prohibited from teaching.

7 - REPORTING & RESPONDING TO CHILD PROTECTION CONCERNS

7.1 Procedures for Faculty and Staff

Where a child discloses concerns or makes an allegation, no judgment should be made, the staff member should:

- Listen without displaying shock or disbelief;
- Allow the child to talk freely;
- Not ask leading questions;
- Not promise confidentiality;
- Stress that it is right to tell;
- Make a written record immediately;
- Explain what has to be done and who

has to be told;

- Pass the information to the CPO without delay.

Confidentiality should not be promised to anyone. A record should be kept of the conversation. Where there is a suspicion that a child is suffering or likely to suffer significant harm, the concern should be referred without delay to the CPO and/or his/her deputy, who will investigate.

Where the child requires urgent medical treatment an ambulance should be called to take him/her to hospital and concerns raised with the CPO.

7.2 Procedures for the Child Protection Officer

As stated above, the CPO follows the guidelines provided in the following documents:

- Conduites à tenir en cas d'infraction en milieu scolaire, Memento,
- Prévention et traitement des violences sexuelles.

7.2.1 Suspected Physical Abuse

Following a disclosure, the CPO will speak to the parent/s in the case of evidence of physical abuse in order to seek an explanation, but only if there is no risk to the child of further harm resulting from this action.

7.2.2 Suspected Sexual Abuse

In the event of disclosure of suspected sexual abuse, the CPO will make an immediate referral to the *Procureur de la République* and to the *Directeur Académique des Services de l'Éducation Nationale* (DASEN).

7.2.3 All Other Categories of Suspected Abuse

In all other cases of suspected abuse, the CPO will enter into preliminary discussion with the parents to ascertain any possible explanation. These discussions are exploratory, and the CPO should be careful not to prejudice the outcome of any potential investigation.

7.2.4 Referrals

Where, following preliminary enquiries by the CPO, a *prima facie* case of abuse is apparent, or where there are contra-indications to preliminary enquiries, a referral should be made under local agency arrangements.

The referral should be emailed either at the time of the initial disclosure or within 48 hours of the incident to the local Social Services department office.

The referral should provide the following information if available:

- Details about their own location, status and relationship with the child.
- Whether the child is currently safe and any deadlines approaching (e.g. child about to be collected by parent; alleged abuser returning imminently to household).
- When the child was last seen and the current location of the child.
- The child's name, date of birth, sex, disability, or any known health care issues, ethnic origin, religion, language spoken.
- Any other names the child or family members have been known by.
- The address of the child and parents, and any known previous addresses.
- The family and household structure and details of any other significant people in the child's life.
- Details of the concern (if an incident, the time, place, persons involved).
- Information regarding parental knowledge or, and if appropriate, agreement to the referral.

If the allegation concerns the Head the concern must be reported to the Chairman of the Board.

8 - GENERAL CONSIDERATIONS RELATING TO ALLEGATIONS AND CONCERNS OF ABUSE

The School will inform the local authorities when an allegation is made within one working day. They will then advise the School whether or not informing the parents of the child involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the School will inform the parents. In some circumstances, however, the parents may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The School will seek advice from the local authorities and/or the police about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the School will promptly inform the accused person about the nature of the allegation, how enquiries will be conducted and possible outcome (e.g. disciplinary action, and dismissal or referral to the barring lists or regulatory body).

If the accused person is a member of staff, they should:

- Be treated fairly and honestly and be helped to understand the concerns expressed and processes involved.
- Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process
- If suspended, be kept up to date about events in the workplace.

8.1 Confidentiality

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to

protect children, facilitate enquiries, manage related disciplinary or suitability processes.

8.2 Support

The organization, together with local authorities, and/or the police, where they are involved, will consider the impact on the child concerned and provide support as appropriate. Liaison between the agencies will take place in order to ensure that the child's needs are addressed.

As soon as possible after an allegation has been received, If the accused person is a member of staff, they should be advised to contact their union or professional association. Human resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organization's occupational health or employee welfare arrangements.

8.3 Suspension

Suspension will be considered in any case where:

- There is cause to suspect a child is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal

If a strategy meeting/discussion is to be held or if the local authorities or the police are to make enquiries, the School will be informed of their views on suspension. Only the School, however, has the power to suspend an accused School employee and they cannot be required to do so by a local authority or police. Teachers employed by Éducation Nationale remain under the authority of the Rectorat, which will make a decision as to whether a suspension is required.

Suspension does not imply a finding of guilt but is intended to enable a dispassionate investigation of the facts, unimpeded by interpersonal tensions. Any employee who is suspended will be informed immediately of the reason for suspension.

8.4 Deficiencies and Weaknesses

It is the duty of all members of Staff and the proprietor to draw to the attention of the CPO any weakness or deficiency in this policy. The CPO will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting for any regular review date.

All complaints arising from the operation of this policy should be referred to the CPO. The proprietor will arrange for the complaint to be investigated.

9 - MONITORING AND RECORD KEEPING

It is essential that accurate records be kept where there are concerns about the welfare of a child. Pastoral care concern sheets are to be filled in ([Appendix 3 - Pastoral Care Concern Sheet](#)) and given to the CPO. These records are kept in secure, confidential files, which are separate from the child's School records by the CPO. It is preferable, where circumstances allow, that parents be informed of and agree to any referral being made (unless it relates to sexual abuse).

Staff must keep the CPO and his/her deputy informed of:

- Poor attendance & punctuality
- Concerns about appearance and dress
- Changed or unusual behavior
- Concerns about health and emotional well being
- Deterioration in educational progress
- Discussions with parents about concerns relating to their child
- Concerns about home conditions or situations
- Concerns about student-on-student abuse (including serious bullying)

When there is suspicion of significant harm to a child, and a referral is made, as much information as possible should be given about the

nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

All communications, whether verbal or written, are strictly confidential, and only when the Head deems it appropriate will other members of staff be informed.

Support must be given to members of staff involved in child protection referral and, in the interest and protection of all staff, the procedure for child protection shall be under continual review in order to eliminate any bad practice. The School recognizes that staff involved in a child protection issue will find it distressing and will offer support and guidance accordingly.

Staff should be made aware that they can report any concerns directly to social services if they consider that a child protection matter is not being dealt with appropriately.

All referrals can be made directly to the national toll-free number 119. All 119 call-records are sent to the local CRIP units.

ACADEMICS

LANGUAGE POLICY

1 - PHILOSOPHY

Since the founding of our school in 1954, the vision expressed in this mission statement was inspired by Jeannine Manuel's conviction that "The more one understands, the less one fears" and "learning a foreign language is, by itself, important; it is also a means to better understand others, to be able to think like them—it provides access to the world." These ideas continue to shape the culture of our School and guide its language philosophy.

The bilingual (French / English) education of our students permeates all aspects of the School's ethos and curriculum.

Bilingualism at École Jeannine Manuel has a specific meaning in terms of language skills: it is the ability to express oneself and understand, orally or in writing, with native ease and compelling effectiveness.

This focus on two core languages and the multicultural capital they express entails the centrality of language to learning. Since many subjects, including experimental sciences, social science, history and geography are taught in both languages in primary and in middle school, teachers are all, in practice, language teachers. They provide subject-specific feedback as well as comments on writing style, syntax, grammar, and word choice. As such and in line with the Assessment Policy, formative language assessment occurs in all courses. Beyond the language of instruction, they bring to their practice the diversity of cultural backgrounds and cultural perspectives that enrich each student's learning experience.

The School is also committed to opening an early window on a non-European language through Chinese (Mandarin) instruction beginning in CE2 (Third grade | Year 4) for all students. In *sixième* (Sixth grade | Year 7), students may choose to continue Chinese instruction or begin to study Latin instead.

The School values the unique language, culture and skills that each student brings. We therefore embrace the development of other

home languages and, beginning in *cinquième* (Seventh grade | Year 8), the acquisition of additional languages: Spanish, German or Italian. The corresponding language skills are empowering tools for becoming caring and reflective learners and citizens of the world with an internationally-minded approach.

Students are encouraged by the School to validate their language acquisition through external language examinations offered or sponsored by the cultural institutes of the countries where these languages are official national languages. IGCSE, DELE, PLIDA, GOETHE, DELF and YCT are the most frequently pursued examinations, all of which (except the Mandarin YCT and IGCSE) are calibrated by the Common European Framework of Reference for Languages (CEFR). The school is an exam center for several of these examinations.

As an international and UNESCO ASPnet school, we are committed to welcoming families in transition. As stated in our Admissions Policy, we strive to reserve space for international applicants (e.g. university faculty on sabbatical, visiting scholars or research fellows) whose families expect to remain in France for a limited period of time and wish to combine a cultural immersion in a bilingual education with the ability to re-enter their own school systems and excel.

2 - SCHOOL LANGUAGE PROFILE

A diverse, multicultural student body is essential to the pursuit of the School's mission.

Our School welcomes students from over 80 nations. Among the students who enrolled in Paris over the past three years, approximately 30% have two French parents, 40% come from bi-national families including a French parent, and 30% have no French family background. In Lille, there are more French families, but still, over 45 nations are represented.

From a language standpoint, over 80% of these students come to the school with a native or near-native command of French and approximately 40% enroll with a native or near-native command of English. Intersecting these two groups, almost one third of our students are dual-native speakers. Less than 3% of students join the school with no English and no French.

Although we are an academically selective school, and in line with the [ADMISSIONS POLICY](#), admission may be granted regardless of a student's command of French or of English up to and including CP (First Gradel Year 2). A strong command of oral English is required for entry to CE1, while as and from CE2 a strong command of both oral and written English is required for the bilingual programme. Older candidates for Admission will also need to show a strong command of English since both High School tracks (French baccalaureate and the International Baccalaureate Diploma Programme – IBDP) demand a strong mastery of English.

Students with no French, however, may be offered admission in all year groups up to and including 10th grade (pre-IB track).

3 - APPROACH TO LANGUAGE

Language teachers at the school are native speakers of the language they teach and use authentic support materials in their lessons. Methods used in the classroom encourage independent and active learning. In 4^{ème} and 3^{ème} (Eighth and Ninth grade / Years 9 and 10) History lessons, the students explore historical concepts in both French and English, allowing them to appreciate the multiple perspectives involved in the subject.

Monthly department meetings, termly *conseil de classe* meetings and ad-hoc meetings with the Division Head or DP Coordinator/Head of IB give teachers an opportunity to discuss the language needs of each student and suggest possible strategies for support. Strategies might include peer tutoring, support in the target language, or an immersive experience abroad.

Outside of lessons, the school supports language learners in a variety of ways: this might include peer-tutoring, Office Hours, allowing the use of a dictionary in exams or even extra time for EAL students. Where the School cannot offer at-school language instruction, it supports such instruction, and is committed to coordinating students' progress with third-party instructors as appropriate.

School and student-led clubs and activities further support students in language and cultural

immersion. These include but are not limited to the Spanish club, the Latin Club, the Chinese Club, and student-run tutoring clubs offering courses in the students' native tongues (Russian and Korean, for example). Other activities such as Debate, Theater and Poetry by Heart provide interactive support for language learning through activities which are not explicitly focused on language.

The Parent Association also plays a significant role in supporting the various language profiles at the school. There are cultural groups representing language speakers of Spanish, Chinese, German, Russian, Korean, Japanese and Greek. There are also French cultural adaptation and conversation groups, which support new families arriving in France with language learning and other services to help families adjust to life in France.

4 - LANGUAGE SUPPORT IN FRENCH OR IN ENGLISH

The students' language histories are collected during the admissions process and differentiated instruction is put in place to support students whose command of French or English requires it, as outlined in the Admissions Policy.

The pursuit of bilingualism is carried out through a two-pronged approach, which has been developed at the school for nearly seventy years: immersion and specific differentiated language instruction. Immersion enables students to learn in the language of instruction in mixed-ability groups and differentiated structured language instruction provides the necessary support to more homogeneous smaller groups of students who have not yet reached the level of fluency we expect them to achieve.

Beginners in French from 2nd grade onwards take part in the School's Adaptation program where they benefit from additional language instruction and support for their lessons taught in French. Teachers welcoming Adaptation students may benefit from in-house training and will receive student language profiles to best adapt their teaching. Differentiated English classes are available to support different levels of English proficiency in the primary

school up to and including CE2 (Third Grade / Year 4).

5 - IBDP LANGUAGES, LANGUAGES OF INSTRUCTION AND IB STANDARDS

This language policy reflects the aims of the IB learner profile, particularly with respect to helping shape inquiring, open-minded, caring thinkers and communicators; it also takes into account the standard described in Culture 4.1 from Program Standards and Practices: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100). Specifically, the school seeks to meet the following standards:

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

The School offers a full range of Group 1 courses in French and in English: Literature and Language and Literature at both SL and HL. Although the IBDP's main language of instruction at school is English, we support multilingualism by offering different levels of French and encouraging the vast majority of our students to pursue a Bilingual or Advanced Bilingual Diploma. Economics is offered in French which allows French language learners to also pursue a Bilingual IB Diploma, with our Economics teachers supporting the students with additional language learning. The school offers French B, English B, Chinese B and Spanish B in Group 2, usually at both SL and HL, to allow students to explore additional language options. Students who are passionate about languages are therefore able to follow three languages in the IBDP. The school also supports and encourages student-led initiatives around the learning of language and culture. This is a way for students to develop and share their language with others.

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

The School uses a variety of physical and virtual resources used to facilitate language development. The School has broad library resources in numerous languages and the Lille

campus has a fully integrated online access to the Paris hub, including a well-developed section for IB-specific material. The three Paris-based librarians and the Lille-based librarian who support our students are all bilingual.

The School also recognizes and utilizes community resources to support language learning and development in the IBDP. The following are examples of community language and cultural initiatives:

- The American Library of Paris,
- The Globe Theatre in London,
- Several major museums in Paris and in Lille,
- Partnerships with theaters in Paris and in Lille,
- Expertise from a bilingual staff, notably in the library,
- Le Bilingue, a student-produced bilingual, multicultural and internationally-minded magazine,
- Community experts and guest speakers who regularly come to the School to speak about current events, social, economic or literary themes,
- Language and cultural trips and exchanges to various countries, including France, Spain, Italy, and China where we have several excellent partner schools.

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

The rights and responsibilities of all members of the community and examples of good practice are outlined in Section 2: Philosophy, Section 4: Approach to Language and Section 5: Language Support in French or in English.

6 - PLACEMENT IN IBDP LANGUAGE COURSES

In addition to the standards outlined above, the School follows the expectations outlined in the *DP language courses: overview and*

placement guidance document published by the IBO.

When placing IB students in Language A or Language B courses, the school aims to uphold the following principles: “It is extremely important that students be appropriately placed into Diploma Programme (DP) language courses. Appropriate placement into language courses allows for suitable degrees of challenge for development in those languages. Misplacement of a student into a language course which does not provide an appropriate degree of challenge for the student may provide the student with an unfair advantage over those who are appropriately placed into the course. Intentional misplacement may be considered school maladministration according to the IB’s Academic Integrity policy. When making placement decisions, the following guidance must be taken into consideration. Students who are already able to read, analyze and respond to complex literary and non-literary texts in a given language must be placed in a studies in language and literature course for that language. If a student can already communicate successfully in the language on a range of topics in a variety of familiar and unfamiliar contexts, then a DP studies in language and literature course must be considered the appropriate placement.”⁶

ASSESSMENT POLICY

1 - PHILOSOPHY

The School believes that assessment is an essential component of the learning cycle, and uses assessment **for**, assessment **as** and assessment **of** learning, both formally and informally. At the School, we aim for assessment to be a method for both teachers and students to evaluate the student's knowledge and learning, so as to support every student in achieving their learning potential, as well as a means for teachers to evaluate the effectiveness of their teaching practices.

Assessment should guide and contribute to both learning and teaching practices.

The School combines the benefits of both the French and IB curricula, with a rigorous and holistic approach to inform its assessment practices. Educators and administrators at the School innovate continuously in an effort to help students learn in better ways. Assessment does not always lead to a grade. Evaluation in general should always lead to constructive feedback and nourish a student's appetite for learning, curiosity and growth. The School values a growth mindset⁷ approach to assessment, in which all stakeholders (teachers, students, parents) recognize that assessment is a useful tool in the active process of learning. As such, the School expects that students will be present and engaged for all assessments, completing these to the best of their ability. There is an understanding that making mistakes is a necessary part of the learning process, and when paired with reflection, this can enable students to make progress and develop a balanced approach to become reflective life-long learners.

Assessments of learning, or summative assessments, occur at defined key points and evaluate achievement against outcomes and standards. The School's pedagogical practices especially emphasize assessment for learning, or formative assessment, and assessment as learning, involving metacognitive processes such as reflection, self and peer assessment, which help students take responsibility for their learning.

The learning community shares an understanding that assessment outcomes like grades are an assessment of a student's work or level, not of their person, at a given point on the learning continuum. As a consequence, reported grades and competencies are holistic and criteria or skill-based and must not be the result of an automated computation or a mere mathematical average.

2 - ASSESSMENT AND STUDENT WELLBEING

2.1 Avoiding Work Overload

Teachers and students at the School use an online agenda. Teachers use it to post homework assignments and deadlines, while students and parents use it as an online calendar in order to manage deadlines and stay organized. The School's policy is to give work at least one week in advance and to always announce deadlines in class. Google docs-type calendars may be used in some classes for major assignments so that teachers can gain perspective on a student's assessment timetable before assigning work.

Homeroom teachers (*professeurs principaux*) have access to individual students' online agendas to manage assignment schedules for their class and avoid overload. Student Council representatives are also involved in helping manage the scheduling of major assignments. In lessons, Homeroom and classes like Study Skills, students engage in activities which explicitly focus on self-management skills, including motivation, time management and study strategies.

2.2 Unassessed Work

The School believes that students also learn by participating activities that are not subject to assessment. These activities can take the form of inter-school sporting events, drama workshops or DEAR (Drop Everything and Read), a daily reading activity for *sixième*, *cinquième* and *quatrième* (6th, 7th and 8th grade | Years 7-8-9), to name but a few.

2.3 Inclusive Learning Arrangements

To ensure that all students are able to demon-

strate their ability under assessment conditions that are as fair as possible, and as outlined in our Inclusion Policy, the School strives to use a variety of methods of assessment including oral, written, individual, group work, self-assessed, peer-assessed, short-term and long-term assignments. When standard assessment conditions put students at a disadvantage, and where a need has been identified by both the School and a learning specialist, assessment tasks may be adapted, using a range of strategies such as access to a word processor, extra time or rest breaks, to allow students to demonstrate learning. See the [INCLUSION POLICY](#) for more details.

3 - ASSESSMENT TYPES AND AIMS

3.1 Assessment for Learning

3.1.1 Diagnostic Assessment

Diagnostic assessment at the School provides information to teachers and students about prior knowledge and is a way for teachers to gauge the level of the students upon admission, before starting a learning unit, or when they are assigned to proficiency or academic support groups.

Diagnostic assessment can take on many different forms at the school, from testing primary school children for reading fluency, to asking the students to access an interactive exercise platform, to small quizzes at the beginning of a lesson.

It is good practice for diagnostic assessment to occur informally and very regularly throughout a course.

Examples of diagnostic assessment include, but are not limited to:

- Entrance tests in French, English, and Math
- Reading fluency tests
- Mid-term report cards and termly *conseils de classe*
- Placement tests (Math, English, French)

3.1.2 Formative Assessment

Formative assessment at the School takes

place almost constantly during a learning period in order to give teachers and students an idea of what students know and what still needs to be learned. This type of work may or may not lead to a grade. Because formative assessment leads to summative assessment, teachers vary their approaches and activities can take the form of group work, in which the collaborative aspect contributes to students' ability to enhance their knowledge of a topic, or self-evaluated work, in which a student can reflect on their own learning by assessing it against a table of clearly defined criteria.

Because the School is home to teachers from different countries, there is great diversity and creativity used in the types of formative assessment. The frequency of formative assessment is high, as it can take the form of group work, oral work, peer-evaluated work, self-evaluated work, homework, classwork, debates, or inter-disciplinary group research projects.

Examples of formative assessment include, but are not limited to:

- *Chantier Calcul* (Math Workshop, 6th through 10th grade)
- *Chantier Orthographe* (Spelling Workshop in 6th and 7th grades) ; rewriting in French, writing workshops ; *Chantier Grammaire* (Grammar Workshop in 9th and 10th grades)
- Differentiated assessments in English, French, and Math, tailored to maintain similar skills-based learning objectives, in order to preserve the coherence of the school curriculum and better track student progress and needs.
- All forms of assessment aimed at identifying needs and helping students progress towards common learning objectives.

3.2 Assessment of Learning - Summative Assessment

In Middle School (*Collège* | Grades 6-9 | Years 7-10) and in High School (*Lycée* | Grades 10-12 | Years 11-13), the end of each learning cycle is marked by internal summative evaluations that assess the skills and knowledge students

are expected to have mastered. A General Exam Session (*Compositions groupées*) takes place twice per year, generally in December and March/April.

In High School, the aim of these examinations is to help prepare students for their final (externally evaluated) exams, in both the French baccalaureate track with Advanced Placement Exams (APs) and in the IB Diploma Programme (DP). Accordingly, GES are mock exams that follow the format and schedule of the real examination so students are well prepared. The school also organizes regular practice exam sessions for individual subjects between the two GES.

In addition, students have practice examination sessions for various other official (external) examinations, such as the IGCSE (English Language and Literature), YCT (Chinese – Confucius Institute), DELE (Spanish – Cervantes Institute), and the Goethe Institute examinations (German).

Examples of internal summative assessments include, but are not limited to:

- Regular testing in class
- Practice exam weeks
- General Exam Sessions (*Compositions groupées*) with use of a common marking scheme
- Periodic PISA-like scientific literacy tests in 10th grade

Examples of external summative assessments include, but are not limited to:

- French baccalaureate with Advanced Placement exams
- International Baccalaureate
- IGCSE English First Language and English Literature
- International competitions (e.g. Kangaroo Maths Competition)
- Language certifications:

- Diplôme d'Études en Langue Française (DELF)
- Progetto Lingua Italiana Dante Alighieri (PLIDA)
- Goethe Institut Deutsch Zertifikat
- Cervantes Institute (DELE)
- Confucius Institute (YCT)
- IGCSE Chinese

3.3 Assessment as Learning

Assessment **as** learning is the idea that students are able to learn and build skills through assessments, taking place through activities such as self-assessment and peer-assessment, reflection, metacognition, and goal-setting.

In addition to the work done in lessons, assessment as learning activities are further supported and developed through study skills classes and homerooms, where students explicitly focus on specific methods and techniques they can apply to their work.

4 - DIVISION-SPECIFIC ASSESSMENT PROVISIONS

4.1 Primary and Middle School

In the Primary and Middle School years, no numerical grades are given and evaluation is skills-based, according to local French Ministry of Education mandated requirements. The Primary years mostly focus on reading, writing, comprehension and oral expression in both languages, math fundamentals, as well as , achievement standards in maths and scientific literacy and early Chinese (Mandarin) language acquisition.

Teaching and learning differences in cultural and pedagogical perspectives on assessment are reflected in our dual language teaching as outlined in our [LANGUAGE POLICY](#). The French and Anglo-American points of view enrich the learning experience of students through their contrast and complementarity. The positive tension between these approaches presents cognitive challenges as well as social and emotional learning opportunities.

During the Primary and Middle School years, the following progress descriptors are used:

Not yet: The skills required are not yet in place

Emerging: The skills required are improving, but remain tentative

Proficient: The skills required are confidently applied to familiar situations

Very Proficient: The skills required are applied effectively to new situations

4.2 High School: French and IB Tracks

In the High School, grades are given according to the French system, i.e. out of 20. The School's grade conversion scale for grades given out of 20 is based on the scale suggested by the French Embassy in the US and endorsed by the Fulbright Commission.

A+	16-20
A	14-15
A-	13
B+	12
B	11
B-	10
C+	9
C	8
C-	7
D+	6
D	5
D-	4

IBDP students are assessed according to the IB 1-7 scale, in each of their subjects Group 1-6, with 7 being an excellent grade. The Theory of Knowledge and Extended Essay are assessed according to the IB A-E scale, with A being excellent. [This document](#) thoroughly summarizes the specific descriptors for each attainment level for each subject.

5 - ASSESSMENT COHERENCE & SCHOOL SELF-ASSESSMENT

In order for testing and assessment to be fair and robust, teachers and department heads write examinations, establish grade or achievement boundaries and discuss expectations as a department. Each department holds moderation meetings in which teachers grade each other's papers in order to ensure harmony in grading methods and point attribution. In preparation for the baccalaureate exams, some departments have papers graded externally, so as to provide useful benchmarking for teachers and students alike.

GES results, as well as results obtained in external evaluations, provide the pedagogical leadership team with rich and critical opportunities to reflect on the effectiveness of teaching practices within the School. Additionally, external evaluations assess the overall performance of students, measured against national and international benchmarks.

Results are analyzed during department meetings, as well as at back-to-school and end-of-year seminars. The discussions and reflections which emerge from these meetings shape the aims and goals of the School's teaching and learning strategies, impact professional development decisions and nurture the on-going quest for best practices and pedagogical innovation that remain a core element of the School's mission statement.

Evaluating the school's effectiveness in fostering student growth and informing our pedagogical strategies, is paramount to supporting our commitment to a growth mindset at an institutional level.

To this end, Ecole Jennine Manuel has decided to implement MAP testing for students from grade 5 to grade 9. The purpose of this testing is to measure students' strengths and weaknesses in English (language and reading comprehension) and Maths, as well as to track their progress over time. The MAP test will be administered twice a year, in the Fall and Spring.

In accordance with French Law, students from grade 1 to grade 10 also take positioning tests in both French and Maths.

6 - ASSESSMENT INTEGRITY AND TRANSPARENCY

6.1 Pre-assessment

General course criteria and expectations are presented to and discussed with students and parents at the beginning and end of a programme. These can be in the form of a progression map, which students and parents have access to in order to understand the aims of a particular course, or presentation meetings for parents at the beginning of a school year. Specific grading criteria are also consistently made available to students before an assessment is given.

6.2 Post-assessment

Feedback is given to students after each type of assessment. This may be in the form of a class correction, one-on-one feedback during office hours, or an official grade posted on the department website or on *Pronote*, the online agenda.

Grading criteria should be stapled to the student's work in order for learning objectives to be clear. Grades and evaluations of competencies are recorded on *Pronote*, which is/are accessible online to students and parents. This allows parents and administrators to have an overall view of a student's progress. These form the basis for assessment in the students' report cards, which are written at the end of each term.

7 - RESPONSIBILITIES AND EXPECTATIONS

In order for these practices to be of the greatest benefit, all members of the learning community should be actively involved with assessment.

It is to be noted that Ecole Jeannine Manuel is committed to maintaining a respectful and supportive learning environment where academic integrity and fair assessment practices are upheld. Any attempts to unduly influence or pressure any faculty member regarding grades will be addressed promptly and appropriately.

7.1 School Responsibilities

- To use a range of assessment strategies, practices and tools to ensure that assessment is appropriate to the needs and abilities of each student and informed by current findings in cognitive science
- To ensure that students understand the criteria by which they are being assessed. These should be clearly explained through class discussion and referenced to written mark schemes and grading rubrics
- To give feedback on assessed work in a timely fashion
- To record marks and evaluations of student progress in *Pronote* in a timely fashion and to complete mid-termly progress reports and termly reports
- To ensure that parents have access to *Pronote* and that they receive regular information about their child's progress
- To ensure that all students are able to demonstrate their ability under assessment conditions that are as fair as possible. When standard assessment conditions put students at a disadvantage, assessment tasks should be adapted and use a range of strategies to allow students to demonstrate learning
- To analyze and review assessment data regularly as part of a wider school evaluation and transformational process
- To use *Pronote* and/or calendars of deadlines to take general workload into account
- To work with students to ensure they understand that assessment is key to learning and that progress rather than perfection is the goal. As such, assessments should be recognized as opportunities for feedback
- To ensure families understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work

7.2 Student Responsibilities

- To work diligently, use Pronote and/or calendars of deadlines to submit work in the required format by the due date
- To interact with teachers to ensure they understand how their work will be assessed
- To ensure that all work complies with our [ACADEMIC INTEGRITY POLICY](#) guidelines
- To take responsibility for their learning and assessment, recognizing and embracing the idea that assessment is an opportunity for learning and feedback
- To communicate with teachers when further support or feedback is needed, including managing deadlines, clarification of feedback, understanding expectations, workload, etc. as outlined in the [INCLUSION POLICY](#) and [ACADEMIC INTEGRITY POLICY](#).
- To understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work
- To be present and engaged for all assessments, completing these to the best of their ability

7.3 Parent Responsibilities

- To be familiar with and adhere to the School's assessment policy
- To support and encourage their children in good practices
- To work with students to ensure they take responsibility for their learning and assessment, recognizing and embracing the idea that assessment is an opportunity for learning and feedback
- To encourage a "growth mindset" approach to assessment

- To understand that reported grades are criteria or skill-based holistic evaluations rather than mathematical averages of a student's work
- To support their children to be present and engaged for all assessments, and to complete these to the best of their ability

8 - IBDP-SPECIFIC PROVISIONS

8.1 Assessment Policy and IB Standards

The development of this policy has been informed by the aims of the IB learner profile, particularly with respect to helping shape open-minded, reflective thinkers, inquirers, communicators and risk-takers. It has also been informed by the IB Program Standards and Practices⁸, specifically standard 0404 which states:

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Informed by the IB publication: [Diploma Programme assessment: Principles and practice](#)⁹, the School understands that:

Teachers have a responsibility to design and provide ongoing formative assessment that informs students about their learning. Formative assessment also enables teachers to address the needs of individual learners in their lesson planning and design of learning activities. The emphasis here, a key component of learning how to learn, is on making the student a better judge of his or her own perfor-

8 International Baccalaureate Organization . "Programme Standards and Practices." *IB Standards and Practices*, Oct. 2018, <https://resources.ibo.org/ib/psp/Standards-and-Practices>.

9 International Baccalaureate Organization. "Diploma Programme: From Principles into Practice." Switzerland, Geneva, Apr. 2015.

mance and then helping him or her develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. Schools use a number of practices and instruments to support this including:

- student self-evaluation supported by the teacher
- systematic use of detailed assessment criteria (rubrics, matrices)
- peer evaluation mediated by the teacher (either face-to-face or using an ICT resource such as a blog).

Assessment instruments primarily designed for formal summative assessment at the end of the course can also be adapted and used formatively as part of the learning process. Student self-assessment has been shown to improve both self-confidence and self-motivation (Dweck 1999). Using this technique, students can accurately measure their own proficiency in specified skills against measures of proficiency in generalized skills.¹⁰

8.2 Assessment in the IBDP DP Core

As noted in Section 4 High School Assessment and Grading Systems, both the Theory of Knowledge (TOK) and the Extended Essay (EE) are assessed on a scale from A to E. Marks obtained in the TOK and the EE are combined according to the grading scale below (issued by the IBO), for up to 3 additional points:

GRADE	A	B	C	D	E
A	3	3	2	2	Minimum 3 points
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

All IBDP students are also engaged in Creativity Activity Service (CAS). The two-year engagements and final portfolio they create is a reflective overview of their CAS experiences that are evaluated by the CAS coordinator continuously throughout the IBDP. At the end of Year 2, the CAS coordinator validates each student's CAS folder by taking into account their experiences and portfolio.

Not meeting CAS requirements is disqualify-

ing for the IBDP.

8.3 Assessment Coherence in the IBDP

In addition to points outlined in Section 5 Assessment Coherence & School Self-Assessment, teachers of the same subject in the IBDP meet regularly with the department coordinator to standardize and harmonize marking and expectations. Department coordinators ensure that teachers who are new to the IBDP are supported to gain an understanding of IB expectations and standards. Specific department meetings are held for the moderation of IBDP Coursework. Department meetings are also organized to ensure consistency and accuracy in issuing predicted grades which align with historical school standards and student work.

9 - PREDICTED GRADES POLICY

Creating a culture of transparency and mutual trust, in which the School's aims and goals are aligned with those of students and families is of paramount importance. One of the School's main goals is to prepare students for the next steps in their academic and professional journeys. The partnerships, relationships and trust between the School and both the IBO and universities, which have been built over the past few decades, through accurate, precise and data-backed predictions, have forged the path and continue to create opportunities for our students. The School works with students to strengthen their growth mindset and their understanding that they are lifelong learners who can always strive to progress, improve and grow.

9.1 Predicted Grades for the IBDP

These marks are entered by teachers in April of Year 2 of the IB Diploma Program. It is important to note that these predicted grades are used by the International Baccalaureate Organization to measure and evaluate a school's accuracy and not the student's level. Through regular assessment, teacher feedback, report cards, *Bacs Blancs*, *bilans intermédiaires* and ad hoc meetings with the Head of the IB, Homeroom teachers and Deputy Head, students and families should have a very good sense of the level at which a stu-

dent is performing. Releasing this predicted grade to students and families so close to the examination session can have a damaging effect, as it can be internalized by the student as a crystallization of their level. This goes directly against the School's philosophy of growth mindset, whereby it is always possible to progress, do better and wherein errors are an opportunity for growth. At a student's request, these predicted grades can be communicated as soon as the IBDP final examinations are complete.

9.2 Predicted Grades for UCAS

Entry into UK universities, Art Schools and Music Academies are, in nearly all cases, conditional on the final results in the Baccalaureate. Universities will study a student's application and then decide whether to make an offer to the student or not. The universities, and departments within them, have different criteria and different expectations and therefore, in the IB, the 'offers' can range from 30 to 42 with specific subject demands.

The role of the school's College Counseling team is to help the student make the right subject choice, then the right university choice, and both will, in part, depend on the grades the student can expect to obtain. The 'predicted grade', while by no means the most important, is a part of the application and is made by the university adviser at the time of the application, usually in the first term of *Terminale*. It is based on many factors including a full examination of the student's academic performance so far and comments received from teachers in relevant subject areas. It is not necessarily the same prediction as the one the school makes later in April but is a genuine estimation of what will probably happen. **We do not share the prediction with the students to avoid unnecessary pressure**, but they nevertheless know what the universities are likely to require and so can have a pretty good idea as to what grades were submitted.

To put 'predicted grades' in context, the following is the order of importance of the various elements in an application:

1. Whether the subjects being studied match the subject for which the student is applying,
2. The reference written by the university adviser,
3. The personal statement.
4. The predicted grades.

As long as the predicted grades are within range of the university's expectations or above, they probably play no role at all. If they are off the pace, the application will be put on hold until later in the process but will then play no further role. If they are a long way off, for instance 30 points where 35 are usually required, the application will be rejected. This rarely happens because the collaboration between the adviser and the student has found the most suitable courses and so the application will normally be 'within range'.

9.3 Predicted Grades for Other University Systems

When other universities around the world request predicted grades, these may be issued by the Division Head in collaboration with the College Counsellor.

The School will not issue predicted grades when a student is working with an outside counselor.

ACADEMIC INTEGRITY POLICY

1 - POLICY AIMS & OBJECTIVES

Academic and personal integrity are core components of self-worth, wellbeing and academic achievement. Academic integrity is essential to shaping the growth mindset that encourages intellectual risk-taking and views mistakes as opportunities for students to learn and grow as principled, open-minded, knowledgeable inquirers, and lifelong learners.

The School is committed to promoting personal and academic integrity in all aspects of its curriculum and co-curricular activities. Teaching and learning must help students understand the good practices that underpin academic integrity, and that are governed by honesty, trust, fairness, respect and responsibility¹¹. These practices include, but are not limited to:

- creating original work,
- properly citing sources,
- recognizing and respecting the intellectual contributions of others,
- giving credit where it is due,
- trusting one's intellectual reasoning,
- taking risks, demonstrating one's own achievements and abilities, viewing mistakes as opportunities to grow,
- becoming actively responsible for one's own learning,
- submitting work on time,
- understanding and embracing academic integrity as essential to the School's social contract which is founded on trust and respect.

The School is also committed to ensuring students understand what constitutes academic misconduct. These practices include, but are not limited to:

- Failure to acknowledge and cite the works and ideas of others,
- Collusion, or submitting work done as a group as one's own,
- Submitting work that was produced by someone else,
- Allowing other students to copy work,
- Bringing unauthorized material to exams or failing to follow exam instructions,
- Submitting work past the deadline.

The School recognizes that academic integrity is challenged by perceived parental, teacher or cultural expectations, by peer pressure, competition and, in High School, by the self-imposed pressure to achieve one's higher education placement ambitions.

Each student, parent, teacher and staff member has a responsibility to promote a School culture that fosters sound practices in the field of academic integrity. Being home to students representing over 80 nations and all major cultural traditions, the School recognizes that stakeholders bring different cultural perspectives to the nurturing of personal integrity and academic integrity.

The aim of this policy is for all stakeholders to share a transparent, fair and consistent framework for academically honest behavior and, as outlined in our Assessment Policy, to recognize that meaningful learning occurs when students are creating and receiving feedback on their own, original work.

2 - RESPONSIBILITIES AND EXPECTATIONS¹²

2.1 School Responsibilities

- To teach students about good practices surrounding academic integrity as outlined in Section 2 of this document,
- To teach students how to find and evaluate sources of information,

¹¹ International Baccalaureate Organization . "Programme Standards and Practices." *IB Standards and Practices*, Oct. 2018,

<https://resources.ibo.org/ib/psp/Standards-and-Practices>.

¹² See Section 5 for IBDP specific responsibilities.

- To teach students how to acknowledge the ideas of others and reference their work,
- To help students understand the need to recognize the work, sources and ideas of others,
- To express confidence in the value of each student's work,
- To foster a growth mindset so that students become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,
- To explain this policy clearly to all members of the school community, explicitly working on it in lessons, through library-led initiatives, Study Skills classes, etc.
- To encourage and celebrate good practices,
- To facilitate ongoing reflection about personal and academic integrity,
- To promote a culture of trust within the framework of this policy,
- To review and, if necessary, amend this policy,
- To explain academic misconduct and its consequences,
- To administer fair and consistent consequences for breaches in academic integrity.

2.2 Student Responsibilities

- To be familiar with this policy,
- To understand the good practices surrounding academic integrity as outlined in Section 2 of this document,
- To work responsibly in groups, ensuring that each group member's contributions and communication are transparent and clear,
- To find and evaluate sources of information,

- To acknowledge the ideas of others and reference their work,
- To understand the need to recognize the work, sources and ideas of others,
- To adopt a growth mindset and become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,
- To use the tools provided by the school to work in a manner that shows academic integrity,
- To engage in ongoing reflection about personal and academic integrity,
- To avoid behaviors connected with academic misconduct, as outlined in Section 2 of this document
- To understand academic misconduct and its consequences.

2.3 Parent Responsibilities

- To be familiar with this policy,
- To understand the good practices surrounding academic integrity as outlined in Section 2 of this document,
- To support and encourage their children in adhering to the academic integrity practices outlined above, including requiring their children to do their own work,
- To encourage their children to adopt a growth mindset, become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,
- To support and encourage their children to use the tools provided by the school to work in a manner which shows academic integrity,
- To support and encourage their child in academic good practices,
- To understand academic misconduct and its consequences,
- To support the School's administra-

tion of consequences of this policy is breached.

3 - WORKING WITH ARTIFICIAL INTELLIGENCE

As with any transformative technology, Artificial Intelligence (AI) has already begun to have an impact on all learning communities. It has the potential to facilitate the learning experience and to improve learning outcomes. However, students must be aware of its limitations and pitfalls, and must treat any large language model (LLM) or other AI tool as a source like any other, use it ethically and responsibly, and follow official guidelines for citing it. Above all, students must produce work that is the fruit of their own learning, reflection, and personal effort. The use of AI without following proper citation guidelines will be considered a violation of the Academic Integrity Policy.

In particular, the IB has issued the following statement:

“The IB believes that Artificial Intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that ai-generated text, image or graph included in a piece of work, has been copied from such software. the software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which consists predominantly of quotes will not get many, if any, marks with an IB mark scheme.”¹³

4 - RESPONDING TO VIOLATIONS OF THE ACADEMIC INTEGRITY POLICY ¹⁴

The School prepares students for further education and for their lives outside and after

school. Nurturing personal and academic integrity are crucial factors in developing self-worth; consequently, academic integrity is taken very seriously.

The School emphasizes information and prevention at every step of the student’s education. In order to prevent academic disintegrity (collusion, plagiarism, duplication of work or gaining an unfair advantage), the School facilitates regular contact and discussions between students and the library, encourages contracts to be drawn up and signed by both students and parents, gives regular presentations to students on how to cite sources and avoid plagiarism, and regularly defines academic disintegrity.

As a School, we aim to create an ethos of trust in which academic disintegrity is known to be an unacceptable breach of trust and where students are confident that reported instances of academic disintegrity will be investigated swiftly, transparently, sensitively and effectively.

The School Rules and Regulations (*Règlement intérieur*) specify the range of measures that the School may enforce in the event of a violation of the Academic Integrity Policy. Depending on the age of the student, past transgressions and the nature of the infraction, potential consequences include re-submitting work, detention, official warning or suspension. Sanctions are determined in a manner consistent with the prevailing *Règlement intérieur* by the relevant senior leadership team member who speaks with the student, consults with teachers and other staff members as required, and communicates with parents.

5 - IBDP-SPECIFIC PROVISIONS

Although the entirety of this policy has been informed by the IB learner profile, ATL and the IB’s Academic Integrity publication, certain IB-specific provisions are included hereunder and are guided by the three following principles:

“**To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they

¹³ <https://www.ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/>

¹⁴ See Section 5 for IBDP specific consequences

need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules. For more information see Assessment principles and practices—Quality assessments in a digital age

To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged. For more information see the document *Academic Integrity in the IB Educational Context*.¹⁵

5.1 School Responsibilities in the IBDP

In addition to those listed above, School responsibilities towards DP students include:

- Informing students and their families about deadlines and expectations,
- Implementing and taking a pedagogical approach with the similarity checker Turnitin®, allowing students and parents check that their work is original and cited properly,
- Ensuring that teachers provide a firm and reasonable timeframe for completing work,
- Facilitating open and transparent discussions between students, teachers and the IBDP Coordinator/Head of IB to understand expectations and meet deadlines,
- Supporting teachers in verifying that students' work complies with the IB's expectations concerning academic in-

tegrity,

- Bringing concerns about academic integrity to the attention of the IBDP Coordinator/Head of IB,
- Highlighting the importance of respecting deadlines, including for drafts for all coursework, either internally or externally assessed by the IB,
- Highlighting the importance of keeping track of progress on and originality of their work, including drafts, for all internally and externally assessed work counting directly towards official IB examinations,
- At the Head of IB's discretion, and as outlined in our [INCLUSION POLICY](#) providing support and accommodations for students who cannot submit work in the given timeframe for valid reasons,
- Ensuring that students are in fair conditions and that no student is gaining an unfair advantage by submitting work which is late without a valid reason or lacking in academic integrity,
- Contacting the IBO if, when and as required.

5.2 Student Responsibilities in the IBDP

In addition to those listed above, student responsibilities include:

- Respecting all internal School deadlines,
- Engaging in open and transparent discussions with teachers with the DP Coordinator/Head of IB, to understand expectations and meet deadlines, as outlined in the Assessment Policy,
- Ensuring work is submitted on time in the event of an absence,
- Consulting IB official subject guides, toolkits and other material, Managebac, Pronote or teacher websites to en-

15 International Baccalaureate Organization . "Academic Integrity." *Academic Integrity*, Oct. 2019,

https://resources.ibo.org/data/academic-integrity_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdfs.

sure that expectations are clear,

- Ensuring deadlines are all respected, including for drafts for all coursework, either internally or externally assessed by the IB,
- Understanding that missing deadlines is seen as gaining an unfair advantage over their peers,
- Submitting work of academic integrity, for all coursework submitted, both internally and externally assessed by the IB,
- Understanding that submitting academically dishonest work for these assignments constitutes a particularly serious breach of academic integrity and IB regulations and standards and will be sanctioned,

5.3 Family Responsibilities in the IBDP

In addition to those listed above, family responsibilities include:

- Supporting their children to respect all internal School deadlines,
- Supporting their children to engage in open and transparent discussions with teachers with the DP Coordinator/Head of IB, to understand expectations and meet deadlines,
- Supporting their children to ensure work is submitted on time in the event of an absence,
- Encouraging their children to consult IB official subject guides, Managebac, Pronote or teacher websites to ensure that expectations are clear,
- Helping their children understand that missing deadlines is seen as gaining an unfair advantage,
- Understanding and helping their children understand that missing deadlines, including for drafts, for all coursework, both internally and externally assessed by the IB, constitutes a breach of academic integrity and IB regulations

and standards, that will be sanctioned.

5.4 Consequences in the IBDP

The consequences listed above also apply to DP students.

DP students are supported, encouraged and given the tools to produce work that is submitted on time and is academically honest. The School will administer fair and consistent consequences when these principles are not upheld.

As a School, we aim to create an ethos of trust in which academic disintegrity is known to be an unacceptable breach of trust and where students are confident that reported instances of academic disintegrity will be investigated swiftly, transparently, sensitively and effectively.

The *Règlement intérieur* specifies the range of measures that the School may enforce in the event of academic disintegrity. Depending on the nature of the infraction, consequences include those indicated in section 4 as well as withdrawal from official IB examinations and/or the IB Diploma Program, and IB Organization notification if, when and as required.

Sanctions are determined in a manner consistent with the prevailing School Rules and Regulations by the Head of IB/DP Coordinator, teachers and other staff members as required and communicated with parents.

ONGOING ASSESSMENT IN THE INTERNATIONAL FRENCH BACCALAUREATE (BFI)

1 - POLICY AIMS & OBJECTIVES

Following the Memorandum of 07/28/2021 published in the *Bulletin officiel* of 07/30/2021 of the National Education Ministry, and the FAQ "Assessment project, general and technological baccalaureate" published on 20/10/2021, evaluation of student work in the disciplines leading to the general French baccalaureate must either be in the form of a final exam or internal assessment(s), according to the principle that the same course content "cannot be evaluated in two different ways".

The weight of the disciplines evaluated via ongoing assessment, both for obtaining the baccalaureate and for the pursuit of higher education, in France and abroad, makes it necessary to explain the evaluation policy in the final cycle at Ecole Jeannine Manuel. As part of the reflection on evaluation which permeates our school from the nursery classes through the end of High School, this document extends the provisions set out in the **Assessment Policy** and the **Academic Integrity Policy** in force in our establishment since September 2018 and will be reviewed according to the evolution of the changes made by the Ministry of National Education.

2 - DISCIPLINES CONCERNED

2.1 In the International French Baccalaureate program at Ecole Jeannine Manuel, the disciplines primarily concerned by the practice of ongoing assessment are:

- the chosen specialty (EDS), dropped at the end of 1^{er}, coeff. 8 ;
- physical education (EPS), coeff. 6;
- general science, coeff. 6;
- world languages (LVB), coeff. 6;
- moral and civic education (EMC), coeff. 2

- elective courses (Arts, Theatre, Modern Language C, Latin in 11th and 12th grade, to which may be added expert or complementary mathematics in 12th grade), with a coeff. 2 per full year of study.

2.2 Other important disciplines:

French, Philosophy, and the chosen specialties kept in 12th grade, if they are indeed the subject of a final exam, are also taken into account via the candidate's school record and must therefore be accorded similar attention. The same applies to the specific disciplines of the International French Baccalaureate (BFI) which are studies in English Language, Literature and Cultures and History-Geography.

3 - STUDENT ASSESSMENT & EVALUATION

3.1 Assessments

Assessments, formal or informal, diagnostic, formative or summative, have the primary role of guiding students in their learning, by developing their metacognitive reflexes and their *growth mindset*. For disciplines subject to ongoing assessment, it is important to distinguish, given the specificities of each course, which assessments will be **qualifying**, that is to say attesting to a level corresponding to a *nationally determined standard* of knowledge and skills.

These assessments, **announced as such to students** and their families, must take into account the progressiveness of learning and not favor or rule out any form of assessment (written, oral, homework, group work, practical work, etc.)

Students must have received feedback on a specific skill or point of knowledge before being assessed in a certification framework.

3.2 Compliance with National Standards

In order to guarantee compliance with the national framework, and therefore the equity that is due to students, "traditional" certification assessments (written tests (*DST*), mock exams) will be **systematically** based on the

tests available in the national assessment bank (BNS) supplied by the Ministry of National Education.

3.3 Student Engagement

Student **engagement**, autonomy, creativity, ability to collaborate and communicate, and critical thinking must also be taken into account in the end-of-term grade. These transversal skills are part of the common core of knowledge, skills and culture that must be mastered at the end of Middle School and their importance is systematically reinforced in all of the current High School programs. On the other hand, their evaluation must not be the subject of a single dedicated assessment; teachers' appreciation of these qualities must instead result from continuous observation and constant interaction between students, between students and the teacher, throughout the term and throughout the school year.

3.4 Calculating Grades

For a given course, the calculation of the final trimester grade is the subject of part 5 of this document; the annual grade corresponds to the arithmetical average of the three trimester grades.

3.5 Qualifying Assessments

Qualifying assessments must be defined, in number, in frequency and size.

Significance threshold: In order for the grades entered on the trimester reports and then on the student's report card to be meaningful, it is necessary to set a minimum number of **qualifying assessments** that the student must have completed during a term. **This minimum number is set at 2 or 3, depending on the discipline, with the exception of EMC.**

If, at the end of the term, this significance threshold is not reached by a student in one or more disciplines, they may be called in for a one-off assessment, the grade of which will serve as the trimester grade.

If, at the end of the school year, a student does not have three trimester marks, they may be called in by the Head of School to complete a special assessment, whose grade which will serve as the year-end grade on the final report.

3.6 Responding to Incidents of Fraud

Fraud, as well as any attempt at fraud, will be handled in accordance with the rules of Ecole Jeannine Manuel and the [ACADEMIC INTEGRITY POLICY](#). In particular, absences from a qualifying assessment as part of an overt strategy of avoidance will be subject to a sanction and will systematically lead to the implementation of the special assessment procedure as outlined in the preceding section of this policy.

3.7 Non-qualifying Assessments

Non-qualifying assessments, which, by definition, do not enter into the trimester or year-end grade, may also be conducted throughout the school year. These help students to maintain a culture of 'free' assessment, meant to deepen their knowledge of the discipline, and for the student's chosen specialities (in 11th grade) to make their choice of specialities for 12th grade.

3.8 Authorized Absences

If a student is unable to be physically present at school due to a particular risk (in particular in the event of an epidemic leading to school closure), the student will be required to pass certifying evaluations which will be evaluated independent of the circumstances. . With this in mind, a reflection must be carried out in advance of the assessments in each of the disciplines.

4 - SUBJECT-SPECIFIC GUIDELINES FOR ONGOING ASSESSMENT

In this section, if a number of qualifying assessments is indicated, this number must be understood as a *minimum* number. This in no way prevents the teacher from carrying out all of the assessments that they deem necessary, within the framework of this document, in order to arrive at a clear evaluation of the level of mastery acquired by the students; this includes all "make-up" work.

4.1 Speciality Subjects

4.1.1 Humanities, Literature and Philosophy (HLP)

The trimester grade is composed of at least

three assessments for each of the two subjects (literature and philosophy) of the specialty:

- At least one qualifying assessment corresponding to the types of questions (interpretation or reflection) present in the baccalaureate exam will be carried out in class in the first term, as well as during the two mock baccalaureate exams thereafter. This grade cannot count for more than 60% in the term average. Teachers must take care that in the first trimester, this work follows a first exercise of the same type that has been corrected and returned to students. This first exercise can be done at home.
- Other types of written exercises can also be carried out at home (restitution of readings, personal research, etc.) and constitute a second grade, so as to leave room for a wide range of possible exercises, which do not all have to be quantified.
- The trimester grade must also include an assessment of the student's oral skills. The oral evaluation does not only correspond to an indication of "participation" but must also evaluate the general engagement of the student in the course (their presence, their engagement in possible group work, etc.). At least one oral exercise (reading, presentation, book review, etc.) must be included.

4.1.2 History-Geography, Geopolitics, Political Science (HGGSP)

Courses in this specialty may be taken in French and in English. The trimester grade is composed of 4 qualifying grades: 2 in English and 2 in French.

Two summative assessments may be chosen from among the following three types:

- A composition on a topic based on tests in the national assessment bank (BNS). This assignment can be done at home or in class in a limited time-frame.
- Homework designed to exercise the ability to document and work inde-

pendently and individually.

- An oral presentation resulting from individual or group preparation at home

An evaluation of student engagement which will take into account oral participation: ability to answer questions asked, relevance of the questions asked in class, active engagement in group work.

4.1.3 Math

The trimester grade is composed of:

- a qualifying grade calculated from common assessments: common tests or mock exams and math workshops (*chantier calcul*);
- a grade based on formative assessments carried out in class;
- a grade evaluating student engagement which covers engagement in group work, class participation, homework completion, and overall effort.

4.1.4 Computer Science and Information Technology (NSI)

The trimester grade is composed of:

- a qualifying grade, calculated from at least 3 assessments carried out in class and of the written test (*DST*) or computer-based ("*devoir sur ordinateur*") type. This represents 70% of the grade for the trimester.
- a project and engagement grade. This mark is based on the evaluation of the project(s) carried out by the student, alone or in pairs. Student engagement, participation in class, and personal investment in graded work are evaluated. This represents 30% of the grade for the trimester.

4.1.5 Life and Earth Sciences and Physical Sciences (SVTSP)

The trimester grade is composed of 2 qualifying grades:

1. Summative assessments - This first qualifying grade is composed of the written

tests (*DST*). This accounts for 70% of the trimester grade.

2. In-Class activities - This second qualifying grade is composed of activities carried out in class (experimental or theoretical, in groups or individually, orally or in writing). This accounts for 30% of the trimester grade.

Trimester grades include an assessment of student engagement.

4.1.6 Economics and Social Sciences (SES)

The trimester grade is composed of 4 qualifying assessments:

1. An in-class summative evaluation, corresponding to the assessment of part 1 and/or part 2 of the SES specialty test in term 1, or to the grades obtained on the mock exams for terms 2 and 3.
2. A formative assessment in class - This is work whose objectives and form may vary (questionnaire on a film, work from documents, etc.)
3. Evaluation of group work - This work is carried out either partially or totally in class with a written and/or oral record
4. Assessment of student engagement - The relevance of the oral participation, the student's ability to respond orally to a lesson question or to draw up a synthesis of the lesson at the end of the class, and commitment to collaborative work will be assessed here.

4.2 Physical Education (EPS)

- The qualifying assessment is carried out within the framework of an in-class test.
- The student is evaluated in 12th grade by three tests based on three physical, sports and artistic activities (APSA). The final grade obtained by the candidate is the average of these three tests.
- The timetable and terms of these tests are given to the students.
- In the event of a duly justified absence,

a make-up test may be offered to the students concerned.

4.3 General Science

The trimester grade is composed of 3 qualifying grades:

1. End of Module Assignment - At the end of each module, an assignment is given. The grade obtained counts for 50% of the trimester grade.
2. Activities carried out during the module - As students progress through each module, different work is assessed in a variety of formats (individual or group work, oral or written, work completed in class or at home, etc.). All of the work collected combines to create the second qualifying grade, which accounts for 30% of the trimester grade.
3. Student engagement - The third qualifying grade assesses the individual engagement of each student in the module. This grade counts for 20% of the trimester grade.

4.4 World Languages (LVB)

The B languages subject to ongoing assessment, both in 11th and 12th grade, are German, Chinese, Spanish and Italian. An evaluation of engagement, oral participation, and consistency is part of the composition of the trimester grade, along with the 4 skills - written expression and comprehension, oral expression and comprehension - which are also worked on and evaluated regularly during the year, with the following points of vigilance:

- Written expression and comprehension and oral expression are the focus of the first trimester; in the second and third trimester, written expression and comprehension are assessed through the mock exams
- Oral comprehension is the focus of the second trimester.
- A written project, related to the culture of the country or countries where the language is spoken, can be conducted and assessed during the third term.

- Languages for which learning is subject to a standardized exam (DELE for Spanish, PLIDA for Italian, GOETHE for German) are also assessed, over the course of the year, by tests whose format mirrors these exams.

4.5 Moral and Civic Education (EMC)

One grade per trimester will be attributed to each student, corresponding to the evaluation of three criteria.

- 1st trimester: a grade on the students' research work will assess the diversity of sources used and thus make it possible to "develop the ability to contribute to cooperative work" while measuring the degree of the student's commitment to research carried out in a group.
- 2nd trimester: a grade will assess "the student's ability to speak in public" through the oral presentation of the project and the ability to organize and/or lead a debate.
- 3rd trimester: an overall mark including an assessment of the student's ability to "know how to exercise judgment" and in particular of their rigor in the processing of information, will also assess the oral engagement and the quality of argumentation throughout the year.

HIGH SCHOOL DIPLOMA POLICY

1 - POLICY AIMS & OBJECTIVES

Following its International and American accreditations by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC) in 2014, École Jeannine Manuel awards its 12th Grade students a High School Diploma during a graduation ceremony which generally occurs in May. Recognized worldwide, it symbolizes the international character of our school.

École Jeannine Manuel's High School Diploma validates the academic and co-curricular achievements of its students during 10th, 11th and 12th Grades. In addition, all recipients have shown that they have invested in the school's mission by their involvement in co-curricular activities and the completion of a research project. The requirements of this diploma bring French-track and IB students together through CAS activities and other projects, and unite them in embracing the School's identity.

The purpose of this policy is to define the conditions for obtaining this diploma.

2 - GENERAL REQUIREMENTS

In order to obtain his/her High School Diploma, each student will have:

- Shown full adhesion to the mission statement and the pedagogical principles of the school;
- Demonstrated satisfactory attendance;
- Earned a total of 90 hours of co-curricular activities, during the 3 years of High School;

- Conducted a research project.¹⁶

3 - REQUIRED CREDITS

In addition to the above-mentioned criteria, each student must earn a total of 18 credits (3 of which are chosen from disciplines outside of the Core subjects defined below).

One credit corresponds to one complete and satisfactory year of study of the subject.

This requirement applies to the French National Education High School programs, the International Baccalaureate Diploma Program (IBDP), the International General Certificate of Secondary Education curriculum (IGCSE), or the École Jeannine Manuel curriculum.

3.1 Students are required to earn credits in the following disciplines:

3.1.1 Core Disciplines (15)

The following disciplines refer to IBDP (SL or HL) subjects, or International French Baccalaureate subjects from the specialty subjects or the common core (*tronc commun*), and include all core 10th grade subjects.

- French¹⁷ - 3
- English¹⁸ - 3
- Humanities¹⁹ - 4
- Mathematics²⁰ - 1
- Science²¹ - 3
- Physical Education - 1

3.2 Options

One year of study in one of the following optional subjects earns one credit.

¹⁶ The Extended Essay in the IBDP; the preparation for the Épreuve Orale Terminale in the French Baccalaureate both satisfy the research project requirement.

¹⁷ French A, French B, French Ab Initio in the IBDP; Français or Philosophie or Humanités, Littérature et Philosophie in the French Baccalaureate all satisfy the French requirement.

¹⁸ English A, English B in the IBDP; English Language and Literature or Anglais LVA in the French Baccalaureate all satisfy the English requirement.

¹⁹ History, Geography, Economics, Business & Management, in the IBDP; Histoire-Géographie, Histoire, Géographie, Géopolitique, Sciences Politiques in the French Baccalaureate all satisfy the Humanities requirement.

²⁰ Mathematics Applications and Interpretation, Mathematics Analysis and Approaches in the IBDP; Mathématiques, Mathématiques spécifiques Mathématiques Spécialité with or without Mathématiques Expertes, Mathématiques Complémentaires in the French Baccalaureate all satisfy the Mathematics requirement.

²¹ Biology, Chemistry, Computer Science, Physics, Environmental Systems and Societies in the IBDP; Sciences de la Vie et de la Terre, Sciences Physiques, Numérique et Sciences Informatiques, Enseignement Scientifique in the French Baccalaureate all satisfy the Science requirement.

- Arts²²
- Study of another language
- Study of an additional humanities subject
- Study of an additional science
- Study of an additional year of mathematics
- Study of an additional year of physical education

dent and his/her family of his decision within 48 hours following the interview. The decision made by the Head of School is sovereign and final.

3.3 New Students

For students joining the school during the High School years, the validation of credits gained in their previous school(s) is imperative. These credits are granted by the Head of School after reviewing the student's previous school reports and comments.

4 - AWARDING OF THE HIGH SCHOOL DIPLOMA

École Jeannine Manuel's High School Diploma is awarded to each student, by decision of the Head of School, following the considerations of the second term *Conseil de Classe* which ensures that all the criteria described above have been met.

4.1 Suspension of the diploma procedure

4.1.1 Any student who has not met at least one of the criteria defined in this policy may not receive the École Jeannine Manuel High School Diploma.

4.1.2 Any student who does not fulfill the conditions for obtaining the École Jeannine Manuel High School Diploma is called for an interview with the Head of School, during which they are invited to explain the reasons for which the conditions for obtaining the diploma were not met.

4.1.3 At the end of the interview, the Head of School decides whether to grant the École Jeannine Manuel High School Diploma.

4.1.4 The Head of School informs the stu-

ADMINISTRATION

COMPLAINTS POLICY

1 - POLICY AIMS & OBJECTIVES

This is a guide to the formal complaints policy and procedure for use by parents and students. If you have a concern or a complaint about any aspect of school life, including any decisions made regarding your child's schooling, please contact an appropriate member of staff as soon as possible. We will deal with any issue promptly and courteously. This policy applies to all year groups and programs at École Jeannine Manuel ("the School").

2 - INFORMAL RESOLUTION

It is our hope that most complaints can be considered and resolved quickly and informally.

2.1 If parents have a complaint they should contact **their child's teacher or homeroom teacher**, whichever is most appropriate. In many cases, the matter will be resolved straightaway by this means. If the teacher cannot resolve the matter alone, it may be necessary for them to consult the Division Head.

2.2 For any serious subject-related or general academic concern, or for a pastoral or disciplinary matter, the **Division Head** should be contacted first.

2.3 In matters regarding finance, fees and non-academic services please contact the **Head of the Accounting Department**.

2.4 If the complaint relates to or involves the Head of School, the complaint should be addressed to the **Director General** by writing directly to Mrs. Elisabeth Zéboulon.

2.5 If the complaint relates to the Director General, the complaint should be addressed to the **Chairman of the Board** by writing directly to Mr. Bernard Manuel.

2.6 We will do everything we can to ensure that we respond to complaints in a highly professional manner. However, if you feel that an expression of concern has not been handled properly by a member of staff, please contact the **Head of School**.

2.7 The staff concerned will make a written record of every complaint, including the date on which the complaint was received. We will acknowledge receipt of an e-mail notification by telephone, e-mail or letter within five working days upon reception during term time and as soon as practicable in the school holidays. Should the matter not be resolved within a reasonable period (one not normally exceeding two weeks) or in the event that the relevant staff and the parents fail to reach a satisfactory resolution, then parents will be advised to proceed with the Formal Resolution procedure.

3 - FORMAL RESOLUTION

3.1 If the complaint has not been resolved through informal channels, parents may contact the Head of School in writing, by letter or e-mail. Parents should send full written details of the nature of the complaint, any relevant documents and full contact details to the Head of School, preferably by email. Parents may also indicate what they envisage as an acceptable outcome.

3.2 The Head of School will decide, after considering the complaint, upon the appropriate course of action to take. In most cases, the Head of School, or Division Head, will speak to and/or meet with the parents concerned to discuss the matter, usually within ten school days of receiving the complaint, (where a school day is defined as a day during term when the school is in session). The Head of School or Division Head may be joined by another administrator at this meeting, as may be appropriate in the circumstances. If possible, a resolution will be reached at this stage. However, if necessary, the School may carry out further investigations and members of staff or students involved may be interviewed. The Head of School may ask a senior member of staff to act as investigator and/or may involve the Director General, or one or more Board members.

3.3 Written records will be kept of all meetings and interviews held in relation to the complaint.

3.4 Once the Head of School is satisfied that, as far as possible, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision

in writing within ten school days. The Head of School will also give reasons for the decision.

3.5 If a complaint cannot be resolved at the Head of School level, then the complaint may be referred to the Director General or to a panel convened by the Chairman of the Board.

4 APPEALS PROCEDURE

4.1 The School takes complaints seriously and will strive to resolve any complaints as soon as possible and with an open and fair approach. If having discussed the matter with the Head of School, parents still feel dissatisfied then they may contact the Director General directly no later than 90 days after the incident giving rise to the complaint.

4.2 The Director General (or the Chairman of the Board) will convene a panel of at least two board members and one person independent of the management and running of the School to consider the complaint. No member of the panel may have any involvement with any matter detailed in the complaint. Parents can write to the Chairman of the Board and their request will be acknowledged within ten school days and a date for the hearing will be arranged within a further ten school days.

4.3 Whenever possible, the panel will resolve the complaint immediately without the need for further investigation. The panel will make a decision concerning the appropriate course of action during their initial meeting so as to prevent any delays with the resolution of the complaint.

4.4 Where further investigation is required, the panel will decide how it should be carried out. If further documents or information are required, copies will be supplied to the complainant at least two days before the hearing.

4.5 At the panel hearing, the complainant(s) may be accompanied by one other person e.g. a relative or friend. Legal representation will not be permitted.

4.6 After due consideration of all facts they consider relevant, the panel will reach a decision and may make recommendations, which they shall complete within seven days of the hearing or as soon as reasonably possible. The

panel will write to the parents informing them of their decision and the reasons for it within seven days of reaching this decision. The panel's findings and any recommendations will be sent in writing to the parents, the Chairman of the Board, the Director General and the Head of School, and, where relevant, the person(s) about whom the complaint was made. The decision of the panel will be final and incontrovertible.

5 - RECORD KEEPING & CONFIDENTIALITY

5.1 Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records relating to the individual complaints are to be kept confidential except where any other legal obligation prevails.

5.2 Written records of all formal complaints and their outcomes (including at what stage they were resolved) will be kept (for at least 5 years where there are no safeguarding or other legal implications) and reviewed at least annually by The Head of School, as appropriate. The written record should confirm any action taken by the School as a result of the complaint, regardless of whether it was upheld. The record will enable the School to identify whether review or change in practice is needed so that patterns can be identified and so that appropriate intervention is made.

5.3 Records of Complaints Proceedings will be processed and retained in accordance with the General Data Protection Regulation (GDPR).

ADMISSIONS POLICY

1 - INTRODUCTION

École Jeannine Manuel ("the school") is an independent co-educational school for pre-K-12 students with campuses in Paris and in Lille. The School is a bilingual school and an international school. As a French school, it is accredited and subsidised by the Ministry of Education. As an international school, it is a UNESCO "associated" school, and an IB World School also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

The school was founded in 1954 with the mission to **promote international understanding through the bilingual education of an international community of students.**

The School's aim is to admit a balance of boys and girls and to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our students for tomorrow's world. The School is committed to equal treatment for all, regardless of an applicant's gender, race, ethnicity, religion, disability, sexual orientation or social background. Additionally, the School is committed to encouraging socio-economic diversity and financial aid, offered in order to make it possible for those who meet the School's admission criteria to attend the school.

Deciding on the right school is very important, and we believe that a personal visit is invaluable. We hold a number of presentations that give a general introduction to the School.

Admission to the School is competitive and the Admissions Committee may deny admission to many bright, talented applicants whom the School would very much like to welcome if it had the space to do so.

2 - ADMISSIONS CONSIDERATIONS

2.1 Nurturing Multicultural Diversity

The first part of the School's mission statement is "To promote international understanding through the bilingual education of a multicultural community of students." Accordingly,

the Admissions Committee is sensitive to the need to foster the cultural diversity of the student body which exemplifies a core value of the school.

2.2 Criteria for Entry

Applicants will be accepted on the basis of their academic profile, their ability to cope with the academic challenge of an enriched bilingual curriculum, and their contribution to the School's cultural diversity.

Successful applicants will have met our academic entry requirements. They will also, depending on their level of entry, have demonstrated ability and/or interest in co-curricular areas, and excellence of character. Our admissions process is designed to identify students who are able to benefit from our education and to make a positive contribution towards the life of the School.

The parents of successful candidates will be internationally-minded families who embrace the School's mission statement and are deeply invested in the education and wellbeing of their children.

2.3 Admission to the International Baccalaureate Diploma Programme (DP)

Students already enrolled in the School in *seconde* (10th grade/ Year 11) will be automatically admitted to the Diploma Programme if they so choose. They will be expected to attempt the full diploma and not only individual diploma courses.

For new students seeking admission to the DP, the School has procedures in place to assess candidates on the basis of school transcripts, teacher and school recommendations, interviews and short placement tests. New students will only be admitted if, in the School's judgment, they can successfully meet the challenge of a full diploma curriculum.

IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education - that we believe is important for our pupils.

2.4 Admission Criteria

In the event of there being more applications

from equally qualified applicants than places available, places will be offered in accordance with the following criteria (weighting of these criteria may vary and meeting one or more of these criteria does not guarantee entrance):

- Former students of École Jeannine Manuel and current or former students of its London sister school and their siblings (a full or half-sister or brother, an adoptive sister or brother, or a child of the same household);
- Children of alumni and staff;
- Extra-curricular interests and other talents;
- Other factors

For example, we also make every effort to reserve space for international applicants (eg. university faculty on sabbatical or research fellows) whose families expect to remain in France for a limited period of time and wish to combine a cultural immersion in a bilingual education with the ability to re-enter their own school systems and excel.

2.5 Special Educational Needs (SEN) and disability

We do not discriminate in any way regarding entry, but we are an academically selective school. Providing that we can support students according to their needs, we will do what we can to accommodate them. We welcome students with physical disabilities provided that we can make the site suitable. The School may require a copy of a medical report or psychologist's report to support any requests for special arrangements. The number of students with special educational needs/ specific learning difficulties is necessarily limited.

2.6 Admission Decisions

The Head of School is responsible for decisions relating to the admission of students to the School. All offers of a place at the School will be made in writing by the Head or by colleagues on the authority of the Head.

On completion of the contract acceptance form and payment of the initial registration fee, applicants will be registered for entry. A

waiting list will be kept until the closing date for receipt of acceptances and places will be offered as places become available. Some students will be placed on a waiting list, this list is not ranked. Students accepted to the school from the waiting list usually have a similar profile to the students vacating their place.

3 - FINANCIAL AID

Financial aid is means-tested financial support for school fees. The School's financial aid program is designed to make it possible for those students who meet our entry criteria to take up a place at the School, irrespective of parental income. Funds available for the financial aid program are limited and determined each year by the Board of Trustees.

Financial aid is awarded on a sliding scale up to 100% of the value of school fees. Each application is considered on its own merits, and the level of financial aid, subject to program funding, will be determined by the family's gross income, direct outgoings, value of their property and other assets.

3.1 Financial aid

Financial aid funds are limited and parents are asked to contact bourses@fondationjeanninemanuel.org promptly upon completion of their online application and request a financial aid application if they wish to apply for financial aid. Late indications of financial aid are unlikely to be successful.

4 - ADMISSIONS PROCEDURES

Please consult our website, <https://ecolejeanninemanuel.org/en/admissions-procedures/> for detailed procedures for each grade level.

4.1 Applying for future years

Applications are only considered for entry in the current academic year of the entry in the following academic year.

ALL OF THE RULES & POLICIES IN THIS HANDBOOK ARE REVIEWED ANNUALLY AND AMENDED AS NECESSARY BY THE BOARD OF TRUSTEES AND THE HEAD OF SCHOOL AFTER CONSULTATION WITH THE SENIOR LEADERSHIP TEAM, TEACHERS, PARENTS & STUDENTS.

ANNEX

Appendix 1 : CHILD PROTECTION

What to do if a child at the School approaches you to discuss allegations of abuse.

Any staff member who has contact with children at the School may be approached by a child who needs to talk about something in confidence. Here are some basic principles to follow if this happens to you.

What to do	What not to do
Stay calm	Do not panic. Don't overreact. It is extremely unlikely that the child is in immediate danger
Listen, hear and believe	
Give time to the person to say what they want	Do not probe for more information. Questioning the child may affect how the disclosure is received later on
Reassure and explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed	Do not make assumptions. Do not paraphrase or offer alternative explanations or suggestions
Act immediately in accordance with the procedure in the CHILD PROTECTION & SAFER RECRUITMENT POLICY .	Do not promise confidentiality to keep secrets or that everything will be OK (it might not)
Record accurately in writing as soon as possible what was said and without personal comment	Do not try to deal with it yourself
Report to the CPO or Deputy CPO only	Do not make negative comments about the alleged abuser. Do not make personal observations. Do not make a child repeat a story unnecessarily
	Do not 'gossip' with colleagues about what has been said to you

It is the duty of anyone who works with children at the School to report any suspicions or disclosures of abuse. This includes teachers, teaching assistants, kitchen and lunch staff, office staff, etc. It is not for the individual member of staff approached to decide whether or not a suspicion or allegation is true. All must be taken seriously and dealt with according to the policy and procedures laid down at the School.

Article 434-3 - Modifié par LOI n°2016-297 du 14 mars 2016 - art. 46

Le fait, pour quiconque ayant eu connaissance de privations, de mauvais traitements ou d'agressions ou atteintes sexuelles infligés à un mineur ou à une personne qui n'est pas en mesure de se protéger en raison de son âge, d'une maladie, d'une infirmité, d'une déficience physique ou psychique ou d'un état de grossesse, de ne pas en informer les autorités judiciaires ou administratives est puni de trois ans d'emprisonnement et de 45 000 euros d'amende. Sauf lorsque la loi en dispose autrement, sont exceptées des dispositions qui précèdent les personnes astreintes au secret dans les conditions prévues par l'article 226-13.

Appendix 2 - Code of Conduct - for All Staff and Volunteers

Interaction with Students: Model Code of Conduct for Staff

Staff and volunteers should not spend excessive amounts of time alone with children, away from others. Meetings with individual children should be avoided or take place within sight of others. If privacy is needed, the door should remain open and other staff or volunteers should be aware of the meeting.

Staff and volunteers are advised not to make unnecessary physical contact with children. However, there may be occasions when physical contact is unavoidable, such as providing comfort at times of distress, or physical support in contact sports or similar. In all such cases contact should only take place with the consent of the child.

It is not good practice to take children alone in a car, however short the journey. Where this is unavoidable, it should be with the full knowledge and consent of the parents (or guardians) and the head or a member of the SMT.

Staff and volunteers should not start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. You should just record the facts and report these to the CPO or her/his deputy.

Staff and volunteers should never (even in fun):

Initiate or engage in sexually provocative conversations or activity.

Allow the use of inappropriate language to go unchallenged.

Do things of a personal nature for children that they can do themselves.

Allow any allegations made by a child go without being reported and addressed, or either trivialize or exaggerate child abuse issues.

Make promises to keep any disclosure confidential from relevant authorities.

Staff or volunteers should not show favoritism to any one child, nor should they issue or

threaten any form of physical punishment.

Social networking between students and staff should only be devoted to pedagogical activities. Anyone under contract with the School needs to ensure, both for the School's safety and their own, that activity on social networks does not bring the School into disrepute, does not bring the teacher into disrepute, does not expose the school to legal liability and reflects 'safer internet' practices.

Staff and volunteers must respect children's rights to privacy and encourage children and adults to feel comfortable enough to report attitudes or behavior they do not like.

Staff and volunteers will be expected to act with discretion with regard to their personal relationships. They should ensure their personal relationships do not affect their role within the School.

All staff and volunteers should be aware of the procedures for reporting concerns or incidents, and should familiarize themselves with the contact details of the CPO or his/her deputy.

If a member of staff or volunteer finds himself or herself the subject of inappropriate affection or attention from a child, they should make others aware of this.

If a member of staff or volunteer has any concerns relating to the welfare of a child in their care, be it concerns about actions/behaviors of another staff member or volunteer or concerns based on any conversation with the child, particularly where the child makes an allegation, they should report their concerns to the CPO or his/her deputy.

Appendix 3 - Pastoral Care Concern Sheet

Student's Name:	
D.O.B:	
Class:	
Teacher:	Date:
Details of incident/concern:	
Action Taken:	
Signed: (Name and position)	
Reviewed by CPO (Sign /date)	
Final Outcome/ Next steps:	
Signed:	

Appendix 4 - Useful References

Key Contacts and Resources

ALLO 119

www.allo119.gouv.fr

08 service d'aide aux victimes

01 41 83 42 08

CPO – Jérôme Giovento – 01 44 37 00 71

Deputy CPO – Sylvie Girier – 01 44 37 01 33

CRIP

01 53 46 86 81

crip75@paris.fr

DASEN Paris

(Téléphone) 01 44 62 40 25

ce.dasen1@ac-paris.fr

Rectorat de Paris

Pôle Académique d'assistance judiciaire

01 44 62 41 51

Service médical

01 44 62 47 30

01 44 62 47 31

01 44 65 47 39

ce.santsoc@ac-paris.fr

Service infirmier

01 44 62 35 68

Procureur de la République, TGI Paris

01 44 32 51 51

