



Contents

A. General Information

| | |
|---|----|
| 1. Welcome to ISCA..... | 1 |
| Executive Director, Colin Kerrigan's Welcome | |
| Head of School's Welcome | |
| 2. What You Can Expect From Us..... | 2 |
| Mission | |
| Vision | |
| The key to Success | |
| Equal Opportunities | |
| 3. What We Expect From You | 3 |
| Student Profile | |
| Student Code of Conduct | |
| Attendance and Participation | |
| Respect British Values | |
| 4. People Who Can Help You..... | 6 |
| Staff List and Contact Emails | |
| Correspondence with Staff | |
| Who Can I Talk to at ISCA about ...? | |
| Who Can I Talk to Outside of ISCA? | |
| 5. Times and Dates you Need to Know About | 10 |
| School Calendar | |
| Your Weekly Timetable | |
| Other Important Times | |
| 6. Materials Store | 14 |
| 7. Dress Code | 14 |
| 8. Nails Code..... | 14 |
| 9. Ordering in Takeaways..... | 15 |
| 10. Supermarket Deliveries | 15 |
| 11. Contact Information | 15 |

B. Your Studies

| | |
|--|----|
| 1. An Overview of the Curriculum | 16 |
| The Pre-A level, Creative Arts Programme | |
| The A-Level Plus Programme | |
| The Portfolio Programme | |
| The Foundation Programme | |
| English Language Support | |
| Progression Pathway | |
| Subject Descriptors | |
| Qualifications Overview | |
| 2. Our Approach to Teaching and Learning | 26 |
| An Interdisciplinary Learning Experience | |
| Tutorials | |
| Critiques | |
| Lectures, Workshops & Talks | |
| Academic Visits & Trips | |

Assessment & Feedback
Special Educational Needs and Disabilities (SEND) Support
Reports
On-line Learning

| | |
|--|----|
| 3. Academic Support | 30 |
| Contextualisation | |
| Drawing | |
| Photography | |
| Functional Maths | |
| Communication | |
| English language Support | |
| Study Skills | |
| 4. Planning Your Progression to University | 32 |
| University Applications | |
| Creative Practice Programme at Central Saint Martins | |
| Progressing to undergraduate study | |
| Portfolio Preparation and Portfolio Review | |
| English Language Requirement | |
| 5. Tips on Successful Study | 35 |
| Additional Study Opportunities | |
| Class Attendance and Participation | |
| Managing Your Time | |
| Independent Learning | |
| Managing Deadlines | |
| Managing Culture Shock | |
| Cheating and Plagiarism | |
| AI, Plagiarism and Non-Exam Assessment | |
| 6. Health and Safety in the Studios | 39 |

C. Your Free Time

| | |
|--|----|
| 1. Life as a Boarder | 40 |
| Boarding Etiquette | |
| Room Rules | |
| Art Work in Rooms | |
| School Facilities | |
| Cleaning Communal Areas | |
| Cleaning Your Room | |
| Room Checks | |
| Your Health | |
| Your Safety and Wellbeing | |
| Your Personal Belongings | |
| CCTV | |
| 2. Going Off-site | 44 |
| The Procedure | |
| 3. Receiving Visitors | 45 |
| The Procedure | |
| Overnight Stays | |
| Deliveries and Removal Companies | |
| 4. Things To Do On-site | 46 |
| Your Location | |
| Getting the most out of life on the campus | |

Some Local Wildlife
The Famous British Weather

| | |
|--------------------------------|----|
| 5. Things To Do Off-site | 48 |
| Creative London | |
| Nearby Towns | |
| Art Galleries in London | |
| Other Things to Do in London | |
| Exploring Nature | |
| Using Taxis | |
| Travelling to London | |
| Staying Safe | |

D. Your Welfare

| | |
|--|----|
| 1. Health and Medical..... | 54 |
| Sickness | |
| Injuries and Health Emergencies | |
| Healthcare | |
| Safeguarding and Welfare & Health Support | |
| Independent Listener | |
| Smoking and Vaping | |
| Medication and Special Health Needs | |
| Special Educational Needs | |
| Medical Withdrawal | |
| Staff Trained in First Aid | |
| In the Event of Fire | |
| In the Event of Lockdown | |
| 2. Building a School Community..... | 59 |
| Settling in to Your New Life | |
| Adjusting to a New Culture | |
| The Student Profile and Code of Conduct | |
| Student Representation | |
| Bias, Discrimination, and Harassment | |
| Individual Rights and Responsibilities | |
| 3. Understanding the Rules | 61 |
| UK Law | |
| Student Disciplinary Process | |
| Appeals | |
| Categories of Misbehaviour | |
| Incidents Leading to Reports to the Police | |
| Sanctions | |
| Rewards and Scholarships | |
| Key School Policies | |
| Guidelines for using ITC at ISCA | |

| | |
|---------------------|--|
| Appendix I | Art & Design Shops and Suppliers in London |
| Appendix II | Complaints Procedure for Students |
| Appendix III | Map of the ISCA Site |

SECTION A

General Information



Colin Kerrigan

Executive Director's Welcome

ISCA is the starting point of a rewarding journey in the art world, and equips students with a global passport that will sustain them as they pursue an education and career in their chosen artistic field.

I wish you every success as you commence your studies at ISCA, and look forward to meeting you and viewing your work.



Robert Hunter

Head of School's Welcome

Welcome to International School of Creative Arts (ISCA).

You will find ISCA different to your previous schools. As a specialist art & design school, ISCA prides itself on providing an education where you will feel able to explore ideas and hone newly acquired skills in a safe and nurturing environment.

Aside from its Diploma and A-Level provision, ISCA offers a full range of art & design practice opportunities, as well as contextual lectures, workshops and activities that will make your time here a unique journey towards art & design education at university.

You will meet like-minded students from all over the world. We welcome the exchange of ideas and operate within a community of mutual respect for each other's cultures and beliefs. ISCA will do everything within its role of teaching and learning to best prepare you for progression to higher education.

I would urge you to take every opportunity that arises at ISCA to make your time with us productive in all senses and a suitable platform for your continued learning.



Mission

To be at the forefront of pre-university studies in art and design and provide students, from diverse cultural backgrounds, with a safe, dynamic and stimulating environment in which to learn and develop the technical and intellectual skills required to progress to leading creative arts universities in both the UK and overseas

Vision

To achieve global recognition as an institution that prepares students of creative arts and design for the top universities in the world. This will be achieved through sustainable operational design and strategic planning aimed at developing excellence in our students' core skills and talents.

The Key to Success

ISCA's philosophy is to nurture the creative potential of each individual student, to promote their welfare and wellbeing, and to offer the most artistically energising education that hones talents, sharpens intellect and builds self-confidence.

Our team of talented and dedicated creative arts staff, combined with a robust commitment to small class sizes, creates a unique environment for students to both identify and achieve their future aspirations.

By encouraging and developing artistic talents and skills in this way, ISCA provides a specialist arts education that ensures each student has the opportunity and support to realise their full creative and academic success.

Equality Objectives

1. To ensure that all students have equal access to a rich, broad, balanced and relevant curriculum.
2. To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.
3. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs.
4. To recognise and celebrate diversity whilst promoting community cohesion.
5. To check that those with management responsibility and individual staff accept responsibility for planning, organisation and delivery of appropriate educational material to ensure that this policy for equal opportunity is woven into all we do.

Student Profile

The student profile describes a list of attributes that we expect ISCA students to emulate. We encourage students to set high expectations and will do everything we can to help them fulfil their potential.

Curious

You are curious about the world. You love to ask questions, not just about your chosen subject but about all spheres of life. You love to discover new things and never want to stop learning and are never shy to ask questions.

Hard-working

You are willing to put in the time and effort required to acquire knowledge and skills. You understand that not all learning has to be 'fun' and are able to persevere in the face of difficulties in order to achieve your goals and objectives.

Knowledgeable

You work to develop your understanding and appreciation of key concepts and ideas, in your chosen field and beyond. You use this knowledge to engage with issues that are important to you as an individual and to the world at large.

Creative

You explore and develop the power of your imagination not only in the artistic sphere, but also in seeking out and finding original, even inspiring, solutions to everyday problems

Critical Thinkers

You use critical and creative thinking to analyse problems and reach conclusions based on reasoning and logic. You can reflect constructively on weaknesses and strengths, taking appropriate action in support of development and growth.

Risk-takers

You are not frightened of failure but see your mistakes as opportunities to learn and grow. In the face of challenges or setbacks you are resourceful and resilient. You love to explore new ideas and to experiment with innovation and change.

Respectful of Others

You value your own culture and traditions but you also appreciate and respect the values and traditions of others. You are also kind and aware of the feelings of others, committed to showing empathy and compassion and contributing positively to harmonious community living.

Trustworthy & Reliable

You are trustworthy, honest and have a strong sense of fairness and justice, not just towards yourself but towards the community as a whole. You take responsibility for your actions and for the consequences of those actions. You can be counted on to do the right thing even if an adult is not present.

Communicators

Though English may not be your first language, you are committed to learning to express yourself confidently and fluently. You know how to work together in a team and listen carefully to try and understand the viewpoint of others.

Self-disciplined

You think about your words and actions and then make choices that are right for you and for the community. You accept that things 'don't always go your way' and quickly move on rather than dwell on problems. You always finish work before you play.

Student Code of Conduct

ISCA is a happy, inclusive and peaceful environment which is conducive to learning and university progression. Our Code of Conduct is designed to help students understand what we mean by this. It is not an exhaustive list of aspirations and things to avoid; instead it outlines key points so students have clear examples of what we expect from them.

Students have the right to:

- Be listened to and taken seriously
- Learn without disruption
- Be free from bullying of any kind
- Feel safe
- Enjoy equal opportunities
- Exist within the School without fear of prejudice or abuse of any kind
- Maximise their potential and achieve success

The School will not tolerate:

- Bullying of any kind (including through social media)
- Any type of violence or abuse
- Vandalism, graffiti or litter
- Cruel or insensitive behaviour
- Any signs of discourtesy towards any member of the community
- Arriving late to School or to lessons
- Leaving the School without permission or missing lessons
- Any wilful damage to School property

The School will deal with the following transgressions severely:

- Behaviour or language that harms, degrades or offends
- Putting others at risk of injury or emotional trauma
- Possession and use of or dealing in drugs or alcohol
- Smoking cigarettes outside of designated area
- Misuse of solvents or substances hazardous to health

In our School we endeavour to:

- Respect ourselves
- Respect each other
- Respect opinions that are different from our own
- Respect people's right to privacy and not share other people's private or personal stories and experiences
- Do our best
- Act with honesty and responsibility
- Show ourselves in the best light
- Be polite and courteous
- Enjoy learning
- Participate in all aspects of school life

Attendance and Participation

Full class attendance is required of all ISCA students at all times. Students whose attendance falls below 95% in any subject (whether authorised or unauthorised) will be counselled and given an action plan to ensure they catch up. Disciplinary action will be taken if there is no improvement.

You should be absent from class only when it is absolutely necessary and it is your paramount responsibility ensure that you make up work missed due to an absence.

Please note that the following would not be considered acceptable reasons for absence*:

- Holidays during term time
- Leisure activities
- Birthdays, family celebrations or gatherings.
- Driving lessons
- Dropping or picking up family members at/from airports.
- Caring for friends or family members
- Part or full-time work

Any absences due to illness must be reported to Boarding Staff as early as possible on the day of absence. If you are ill and cannot attend morning or afternoon registration, you must send a WhatsApp message to boarding staff at the start of the lesson. If you do not, your absence will be marked as 'unauthorised'.

Our expectation, however, is not only that you attend class; you are also required to be on time, actively participate and engage with the lessons. Our assumption is that you are passionate about what you do and will make full use of the opportunities ISCA has to offer.

* please see our Attendance Policy on the School website (www.isca.uk.com) for full information

Respect British Values

As an international student studying in the UK, it helps if you have a basic understanding of and respect for the core values that underpin British society:

- The Rule of Law
There are rules and laws in the UK. We need to know what they are and what happens if we break them.
- Democracy
We have a say in what happens. We can elect people to represent us.
- Individual Liberty
We are free to think and have our own opinions. We do not dismiss those of other people. We are responsible for our actions.
- Mutual Respect
We are respectful of those who hold faiths and beliefs different from our own. It is in fact against the law to discriminate against anyone based on any of the following nine protected characteristics, as set out in the Equality Act 2010:

age – disability - gender reassignment – race - religion or belief – sex - sexual orientation - marriage and civil partnership - pregnancy and maternity

Staff List and Contact Emails

Senior Management

Executive Director

Mr Colin Kerrigan

email: enquiries@isca.uk.com

Head of School

Mr Robert Hunter

email: r.hunter@isca.uk.com

Director of Studies

Ms Lisa Stewart

email: l.stewart@isca.uk.com

Deputy Director of Studies

Mr Joseph Kerrigan

email: j.kerrigan@isca.uk.com

Head of Administration

Shelly Van der Merwe

email: s.vandermerwe@isca.uk.com

Recruitment & Marketing Manager

Mr Thomas Kerrigan

email: t.kerrigan@isca.uk.com

Student Welfare & Support

Designated Safeguarding & Prevent Lead (DSPL)

Mr Robert Hunter

email: r.hunter@isca.uk.com

Deputy Designated Safeguarding Lead (DDSL)

Ms Lisa Stewart

email: l.stewart@isca.uk.com

SEND Support

Mr Robert Hunter

email: r.hunter@isca.uk.com

Ms Lisa Stewart

email: l.stewart@isca.uk.com

Welfare Tutor & Mental Health Lead

Ms Rosemary Chair

email: r.chair@isca.uk.com

Administration & Operations

Head of Administration

Shelly Van der Merwe

email: s.vandermerwe@isca.uk.com

Recruitment & Marketing Manager

Mr Thomas Kerrigan

email: t.kerrigan@isca.uk.com

Registrar & Progression Manager

Ms Airida Bertulyte

email: a.bertulyte@isca.uk.com

School & Boarding Administrator

Holly Chung

email: h.chung@isca.uk.com

Finance Officer

Uthaya Niroban

email: finance@isca.uk.com

Academics

Director of Studies & CCS Tutor

Ms Lisa Stewart

email: l.stewart@isca.uk.com

Deputy Director of Studies & Graphic Communication Tutor

Mr Joseph Kerrigan

email: j.kerrigan@isca.uk.com

Art & Design Tutor (CCS, Fine Art and 3D Design)

Lisa Wendt

email: l.wendt@isca.uk.com

Art & Design Tutor (3D Design and Fine Art)

Martin Drexler

email: m.drexler@isca.uk.com

Art & Design Tutor (Fashion & Textiles)

Ms Patricia Andrianou-Green

email: p.green@isca.uk.com

Art & Design Tutor (Fashion & Textiles)

Ms Junyi Ye

email: j.ye@isca.uk.com

Art & Design Tutor (Fine Art)

Mr Christopher Hayes

email: c.hayes@isca.uk.com

Art & Design Tutor (Graphics and Photomedia)

Ms Trish Phng

email: t.phng@isca.uk.com

Specialist Portfolio Tutor

Ms Silja Manninen

email: s.manninen@isca.uk.com

English Tutor

Ms Rosemary Chair

email: r.chair@isca.uk.com

English Tutor

Ms Emily Russell

email: e.russell@isca.uk.com

PE Tutor

Mr John Webster

email: j.webster@isca.uk.com

Boarding

House Mother

Ms Jackie Knight

email: j.knight@isca.uk.com

House Mother

Ms Laura Caswell

email: l.caswell@isca.uk.com

Resident Academic

Ms Trish Phng

email: t.phng@isca.uk.com

Resident Academic

Mr Christopher Hayes

email: c.hayes@isca.uk.com

Resident Academic

Ms Emily Russell

email: e.russell@isca.uk.com

Boarding Supervisor

Ms Debi O'Flaherty

email: debi.oflaherty@isca.uk.com

Boarding Supervisor

Ms Orinta Pranaityte

email: o.pranaityte@isca.uk.com

Correspondence with Staff

Students should only use the following means of correspondence with School staff:

- School email addresses
- Google Classroom
- WhatsApp on the school boarding phone.

There should be no private correspondence on social media or over the phone.

Who Can I talk to at ISCA...?

... for enquiries about:

- my timetable
- coursework & exams
- Special Educational Needs e.g. dyslexia
- portfolio and progression to university
- going off site during school time
- things that don't work in the studios



Art & Design Tutors

... for enquiries about:

- support with my Personal Statement
- help writing annotations, reflections etc.
- getting the IELTS score I need
- Special Educational Needs e.g. dyslexia



English Tutors

... for enquiries about:

- bookings (e.g. taxis, doctor etc.)
- parcels
- things that don't work in my room
- problems with computers or printers
- wireless connectivity
- school shop and supplies
- print credit
- security



School Office

... for enquiries about:

- visas and BRP issues
- enrolment and administration
- documentation & certificates
- attendance
- university applications



Registrar

... for enquiries about:

- problems with my living quarters
- how to live in a community
- parcels
- going off site
- bookings (e.g. taxis, doctor etc.)
- illness or health related issues
- personal issues



Boarding Staff

... for advice about:

- anxiety, stress and personal problems
- health problems
- where to get professional help (doctor, counsellor, dentist etc.)



**Welfare Tutor OR
Mental Health First Aider**

... for enquiries about:

- safeguarding (e.g. you think you or someone else is being bullied or if you feel unsafe for any reason)



**Designated Safeguarding Lead OR
any adult that you trust**

Who Can I Talk to Outside of ISCA?

If a student wants or prefers to talk to someone outside the School rather than to someone inside it, the student can talk to his or her parents or any of the following:

Independent Listener

The school has a system whereby any child or young person who wishes to talk to an independent adult can do so. The Independent Listener system is confidential, and the Independent Listener is under no obligation to inform the school of any calls unless, by not informing them, a student is at risk of harm.

- Natasha Brady - Tel: 01753 645389 - Email: vicar@stokepogeschurch.org

Buckinghamshire Children's Services

If you're a child who is being abused or neglected, or you think another child is, please contact Buckinghamshire Council's First Response Team (01296 383962 Mon-Fri, 0800 999 7677 out of hours) or the police.

The Children's Commissioner

The Children's Commissioner is appointed by the UK government and is responsible for promoting and protecting the rights of children and young people and making sure their voices are listened to.

'*Help at Hand*' is the national advice line set up by the Children's Commissioner in England.

- Tel: 0800 528 0731
- www.childrenscommissioner.gov.uk

They offer confidential advice and information about your situation and answer any questions you have. No issue is too big or too small.

ChildLine

Childline is here to help anyone under 19 in the UK with any issue they're going through. You can talk about anything. Whether it's something big or small, counsellors are there to support you.

Childline is free, confidential and available any time, day or night. You can talk to them by calling 0800 1111 or by going onto their website (www.childline.org.uk). Whatever feels best for you.

NSPCC Helpline

The NSPCC Helpline is staffed by trained professionals who can provide expert advice and support. They are there if you're concerned about a child

Their voice Helpline (0808 800 5000) operates between the hours of Monday to Friday, 10am - 4pm. However, you can contact them 24 hours a day by email at help@nspcc.org.uk. It's free and you don't have to say who you are.

Hub of Hope (<https://hubofhope.co.uk>)

The Hub of Hope is the UK's leading mental health support database. It is provided by national mental health charity, Chasing the Stigma, and brings all types of mental health support and services together in one place for the first time. It is now the UK's go-to mental health support signposting tool.

Kooth (<https://kooth.com>)

Kooth believes young people need a safe and welcoming space to explore their mental health needs. For the past 15 years they have been the UK's leading provider to the NHS in effective online mental health support. It is free, safe and anonymous.

School Calendar

Autumn Term 2025 (14 weeks)

| | |
|-----------------|-------------------------------------|
| Boarders Arrive | Monday, 8 th September |
| Term Starts | Tuesday, 9 th September |
| Term Ends | Friday, 12 th December |
| Boarders Depart | Saturday, 13 th December |

Spring Term 2026 (12 weeks)

| | |
|-----------------|----------------------------------|
| Boarders Arrive | Sunday, 4 th January |
| Term Starts | Monday, 5 th January |
| Term Ends | Friday, 27 th March |
| Boarders Depart | Saturday, 28 th March |

Summer Term 2026 (10 weeks)

| | |
|-----------------|---------------------------------|
| Boarders Arrive | Sunday, 12 th April |
| Term Starts | Monday, 13 th April |
| Term Ends | Friday, 16 th June |
| Boarders Depart | Saturday, 20 th June |
| Graduation Day | To be announced |

EASTER SUNDAY 2025 – 5TH APRIL

Your Weekly Timetable

Overleaf you will find a template for the weekly timetable. You should periodically copy it out and fill it in as and when your timetable changes. Keeping your timetable up-to-date is important for planning and organising your studies.

Name: **Date:**

Name: **Date:**

| | | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------------------|--|--------|---------|-------------------------|----------|--------|------------------------------------|--------|
| | Breakfast (7:45-8:15 – last service at 8:00) | | | | | | (8:30-9:00 – last service at 8:45) | |
| Morning Session | 09:00-10:30 Period 1 (1.5 hours) | | | | | | | |
| | Morning Break (10:30-10:50) | | | | | | | |
| | 10:50-12:20 Period 2 (1.5 hours) | | | | | | | |
| | Clean Up (10 minutes) | | | | | | | |
| | Lunch (12:45-1:25 – last service at 1:00) | | | | | | | |
| Afternoon Session | 1:30-3:30 Period 3 (2 hours) | | | | | | Biometric Registration (3:00-3:30) | |
| | Afternoon Break (3:30-3:45) | | | | | | | |
| | 3:45-4:45 Period 4 (1 hour) | | | | | | | |
| | Clean Up (15 minutes) | | | Activities 4:00-5:00 | | | | |
| | Evening Break (5:00-5:15) | | | | | | | |
| Evening Session | 5:15-6:15 Open Access (1 hour) | | | | | | | |
| | Dinner (6:15-6:55 – last service at 6:40) | | | | | | | |
| | 7:00-9:30 Open Access (2.5 hours) | | | | | | | |
| | Biometric Registration (8:30-9:30) | | | | | | | |

Other Important times

Your Weekends

Many weekends students will be free to manage their free time. They can make use of the school facilities, take part in organised activities and/or make appropriate arrangements to go off-site (see Section C for more details). Sometimes, however, students will be required to attend tutorials or even sit exams and it's important that students note these in their diary. It might be a good idea to keep a checklist of important events and important deadlines.

Students are also expected to set aside time in their free-time for unmonitored self-study/homework. The self-discipline, time-management and organisation skills required to do this are an important part of becoming a successful student.

Biometric Registration

Biometric registration requires students to use their thumbprint to confirm they are on campus.

Monday to Friday you should register:

- in the evening between 8:30 and 9:30pm (*to register earlier, please report to the School Office*)

Saturday and Sunday you should register:

- in the afternoon between 3:00 and 3:30pm
- in the evening between 8:30 and 9:30pm (*to register earlier, please report to the School Office*)

Disciplinary action will be taken against pupils who persistently fail to register.

Class Registration

Tutors will record attendance at the start of each lesson and after break. If a student is going to be late for class, they **MUST** report to the School Office before going to the lesson.

Disciplinary action will be taken against students who persistently fail to attend class.

ISCA Community Briefing

The ISCA Community Briefing takes place **between 8:40 and 9:00 am every Wednesday**. It assembles the whole school community, both staff and students, with the purpose of bringing everyone up-to-date with what is going on at ISCA. There will be a formal presentation from the Head of School as well as the opportunity to hear from both academic and non-academic staff.

Meals and Break Times

| | | | |
|------------------|---------------|----------------------|----------------|
| Breakfast* | 7:45-8:00 am | Morning Break | 10:30-10:40 am |
| Lunch..... | 12:45-1:25 pm | Afternoon Break..... | 3:30-3:45 pm |
| Dinner | 6:15-6:55 pm | | |

* *breakfast is at 8:30 am on Saturdays and Sundays.*

Detention

Detention usually takes place between 7:00 pm and 8:00 pm on Tuesdays and Thursdays. There is also a weekend detention of two hours on Saturday or Sunday morning. Days and times may vary through the year. See the School noticeboard for exact times and days.

Leisure Activities

A timetable of leisure activities, from basketball and yoga classes to nail painting and movie nights, will be updated regularly on the boarding noticeboards.

Office Opening Hours

| | | | |
|--------------------------|--|-----------------------------|--|
| <i>General Enquiries</i> | 08:45 – 09:15 (Mon to Fri) 10:30 – 10:45 (Mon to Fri) 15:30 – 15:45 (Mon to Fri) | <i>Print Credit</i> | 10:30 – 10:45 (Mon to Fri) 15:30 – 15:45 (Mon to Fri) 19:00 – 19:15 (Mon to Fri) |
| <i>Parcel Collection</i> | 17:45 – 18:15 (Mon to Fri) 20:45 – 21:00 (Mon to Fri) 17:45 – 18:15 (weekends) 21:00 – 21:30 (weekends) | <i>Materials Collection</i> | 19:00 – 19:20 (Mon) 15:30 – 15:45 (Wed) 19:30 – 20:00 (Fri) |

Print Credit

Fill in the form, which can be found outside the School Office, and deliver it to the office. Students should pay by cash or by card (minimum £5.00) and will receive the print credit within 24 hours.

Parcel Collection

Students must knock before entering the office. They must also sign for the parcel in front of a member of staff. These measures are in place to avoid parcels disappearing without explanation. Students can ask a friend to collect a parcel on their behalf *if the student is off campus* on condition that the student sends a WhatsApp message to boarding staff giving permission.

Door Opening

If a student leaves their keys in their room, they may ask boarding staff to open the door **only** at the following times: 10:30 / 13:30 / 15:30 / 17:00 / 21:15.

Curfew

- All studios close at 21:45
- Back on site by..... 20:30 (21:00 on Fridays & Saturdays*)
- Evening registration between 20:30-21:30
- Quiet and alone in your room by 22:00 (22:30 on Fridays & Saturdays*)
- Lights out by..... 22:30 (23:00 on Fridays & Saturdays*)

** late curfew on Friday and Saturday night is a privilege that may be withdrawn at the discretion of the Head of School, dependant on student behaviour.*

Hygiene and Cleanliness

- Accommodation Cleaning Rota 8:30 to 9:00 pm, Monday and Wednesday evenings
- Studio Cleaning Rota 9:30 to 9:45 pm, Monday to Friday
- Change of bedlinen every Wednesday morning (put outside door before 8:30 am)

Please note: all the times published in the Handbook are accurate at the time of publishing, but may be subject to change during the course of the school year. Please check the Student Noticeboards regularly for updates.

Materials Store

The Materials Store is a quick and convenient way to purchase and receive materials at very competitive prices.

Below are some of the items in stock. A full list of materials is listed on the back of the order form and on school notice boards. If a student needs to order an item that is not listed, they should speak to the School Office.

- Sketchbooks
- Paper and Card
- Tapes - masking tape, portfolio tape
- Tools - rulers, calculators, rubbers, sharpeners
- Adhesives - glues, sprays
- Pens, Pencils, Crayons
- Inks and paint accessories
- Paint Brushes
- Fashion Materials - safety pins, zips, calico, wool and cotton
- Portfolio Cases

To order something from the Materials Store, students fill in an Order Form and drop it in the box outside the School Office before **6:00 pm on the day before collection**, e.g. order by Friday for collection on Monday, Tuesday to collect on Wednesday and Thursday to collect on Friday.

Collection should be from the School Office only at the times indicated on page 13.

Dress Code

Student must respect the following dress code.

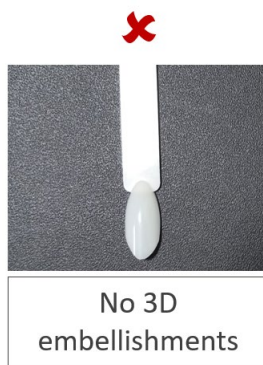
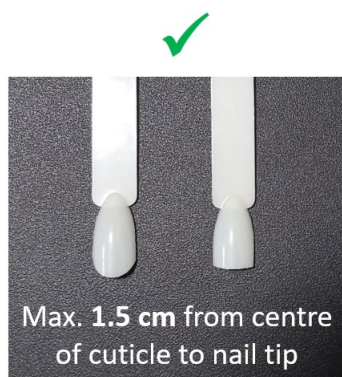
Anywhere on campus

- No offensive slogans on t-shirts or other pieces of clothing
- No low cut tops
- No cropped tops
- No see-through garments
- No clothing that exposes buttocks
- No clothing that exposes underwear
- No pyjamas

In the studio/classroom

- No flip flops or sandals
- No sunglasses
- No hoodies on head
- No head wear (hats, caps etc.) without special *written* permission
- In general, no clothes or accessories that might put you at risk of harm while working in a studio environment

Nails Code



Ordering in Takeaways

Students who order in takeaway meals during the week must follow the following rules:

1. Orders must NOT be made after 20:00 or before 17:00 (when the school day finishes)
2. Deliveries must be before 21:00.
3. The delivery address must be given as:

Seriously Fun Swimming School (Teikyo)

Framewood Road
Wexham
Bucks - SL2 4QS

4. You MUST be at the gate to collect your delivery when it arrives – the guards will not collect it for you and the delivery people will not wait.

You will be fined £10 if you fail to collect your order from the gate when it arrives.

Supermarket Deliveries

When ordering from the supermarket or a shop, student must choose delivery time slots between 9:00am and 12:00pm or between 2:00pm and 6:00pm.

If students order perishables, you must collect them immediately upon arrival.

Contact Information

It is important that all ISCA students know who to contact for information and who to call in an emergency.

ISCA Address

International School of Creative Arts
Framewood Road
Wexham
Buckinghamshire
SL2 4QS
United Kingdom

Email: exeat@isca.uk.com

ISCA Phone Numbers

The main point of contact is the School Office:

- School Office:01753 208820
- Boarding Phone:0780 970 2001

Non-Emergencies

If a student needs to contact a doctor or the police but it is not an emergency:

- Call **111** if it is a non-urgent medical issue
- Call **101** if it is a non-urgent issue for the police
- Call **119** for Covid-related issues

Emergencies

In a life-threatening emergency: **telephone 999** or **112 from mobile phones** which provides a fast link to fire, police or ambulance services.

SECTION B

Your Studies

B1. An Overview of the Curriculum

The Pre-A Level, Creative Arts Programme (CAP)

The programme introduces students to art and design techniques and processes covering a broad range of skills in Graphic Communication, Fine Art, 3D Design, Fashion Textiles.

English, Mathematics, Science, Technology and the Humanities are embedded in the art and design curriculum so that students learn to make connections between these subjects and, above all, to notice how they emerge in the different areas of art and design.

Additionally, Mathematics, Humanities, English Language, Personal, Social, Health and Economic (PSHE) and Physical Education are taught as discrete strands of the curriculum in their own right in order to consolidate learning in these areas.

By the end of the course, students will typically have completed six level 2, OCR units in art and design to qualify for the OCR Level 2 Cambridge Diploma in Art and Design. This will enable them to progress to A Level studies in art and design.

At the end of the year, students also sit the iGCSE in English for Speakers of Other Languages (ESOL).

| CURRICULUM STRANDS | | | | | | | | | |
|--------------------|------------------------|----------|---------------|-----------|-------|----------------|------|------------------|--------------------|
| | Fashion Textiles | Fine Art | Graphic Comm. | 3D Design | Maths | Social Studies | PHSE | English Language | Physical Education |
| | Science and Technology | | | | | | | | |
| Level 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

The A-Level Plus Programme

ISCA offers a two-year programme of study focused on the visual arts, which equips students with the necessary technical and intellectual skills to progress to leading art and design universities in both the UK and overseas.

When they graduate from ISCA students will have:

- A-Level qualifications in up to three subjects of their choice
- The Creative Practice Programme Certificate issued by University of the Arts London (UAL)

Year 1

In Year 1, students have to choose three subjects that they will carry forward to the end of Year 2.

Students choose two '**creative**' subjects from the following options:

- Fine Art
- Graphic Communication
- Fashion and Textiles
- 3D Design

Students also take one 'academic' subject, choosing between:

- Critical & Contextual Studies (CCS)
- Mathematics

Students whose level of English is below an equivalent IELTS score of 5.0 may be required to drop an A Level subject in order to follow an intensive English language programme.

The Year 1 curriculum is underpinned by a programme of '**core**' **workshops**, which ensures that all students, irrespective of their individual subject choices, acquire the fundamental skills of art and design, such as drawing, contextual studies and contemporary art practice. The core workshops also encourage experimentation and target communication skills by helping students to think critically and to present and discuss their research, observations and ideas with confidence.

Functional maths as it relates to art and design is integrated into the curriculum

All Year 1 students complete a tailored programme of **English for Art & Design Studies** and a Personal, Social, Health and Economic Education (**PSHE**) programme aimed at providing students with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life, university and work.

At the end of Year 1, students also complete a five-day introductory programme to **Creative Practice** (see pages 21 and 32 for details), delivered independently by **Central Saint Martins** (CSM) - part of **University of the Arts London** (UAL) - at one of their campuses in London. The learning achieved during Creative Practice can be used towards completion of the **Exploratory Stage** of the Foundation Programme (see page 18 for details).

Year 2

In Year 2, students continue with the three subjects that they chose in Year 1 in preparation for the A Level examinations in May.

As well as preparing for their A Levels, Year 2 students need to work hard to secure a place at university (referred to as '**progression**'). This involves developing a suitably strong **portfolio** and a personal statement, two key elements in demonstrating their potential to the universities of their choice. Students should not underestimate how much work this involves.

All Year 2 students attend the **Creative Practice Programme** one day a week at Central Saint Martins (CSM) in London - see pages 21 and 32 for more details. This programme is in addition to A Level study and the learning achieved can be used towards completion of the **Pathway Stage** of the Foundation Programme (see page 18 for details).

Year 2 students sit their **final A Level exams** in April/May.

The Portfolio Programme

This programme is available to students who join ISCA directly in Year 2. They already have the academic qualification needed for university but lack the body of art work required to access undergraduate study in the creative arts.

By the end of the year the student will have built up a portfolio of work, suitable in content and presentation to allow them to access a university-level course in an art and design subject. They will also have sat at least one A Level to secure a broad foundation of art and design skills.

Portfolio students also attend the Creative Practice Programme at CSM.

English Language Support

English support classes are available to all international students throughout Years 1 and 2, until they have achieved the level of English they require for university entrance. For art and design courses, this is usually an overall IELTS score of 6.0 with a minimum of 5.5 in each of the four components (although for some courses it may be higher).

We encourage all students to get the IELTS score they need for university progression by the end of Year 1. This will allow them to dedicate all their time and efforts towards preparing for their A Levels, developing their portfolio and finishing the SEG Foundation Diploma.

| CURRICULUM STRANDS | | | | | | | | | | |
|--------------------|--------|---------------------|--------------------|----------------|-------------------------|-------------------|------|--------------------------|------------------|--------------------|
| | | 2 Creative Subjects | 1 Academic Subject | Core Workshops | Portfolio & Progression | Creative Practice | PHSE | English for Art & Design | English Language | Physical Education |
| A Level | Year 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | if required | ✓ |
| | Year 2 | ✓ | ✓ | | ✓ | ✓ | | | if required | ✓ |
| Portfolio | | at least 1 subject | | | ✓ | ✓ | | | if required | ✓ |

The Foundation Programme*

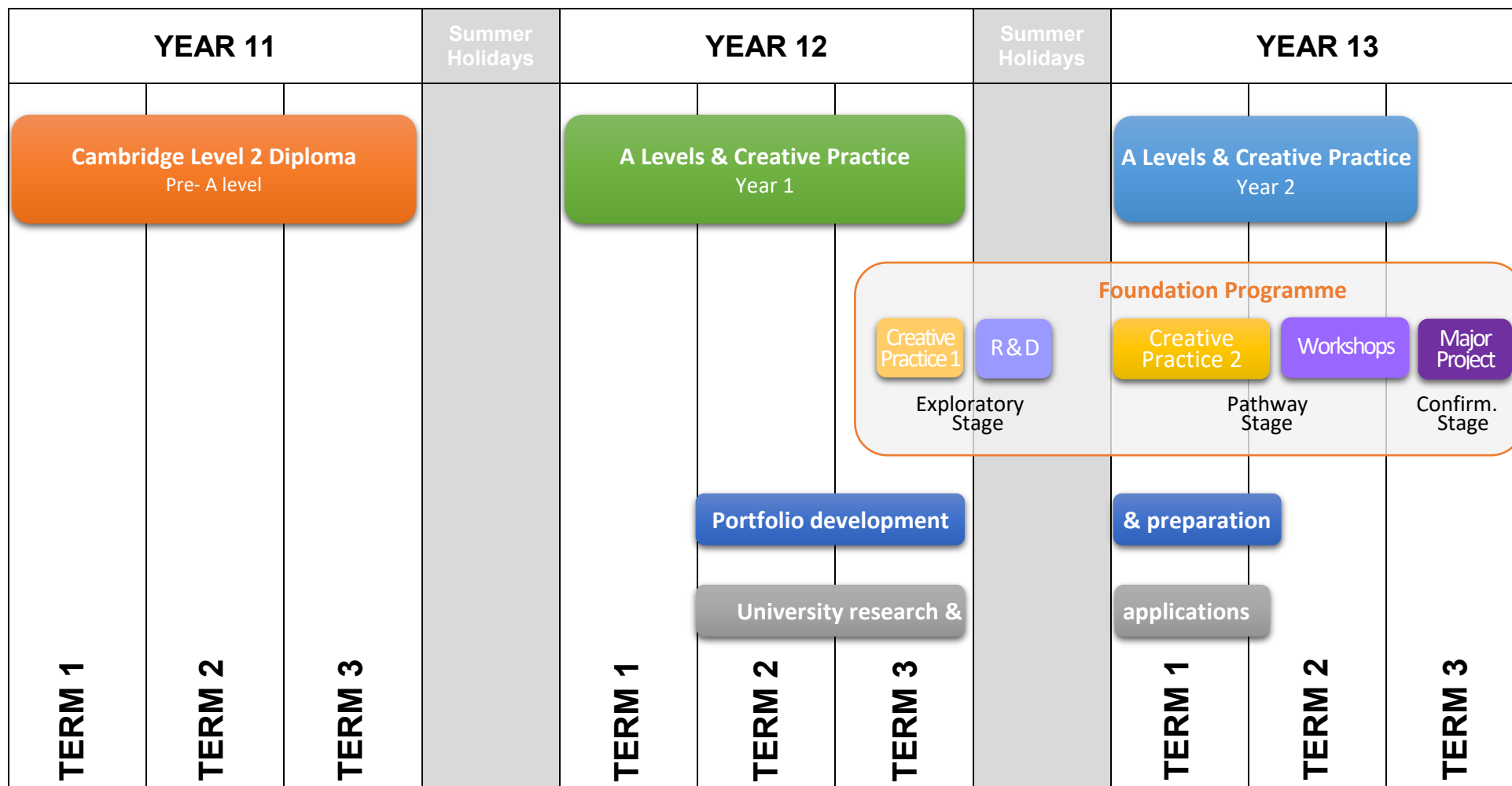
Students have the unique opportunity to study a Foundation Programme at ISCA, which leads to the internationally recognised 'SEG Foundation Diploma Level 3 in Art, Design and Media'. This is a pre-degree qualification that runs concurrently with the A Levels and equips students with the appropriate skills, knowledge and techniques to better enable them to progress to Year 1 of a degree course in a variety of highly-competitive, undergraduate specialisms such as Fashion, Textiles, Architecture, Interior Design, Fine Art and Graphics.

Course Outline

| | | | | |
|--------------------|--------|--------------------------|---|---|
| Exploratory Stage | Year 1 | Mid-May to mid-June | Creative Practice 1 5 days of study at UAL CSM spread over 5 weeks | <i>Emphasis on:</i> developing research methods and contextual awareness; learning to use a broad range of approaches for the development of ideas; the exploration of a wide range of art and design materials and processes, and their appropriate applications |
| | | Mid-June to end June | Research & Development 2 weeks of full-time study at ISCA at the end of Year 1 | |
| Pathway Stage | Year 2 | September to end January | Creative Practice 2 22 days of study at UAL CSM spread over 18 weeks | <i>Emphasis on:</i> choosing an area of study (pathway); identifying own areas of interest in a more personal way; engaging in sustained enquiry; radical and extensive experimentation with specialist media, techniques and processes. |
| | | October to April | Drawing & Experimental Workshops Workshops held at ISCA, distributed over terms 1 and 2 | |
| Confirmatory Stage | | Mid-May to mid-June | Final Major Project 5 weeks of full-time study at ISCA | <i>Emphasis on:</i> independently initiating, researching and completing a personal confirmatory study; extending understanding of a chosen professional context and the creative skills within in. |

*information about **the tuition fees** for the Foundation Programme is available from the School office

Progression Pathway through ISCA



Subject Descriptors

Core Skills for Art and Design

The Core Skills programme is an important part of the ISCA learning experience. It is fully integrated into the art and design curriculum and is also the focus of a series of discrete 'core' workshops. Students can expect to learn the fundamental art and design skills of drawing, contextual studies and contemporary art practice. They will discover opportunities for experimentation and risk taking. They will also develop communication and study skills, learning to think critically and to present and discuss their research, observations and ideas, both orally and in writing. In short, all the vital skills necessary for A Level and undergraduate study are covered.

Fashion Textiles

Students explore the different areas of fashion and textiles, equipping themselves with practical and vocational skills as well as developing their academic and creative potential. The relationship between textiles and fashion and other creative disciplines is stronger than ever. Students are encouraged to work in an interdisciplinary manner combining knowledge from different fields to produce fashion and textile ideas. Students are expected to embrace both modern and traditional techniques in the creation of samples and designs.

3D Design

Students learn to work with a wide range of materials in order to realise architectural, spatial, fine art or product concepts and ideas. Students design and make maquettes of buildings, accessories and artefacts. They develop high levels of visual awareness including drawing skills and the ability to work skilfully with tools and materials. Students learn to develop skills and enthusiasm for the creation of functional and decorative designs and solutions in response to given briefs.

Fine Art

Students acquire a thorough grounding in the essential principles of art and design. There is a particular focus on drawing, design, colour and composition. A range of skills and techniques is taught to support each student in developing their ideas, aesthetic understanding and personal visual language. Students work in a wide variety of media including traditional mediums of painting, drawing, collage and sculpture as well as fine art textiles, mixed media, digital technologies and installation.

Graphic Communication

Students learn about the visual communication of ideas or messages, which is used to skilful effect in design for broadcast, advertising, editorials, publishing, packaging and interactive media. Emphasis is placed on drawing and includes the study of typography, illustration, photography, computer-aided digital and time-based design which could feed into a variety of final outcomes from character design to packaging and branding.

Critical and Contextual Studies (CCS)

Students get the opportunity to study the development of art and architecture in its many changing forms. The emphasis of the course is on evaluating and interpreting works of art in their social and historical context. There is a strong practical element to the course, with emphasis on research and analysis.

English as a Second Language (ESL)

Year 1 students whose level of English is below 5.0 (CEFR) study ESL as alternative to Critical & Contextual Studies. This means they will only do two A Levels, both in the 'creative' subjects. Students improve their communicative competence in the four skills (reading, writing, listening and speaking) and develop a foundation in basic academic English. Once students have increased their level of English to what is required for university progression (an overall IELTS score of 6.0, with no less than 5.5 in each skill), they start preparing to sit the IELTS test.

IELTS Preparation

This is for students whose proficiency in English is approaching a level that will allow them to achieve the scores required for university progression. The focus is on developing students' mastery of English, reading and writing in particular, and familiarising them with the structure and requirements of the exam itself.

Once students achieve the score they require for university progression, they will have more time to dedicate to their other subjects. We recommend that all students achieve the required score by the end of Year 1 so that in Year 2 they can concentrate on A Level and portfolio preparation.

English for Art & Design Studies

Year 1 students equip themselves with the formal language and study skills they need for studying both on their A Level courses here at ISCA and also in their future studies at university. Students learn how to analyse more effectively in both speaking and writing and how improve their range of appropriate vocabulary for their chosen subjects. They learn how to plan, organise and write extended essays, to annotate their work and to write and speak reflectively. Students also learn important research skills, such as note-taking, paraphrasing and referencing.

Creative Practice Programme(CPP)

The Creative Practice Programme (CPP) helps bridge the academic and creative gap between school and university by introducing studio practice, contextual studies and project-based learning. Through the encouragement of independent learning and critical rigour, students begin to connect their practice to subject specialist pathways and explore different methods and processes in creative thinking and practice.

The programme is taught at Central Saint Martins (part of University of the Arts London) by university tutors, and is tailor-made to introduce students to methods of working aimed at preparing them for their chosen creative arts specialism. CPP is based on standard methods of assessment to incorporate different stages of learning including projects, peer review, written reflection and practical exercises.

Functional Maths (Pre-A Level)

The Functional Maths curriculum covers practical mathematical skills essential for everyday life, work and in the way that relates to art and design. It includes understanding and using numbers, calculations, and working with fractions, decimals, and percentages. The curriculum emphasises real-world applications and teaches students to use mathematical reasoning to tackle tasks like scheduling, managing finances and understanding statistical information. The focus is on developing confidence in handling numbers and applying mathematical knowledge in practical scenarios, preparing learners for further education and everyday life.

A Level Maths

A Level Maths is an advanced qualification that builds on GCSE Maths, covering algebra, calculus, trigonometry and statistics. It develops problem-solving, logical thinking and analytical skills, making it highly valued by universities and employers. The course is divided into Pure Maths, focusing on core mathematical concepts, and Applied Maths, including Mechanics and Statistics.

Studying A Level Maths opens doors to many careers and is an important area of study for those wishing to progress to undergraduate study in Architecture, Product Design, Fashion Business etc. The qualification demonstrates strong numerical ability and intellectual discipline, making it an excellent choice for students who enjoy problem-solving and logical reasoning.

Humanities (Pre-A Level)

The Humanities programme is offered to Pre-A Level students only and integrates project-based learning with literature to explore culture, history, geography and civics, focusing on aspects of industrial and post-industrial eras. Students investigate the social, economic and environmental impacts of these eras, using novels, historical text and film. Projects include presentations and essays that explore class dynamics, urbanisation and technological changes. This multidisciplinary approach enhances critical thinking and understanding of how industrial and post-industrial developments have shaped contemporary society.

Personal, Social, Health and Economic (PSHE) Education

PSHE Education focuses on strengthening the knowledge, skills and connections to keep young people healthy and safe and prepare them for life and work. It helps students develop fully as individuals and as members of social and economic communities by supporting their health, relationships, wellbeing and academic attainment. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

Qualifications Overview

Level 2 Cambridge Technical Diploma in Art & Design (exam code 05365)

The Level 2 Cambridge Technical Diploma is an OCR qualification and is offered to students at the pre-A Level stage. It provides opportunities to:

- learn how to record your observations and ideas using a range of media
- learn about important artists and designers and how they develop their ideas
- learn new skills and build your confidence using the formal elements of art and design
- learn about media, materials and processes

The Level 2 Cambridge Technical Diploma is a nationally recognised vocational qualification and gives students the secure knowledge and skills-base needed to progress to Level 3 AS and A-Level studies in art and design.

Qualification Structure

The Qualification is made up of six units, for example:

- Exploring the work of Artists and Designers
- 2D Media, Materials and Techniques / 3D Media, Materials and Techniques
- Developing ideas in response to an Art and Design Brief
- Exploring Fashion and Textiles

- Exploring 3D
- Exploring Fine Art / Illustration and Graphic communication

Assessment

Work for each unit is submitted and assessed midterm and at the end of term by tutors who will give feedback and action points for any areas that need to be improved. Work can be resubmitted for Final assessment and moderation which takes place at the end of the summer term.

Art & Design A-Levels

Exam Boards

| <i>A-Levels</i> | <i>Exam board</i> | <i>Exam code</i> |
|---------------------------------|-------------------|------------------|
| Fine Art | Pearson/Edexcel | 09FA0 |
| Graphic Communication | Pearson/Edexcel | 09GC0 |
| 3D Design | Pearson/Edexcel | 09TD0 |
| Textile Design | Pearson/Edexcel | 09TE0 |
| Critical and Contextual Studies | OCR | H606 |

Detailed specifications for each subject can be found on the websites of the Exam Boards:

- OCR <https://www.ocr.org.uk>
- Pearson/Edexcel <https://qualifications.pearson.com>

Aims and Objectives

The Art & Design A-Levels enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, and consumers of art, craft and design

Qualification Structure

A-Level assessment has 2 components (for each subject):

- Component One (Personal Investigation): This is a practical investigation supported by written material in the form of a 1,000-3,000 word essay. Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.
- Component Two (Externally Set Assignment): Following a preparatory period, students must produce an outcome in 15 hours of unaided, supervised examination time. Students will be provided with examination papers at the beginning of February in order to start

preparing. The exam itself will usually be in May. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Assessment

The Art and Design A Levels are assessed through a blend of internal and external evaluation. Practical and written materials show evidence of meeting the Assessment Objectives (AO):

- AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2 Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3 Record in visual and/or other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on their work and progress.
- AO4 Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.

SEG Foundation Diploma Level 3 in Art, Design and Media

Offered by Skills and Education Group Awards (SEG), the diploma is designed to:

- bridge the gap between A Levels (or equivalent) and undergraduate study in art, design and media.
- enable students to build a strong, individualised portfolio suitable for application to art and design degree programmes.
- support the development of critical and contextual awareness of contemporary and historical creative practice.
- promote independent learning, experimentation, and risk-taking in the creative process.
- provide experience in a range of disciplines and materials, helping students identify and refine their specialism.

Objectives

Students who complete the diploma should be able to:

- Demonstrate technical competence and confidence in a range of 2D, 3D, and digital media.
- Apply analytical and reflective skills to evaluate their own work and that of others.
- Communicate ideas effectively, both visually and verbally, in support of their creative outcomes.
- Produce a cohesive, well-presented portfolio showcasing their creative identity.
- Show readiness for the demands of undergraduate study, including time management, research skills, and personal initiative.
- Understand the context of the creative industries, including career pathways and professional standards.

Qualification Structure

The diploma comprises three progressive stages:

1. Exploratory Stage – *Units 1–3* (each 60 hrs, total 180 hrs)
 - Information & Research in Art, Design & Media
 - Recording & Responding in Art, Design & Media
 - Experimentation with Materials & Processes

2. Pathway Stage – Units 4–7 (each 60 hrs, total 240 hrs)
 - Personal Preparation & Progression
 - Information & Interpretation
 - Combined Experimental Studies
 - Media Development in Art, Design & Media
3. Confirmatory Stage – Unit 8 (Level 4; 180 hrs)
 - Personal Confirmatory Study – major project plus written statement of intent, which is externally assessed to determine final grade

Assessment

The SEG Level 3 Foundation Diploma in Art, Design and Media is assessed through a blend of internal and external evaluation, with a strong emphasis on portfolio-based work.

1. Internal Assessment (Units 1–7)

- Evidence-based portfolios are used throughout the course, demonstrating practical work, sketchbooks, reflective journals, experiments, written evaluations, annotated research, models, digital presentations, and more.
- Each of these units is internally assessed against clear learning outcomes and graded criteria (Pass/Merit/Distinction).

2. External Moderation & Assessment

- The exam board appoints external moderators who review a sample of learners' portfolios to verify internal grading, standards, and compliance .
- The final Major Project unit (Unit 8) is externally examined and plays a significant role in determining the overall qualification grade (Pass/Merit/Distinction).
- This external moderation ensures that competencies developed throughout the course integrate effectively into the final project

3. Grading & Quality Assurance

- Units are graded Pass, Merit, or Distinction. To earn the *overall* qualification grade, learners must meet the criteria across core units, especially the final project.
- External moderators confirm that internal grade decisions are appropriate; if necessary, they can sample all work (e.g. small cohorts) or target specific samples depending on risk factors.

B2. Our Approach

ISCA adopts a student-centred approach to teaching and learning, whereby our focus is on equipping students with the ability to remain relevant in the fast-changing world that awaits them. We prepare students to be able to transfer the knowledge and skills acquired at ISCA to the ever-evolving demands of higher education and industry, and equip them with the resilience to deal with challenges and to overcome life's inevitable setbacks and obstacles.

An Interdisciplinary Learning Experience

We believe that the key to providing students with the most fulfilling and beneficial educational experience is to embrace an interdisciplinary approach, empowering them to combine frameworks, concepts and skills from multiple subject areas to examine a theme or solve a problem from different perspectives. This provides the best possible preparation for progression to University of the Arts London (UAL) and other universities worldwide. The approach deepens understanding by permitting students to learn beyond subject boundaries, so that they can make connections between different areas of learning. Interdisciplinary study also allows tutors to apply methods and language from more than one academic discipline to examine a theme, issue, question, problem, topic, or experience.

The approach also encompasses our commitment to one-to-one, personalised interactions with students, with the express aim of each achieving their specific goals. Our principal concern is to nurture and care for the whole student, both intellectually and pastorally, and so prioritise a continual and systematic dedication to satisfying students' needs.

Central to this is the tutorial system that we adopt.

Tutorials

Subject Tutorials

Subject tutorials are offered to all students across the year groups.

Subject tutorials are subject-specific and aim to ensure that students are clear regarding the requirements of the examination board and how to improve their work in order to succeed in the exam. Delivered 1:1 by subject specialists, students are invited to actively reflect on their academic work and given feedback. The outcome of the tutorial is recorded in student files.

Subject tutorials can be held during lessons or at pre-arranged times outside of class. Each student will have 2 subject tutorials a term and is required to keep all academic tutorial sheets organised per subject in their tutorial folder and bring this folder to every lesson.

Review Tutorials

Review tutorials are offered to Pre-A Level and Year 1 A Level students only.

Review tutorials are not subject specific and are conducted individually with each student by one or two subject specialist tutors for the duration of 15 minutes. Every student has at least one review tutorial a term scheduled into their timetable. The outcome of the tutorial is recorded in their files.

Review Tutorials are more formal than normal tutorials and an action plan is agreed between student and tutor, which is followed up at the next tutorial. Students are required to keep all Review Tutorial sheets organised in their tutorial folder and bring this folder to every lesson.

Portfolio Tutorials

Portfolio Tutorials are offered to Year 2 and Portfolio students only.

They provide 1:1 time with subject tutors who support students in building a robust portfolio and preparing them for their university entrance interviews. Sessions focus on reviewing all student work and preparing a portfolio which reflects the strengths and interests of the student and relates a narrative that is compatible with the degree course applied for.

Students are offered at least five 1:1 tutorials of this type, which are normally conducted at the weekend and/or in the evenings.

Progression Tutorials

Progression group tutorials are offered to Year 2 and Portfolio students only.

Progression tutorials are delivered by progression tutors, dividing students according to their university progression choice. During the tutorial students are offered specific advice regarding degree courses, progression routes and university institutions worldwide. They are encouraged to research and consider a number of options and ensure that an informed decision and application is made. The aim is to ensure that students have a clear understanding of the admissions and interview procedure and take a greater role and responsibility for their success.

Catch-up Tutorials

Catch-up tutorials are 1:1 sessions with a tutor, scheduled based on need and focused on areas in which students require extra support at different stages of the academic year. Their frequency will vary depending on the needs of the individual and will normally be conducted out of normal school hours, in the evenings or at the weekend.

Catch-up tutorials are available to any student who needs them.

Critiques

Critiques are an integral part of classroom practice at ISCA and serve both as a platform for students to receive formative feedback from their tutors and peers and as an opportunity to critically reflect upon their own work. Critiques help students to become aware of relevant disciplinary criteria and to compare their progress with that of their peers.

During critiques students reflect on what they have been taught, what they have learnt and if they have successfully applied this in their practice. Lively debate and discussion is encouraged, helping students become articulate at giving meaningful feedback and confident at discussing and justifying their work and creative decisions.

Lectures, Workshops & Talks

Every year ISCA proposes a programme of lectures and talks to further embed contextual studies, in which ISCA tutors or visiting lecturers deliver subject specific academic talks and workshops.

Workshops are experiential and delivery is based around demonstrations interspersed with practical tasks and activities to deepen learning. Collaborative activities are planned to encourage learners to reflect on and evaluate each other's ideas and work. They also reinforce the importance of teamwork, a key part of Higher Education (HE) studies and the creative industries.

Academic Visits & Trips

All students are taken on visits to museums, exhibitions or other locations in order to gather primary and secondary research, to learn about a particular industry or to simply to discover more about British culture and values.

Visits to UAL summer exhibitions enable students to start the process of thinking about what they want to study at university. There is also a visit to Central Saint Martins in September for Year 2

students which serves as an orientation day for those going on to attend CPP (see Section B1 of this Handbook for more information on CPP).

Assessment & Feedback

ISCA evaluates performance through tutorials, critiques and submission of academic work at the end of a project or after timed exams.

The purpose of assessment can be:

1. Formative, which aim to provide feedback to on how and where learners can improve;
2. Summative, which aims to measure students' progress against a given set of criteria

Formative assessment is ongoing and is conducted during academic review tutorials when students can discuss and reflect on their progress. Students meet 1:1 with subject specialists who assist with academic progress, university progression and examination strategies and requirements.

Summative assessment is completed on work handed in for the mock A Level timed assessment and end of term and/or mid-term assessments. The results are given in writing together with feedback.

Final Summative Assessment refers to the results of externally set exams (e.g. A Levels). No formal feedback is given. Marks are internally verified and then sent to the external exam body. Students receive their final grades towards the end of the summer holidays.

Special Educational Needs and Disabilities (SEND) Support

The school is committed to providing a supportive and inclusive learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). We recognise that each student is unique and may require different levels and types of support to reach their full potential.

The Head of School and Director of Studies are together responsible for SEND and work closely with students, parents and teachers to create personalised learning plans tailored to individual needs. These plans may include in-class support, one-on-one sessions, specialised resources, and accommodations for exams and assignments. We strive to ensure that all students have equal access to the curriculum and are given the opportunity to succeed academically and personally.

We encourage students with SEND to communicate openly with their teachers about any challenges they face. By working together, we can identify effective strategies and adjustments that enhance learning experiences and outcomes. Additionally, we offer various workshops and support groups to help students develop essential skills and build confidence.

Our goal is to foster a school community where every student feels valued, respected, and empowered to achieve their best. If you have any questions or need assistance, please do not hesitate to contact Ms Stewart, the Director of Studies; she will be happy to help you get the support you need.

Reports

Reports are designed to mirror the feedback given to students during the 1:1 tutorials with tutors and the feedback they have received following interim assessments. Their purpose is to provide parents with insight into their child's progress and allow them to have an informed and constructive conversation with their children about their work.

- Pre-A Level and Year 1 students receive 3 reports a year, one at the end of each term.

- Year 2 students receive 2 reports a year, one at the end of Term 1 and another at the end of Term 2. Instead of a report at the end of Term 3, they will receive a Graduation Certificate and their A Level result.

In addition to tutor personalised comments on student progress, the reports provide alphanumeric information on:

- ✓ Attendance, including 'authorised absences', 'unauthorised absences' and punctuality.
- ✓ Academic progress, comparing expected levels of progress with actual levels and projected exam grades at the end of Term 3.
- ✓ Attitudes to learning, including classwork, homework, engagement during lessons and general conduct both in and out of the classroom.

In all cases, parents will be provided with expected levels of performance and an indication of whether their child is meeting or standing above/below those expectations.

The Head of School and/or Director of Studies will arrange to meet directly with the parents of students who are persistently performing under expectations in order to put together a joint package of support aimed at getting their child back on track.

At the end of each term there will be parent/teacher meetings in which parents also have the chance to meet individually with tutors online to discuss their child's progress.

Online Learning

On occasion students may be required to connect to their classroom online, from their room at school or from home, depending on circumstances.

The platform used by the school is Zoom. Before starting an online course, students will be sent a guide on how to use Zoom and instructions on how to log in to their lessons.

As a general rule, students should behave as they would normally in a physical classroom:

- 100% attendance is expected
- Do not arrive late
- Come to class properly dressed (no pyjamas, for example)
- Come prepared – if the tutor has given work to do, make sure it is done in time
- Ask the tutor before leaving the desk or disconnecting
- Do not speak while the tutor is speaking
- Only chat with classmates when the tutor says that you can
- If you have a question, raise your hand
- Do not use your phone without the permission the tutor
- Only speak English in class
- Pay attention to what is going on in class and contribute positively
- Do the work you have been asked to do

Before students connect to the online class, they should find a private space, which is quiet, where they will not be interrupted by other people, with a desk/table that has enough space to set up their device and do their work

Students should NOT work while lying on their bed or connect while they are out and about.

If they are connecting from home, they must ALWAYS inform their parents/guardian of their timetable and where they are doing their online lessons.

B3. Academic Support

ISCA offers a range of academic support activities in key areas to ensure that all students develop the core skills that underpin their studies, which they will need in order to succeed when they progress to Higher education.

Contextualisation

In order to mature into practitioners who are capable of progressing to university art and design courses, all students need to understand art movements, key artists and designers and their cultural/historical impact. They also need to understand images, forms, artefacts and their meaning and communicate confidently using visual language, vocabulary and reflective commentaries. Lectures, gallery visits, workshops and critiques are held throughout the year to help students develop this skill.

Drawing

Drawing is a fundamental skill taught across all the creative subjects. It is a way for artists and designers to communicate and visualise their ideas and observations, to work something out. Drawing as a way of recording and documenting is often the starting point of a creative process. Life drawing introduces students to all the complexities of proportion, shape and tone leading to experimentation with different techniques and media to produce accurate, imaginative and exciting drawings, sketches and artworks. A range of drawing workshops, including gallery visits, are conducted at different stages throughout the year.

Photography

Photography has been used to document examples of everyday life, but it has also been used as the vehicle for artistic expression, communicating personal ideas about the world around us. More widely than any other art form, photography is also used to convey personal identity. Photography is widely applied in the creative process across the spectrum of disciplines and is widely used in social, commercial and scientific contexts. As such anyone working in this field should possess the fundamentals of this craft. A range of photography workshops are conducted throughout the year.

Print-photo media

Print-photo media extends the use of photography into various art and design disciplines, adopting an interdisciplinary approach in which students explore and blend different techniques and styles. For instance, in Fine Art, photography can be combined with painting or sculpture, while in 3D Design, photographic images might be integrated into models or installations. In Fashion Textiles, photographic prints can be transferred onto fabrics through methods like screen printing, while in Graphic Communication, images can be manipulated for visual storytelling. Techniques such as cyanotype, drypoint etching and laser etching further diversify the creative possibilities, enabling students to produce unique textures and effects that enhance their work across these varied fields.

Functional Maths

Functional maths is a vital part of understanding basic theories and practices in art and design. Whether a student needs help with measurements, angles, proportion, scale, shape or perspective, understanding basic, functional mathematics will support learning. Functional maths is integrated into art and design lessons when relevant.

Communication

Communication is vital in all areas of art and design. For students to become effective communicators, it is not enough for them to master the English language. It also depends on the ability to ask the right questions, look at things from different standpoints and adopt a problem-solving approach to their studies. Students need to learn to present and discuss ideas in tutorials and critiques and practice essay writing, reflective writing and note-taking.

English Language Support

Additional English language support is available for any student who requires it in order to meet university entrance English language requirements. Anyone who feels they require extra help with their English should speak to the English tutor.

Study Skills

The first study skill you will learn is being prepared for subject lessons. This means being punctual and arriving with the equipment needed for the session. You must also learn how to manage your workload which will require time management and both long and short term planning.

Other study skills are:

- Notation – notes effectively and summarise key information.
- Research and referencing – find suitable resources for your studies and acknowledge your sources.
- Sustain and Focus – follow an in-depth line of enquiry towards a logical conclusion.
- Creative Thinking and Exploration – work creatively and explore alternative ways of working.
- Independence – keep to deadlines, take responsibility for your learning, creating individual outcomes etc.

Study skills is important to all subject areas and is taught as a discrete item in the Core curriculum.

B4. Planning Your Progression to University

We have an outstanding track-record of placing students onto leading undergraduate courses in the UK and around the world. Over the past two years, 100% of ISCA students were offered places at top universities in the UK and overseas, including University of the Arts London (Central Saint Martins, Chelsea College of Art, Camberwell College of Art, Wimbledon College of Art, London College of Fashion and London College of Communication), Goldsmiths University of London, University of Westminster and Kingston University.

Students also progressed to universities outside of the UK, including School of Visual Arts New York (USA), Rhode Island School of Art (USA), Istituto Marangoni (Italy) and Parsons New York and Paris.

To ensure current students are equally successful:

- 1. the Progression Manager will help students compile all the necessary paperwork for university applications both through UCAS and directly to international universities;*
- 2. students will receive personalised, subject-specific advice and support from dedicated progression tutors who also help with portfolio development as students prepare for university interviews.*

To be successful with an application, it is important that students listen to and follow advice given by tutors and the Progression Manager, and meet all the deadlines. Students also need:

- a strong personal statement that has been checked for content by your progression tutor and proof-read by an English Tutor,*
- a relevant, subject-specific portfolio with a clear narrative and signature style,*
- an IELTS score that meets the entrance criteria (this is usually 6.0 overall and not less than 5.5 in each component, but check individual course requirements), and*
- last but not least, all visa documents and prior qualifications and certificates.*

University Applications

A Level students progressing to Year 2 in September are required to research university choices over the summer holidays. In Year 1, tutors help them identify the type of courses they might be interested in studying and provide a focus for their research. New Year 2 students and Portfolio students will receive extra support at the beginning of the year to help them catch up.

In Term 1, Year 2 students work with their progression tutors to finalise their choice of university courses, while the Progression Manager will guide them through the application process. By the end of term, students who are applying to study at a UK university will have written their personal statement and completed their UK university applications (known as UCAS). Over the Christmas holidays the school checks to see that they haven't made any mistakes and tutors submit their references. A few days before 15th January, the applications are sent off.

To help students make their choices, ISCA arranges for universities to visit the school and talk to students about their courses. Students are also encouraged to attend Open Days for the universities and courses they are interested in.

Applications to universities outside the UK follow a similar (but not identical) timeframe to UCAS, and students making these applications receive the same level of support from tutors and the Progression Manager as they do for UK applications.

Creative Practice Programme (CPP) at Central Saint Martins

The Creative Practice Programme (CPP) helps bridge the academic and creative gap between school and university by introducing studio practice, contextual studies and project-based learning.

The programme is taught at Central Saint Martins (CSM) - part of University of the Arts London (UAL) - by university tutors and is tailor-made to introduce students to methods of working aimed at preparing them for their chosen creative arts specialism.

Students enter Year 2 having already completed a 5-day introduction to the Creative Practice Programme (CPP) at the end of the summer term of Year 1. In Year 2, they complete the 27-day programme. From September to December, the programme takes place in at Central Saint Martins (CSM) in London for one full day a week. In January the programme intensifies to two days a week as students finalise their portfolios.

The prestige of having studied at CSM gives ISCA students a real advantage when applying for art and design courses at UAL and also at other universities. The experience and learning gained on CPP helps enhance their portfolios and counts towards achievement of the SEG Foundation Diploma Level 3 in Art, Design and Media.

Progressing to undergraduate study

While some students do receive offers for degree courses on the strength of their A levels and Portfolio alone, many leading UK art and design universities (such as University of the Arts London, Goldsmiths, and Westminster) either require or prefer applicants to have completed a Foundation Diploma, especially for competitive courses like fashion, fine art or architecture.

A Foundation course gives students the support they need to build a strong, individual portfolio—a key element for admission to creative degree programmes.

It also allows students to explore a wider range of materials, methods, and disciplines than they would at A Level.

The *integrated* Foundation Programme

ISCA students have the unique opportunity to study on our Foundation Programme *at the same time as their A Level studies*, so that when they graduate from ISCA, in addition to their A Level qualifications, they will have achieved the internationally recognised:

- SEG Foundation Diploma Level 3 in Art, Design and Media

This will help ensure they are able to progress directly onto a degree course after finishing school, instead of spending another year on an art and design foundation course, as most UK students are required to do.

The Foundation Programme enables learners to explore a broad range of media and techniques, develop a strong personal portfolio, and refine their individual artistic voice. Through a blend of practical experimentation, critical reflection, and contextual research, students gain more confidence and extend the skills needed to progress to university-level study or enter the creative industries. The course also promotes independent learning and culminates in a major final project, externally assessed, that showcases their creative development and readiness for advanced study.

Further details about the programme can be found on pages 18 and 19.

Post A Level, One-year Foundation Programmes

Students who do not complete the integrated Foundation Programme at ISCA may need to follow the traditional route of an external, stand-alone, one-year foundation programme *after* graduating from ISCA.

Applications for one-year foundation courses are not part of UCAS and must be submitted separately. The deadline is usually around the end of January, so students start working on them as soon as they return for Term 2. Progression tutors are on hand to advise students as they need to choose the foundation course that best suits their progression needs.

The English language requirement for foundation programmes vary but are normally slightly lower than the IELTS score of 6.0 needed for direct entry onto an art and design degree course.

Depending on individual circumstances, some international students may NOT have the time on their visa to be able to complete a one-year foundation programme. Students in this situation are strongly advised to complete the Foundation Programme while they are still at ISCA.

Portfolio Preparation and Portfolio Reviews

Most undergraduate art and design courses require candidates to submit portfolios for review as part of the application process. Occasionally students may be invited for an interview as well but, in most cases, they will only be required to develop and submit a portfolio that appropriately showcases their work.

In Term 1 of Year 2, all students receive at least 5 one-to-one tutorials, often at the weekends, to help develop and refine their portfolios and interview skills. Specialist workshops are also offered and, during the midterm consolidation week, students will complete a first draft portfolio.

Any time after the middle of January, in Term 2, students will start to receive requests from universities to review their portfolios. Final drafts of their portfolios need to be ready by then.

By the end of Term 2, we expect most students to have received at least one (if not several) offers from the universities of their choice.

English Language Requirement

All overseas students, including EU students, need to achieve the required score on an approved English language test in order to be accepted onto a university course in the UK. Students who need a visa to study in the UK also need to ensure that they do the version of the test that is valid for immigration purposes (UKVI).

There are several UKVI approved tests, which are broadly similar in their requirements. ISCA prepares its students for the IELTS Academic test.

The minimum IELTS score required for entry onto an art and design-related degree is usually 6.0 overall and a minimum of 5.5 in each of the four components (reading, writing, listening and speaking).

Students always need to be aware that:

1. Universities will NOT accept international students onto their courses who have failed to meet the English language entry requirement;
2. Improving English takes time so students should work on it continuously, over time. Leaving it to the last minute does not work.

B.5 Tips on Successful Study

Part of the key to success as an international student is to develop effective study skills and understand the requirements of UK educational qualifications. Tutors will provide detailed guidance about what is needed to succeed on the particular course, but the following information provides a good starting point.

Additional Study Opportunities

In addition to normal A Level and/or Diploma studies, students will have the opportunity to attend a number of tutorials aimed at ensuring they are in a position to make informed choices regarding their further studies and chosen careers.

Over the academic year international visitors host seminars on a variety of topics and professionally driven tutorials will be held to establish a review of a student's work in progress and offer advice as to how to succeed in highly competitive global industries.

This part of the learning programme is delivered through 1:1 tutorials, weekend ateliers and evening sessions with industry experts. In the past, this has included support and mentoring from ISCA's former Honorary President Professor Jimmy Choo OBE, Dame Zandra Rhodes, representatives from UAL, SCAD, Istituto Marangoni, Parsons and Ravensbourne.

All ISCA students are strongly encouraged to make the most of these opportunities to enrich and broaden their experience of the world of art and design.

Class Attendance and Participation

Full class attendance is required for success. Students should not be absent from class unless it is absolutely necessary and it is the student's responsibility to ensure that they cover and make up any work missed.

Falling below 95% attendance may put a student in danger of failing the subject and will lead to disciplinary action if the behaviour does not change. 'Authorised Absences' are treated as absences in this calculation. The number of time you are late is also taken into consideration.

Managing Your Time

Students should consider how to manage their time effectively and organise their days so that they can strike the right balance between study and free-time.

By taking the time to decide on their priorities, students can give themselves the best chance of staying on track and organised during the exam period. This will help reduce stress levels, something that can be the difference between success and failure.

These are seven tips to maximise success in study and also find moments to relax.

1. What do you have to do?

List absolutely everything that you have to do. Don't leave important tasks until the last minute. Include any deadlines on the list, and make a note of how much time you need for each task.



2. Create a life schedule

Find an organising tool that works well for you (a planner, a timetable, a calendar on your phone). There are many time management apps that can help with this. Also, think about when you are most alert, so that you can plan your study periods around these times.

Find time for socialising, but also make sure that you get enough sleep. Most people need between 7 to 8 hours sleep every night to remain focused and alert during study periods.

3. Be flexible but realistic

You should expect to dedicate around 35 hours a week to your studies, including the time you spend in the classroom with your tutors. For example, if you spend 20 hours a week attending lessons, you should use the extra 15 hours for independent study.

It's also important to remember that things often take longer than expected. So, allow a little extra time in case you spend longer on a task than you planned.

4. Allow time for planning

Take the time to plan and think about your work because it helps you process new information and consider how you are going to use it.

Make a list of everything you want to find out and make notes when you discover the answers, whether it is from your tutors or from your own research.

5. Avoid procrastination and distraction

Think about the different times, places and ways that you normally study (in your room, in the studio, alone in a group) – in which circumstances were you the most focused? Where were you most distracted? Is there anything you can do to make studying more effective and enjoyable? Remember, what works for one person might not necessarily work for you.

6. Exercise to clear your head in between study sessions

Exercise works in the same way sleep does. It can focus your state of mind, helping you to clear your head and boost your brain power in between study sessions. If you're new to exercise, try fitting in a brisk walk every day and/or a 10-minute run, steadily increasing the amount you do as you go on. Or just go outside and play a game of football or tennis.

7. Has your organisation been effective?

Constantly review and reassess your schedule. Make any changes necessary in order to help you complete your studies and also have time to relax and spend time with friends.

Independent Learning

While studying at ISCA students are also preparing for their career. Part of this preparation is developing the skills to be a curious, organised and independent learner. Students will be set research tasks and asked to investigate different places and resources. These tips will help them develop independent learning skills:

- Read around subjects and themes using books, magazines, newspapers, leaflets and guides from location visits, and the Internet. Students who refer to a range of sources are more knowledgeable about the subject matter than those who do not, and will often think of and produce more interesting solutions and outcomes.
- Use local listings guides that can be found on www.timeout.com and www.guardian.com/uk and regularly check the websites of museums, galleries, libraries, and other sites of interest.
- Allow enough time for research – make a study plan that clearly shows the study periods that can be used for self-study tasks and independent research.
- Ask questions – ISCA staff have a broad range of experiences and knowledge and love to share this with students!

Managing Deadlines

Over the course of your study at ISCA there will be a number of academic deadlines set by members of staff. The best way of ensuring you do not miss deadlines is planning your study time well in advance and making sure that you know when key dates are coming up. Make sure that you have a copy of the ISCA year calendar and that you know when deadlines are set by your subject specialist staff.

If you think you may miss a deadline it is very important that you let your tutors know well in advance. If you are struggling with managing your studies and workload you must let your Tutors know as soon as possible so that support can be given.

If you do not submit work on time, your submission may receive a mark of 0. This is to ensure that all students have an equal chance to succeed and have same amount of time to submit project work.

External Deadlines

In the case of circumstances when you miss *external* deadlines (i.e. set by the examining body) you must provide a medical note or suitable documentation that will be submitted to the examination board. External deadlines relate to final coursework submissions and examinations. Please note that any decisions regarding missed deadlines and extensions can only be given at the examination board's discretion and cannot be decided by ISCA.

Managing Culture Shock

ISCA welcomes students from many parts of the world, but at first things can seem quite strange as behaviours within the UK will be different from those of your home country. Culture shock may show itself in a number of ways. There may be attitudes or customs that you are unfamiliar with and make you feel uncomfortable. It is perfectly normal to feel different at first or homesick whilst you adjust to living in a different country. If you experience culture shock it often just takes time to get used to a new environment. While this can be a frustrating experience, it is important to know that the feeling will pass. If you do feel disorientated and removed from school life it is always best to speak to friends or our boarding staff who can help you with the transition of moving to a new school and a new country.

Cheating & Plagiarism

We view cheating very seriously because it is an attempt to gain unfair advantage over fellow students and undermines the legitimacy and value of qualifications gained honestly by others. If you are caught cheating you will be subject to disciplinary procedures outlined in this handbook in Section D.

Cheating includes copying from other students during a test or exam, copying coursework from another student, getting someone to complete coursework for you, fabricating information in order to pass it off as your own.

Plagiarism is taking an idea from any source without properly acknowledging it. It is considered wrong and dishonourable because it is the use of someone else's work without proper recognition.

Plagiarism can involve the use of someone else's argument, even if the exact words are not used. It can be the use of a quote without referencing it correctly. It can also mean the subtle changing

of another author's sentences in order to present them as your own. Plagiarism also involves copying another's work. All of these can be avoided with correct referencing procedures.

Most often plagiarism is the result of poor study and note-taking methods. If you feel you need advice, your tutor can give you information on how to reference and acknowledge the work of others in your projects and course work.

AI, Plagiarism and Non-Exam Assessment

As AI becomes more common in education, it's important to understand the rules around using it for coursework and projects. AI tools, like chatbots and text generators, can create essays and reports that some students might submit as their own work. This is considered plagiarism, which is against ISCA policy and can have serious consequences.

Non-exam assessments, such as coursework, extended essays and projects, are designed to reflect your personal effort and original thinking. Using AI-generated content without proper attribution is dishonest and undermines the purpose of these assignments. To help prevent plagiarism, in addition to tutors' own experience of a student's ability and level of understanding, ISCA uses advanced detection tools that can spot unoriginal content, including AI-generated work.

Students will be taught about academic integrity and the ethical use of AI. It is important that you understand how to use these tools responsibly and know when to cite sources. Some assignments, like annotation, reflective journals or extended essays (Personal Study), are specifically designed to require your own insights, making it harder to rely solely on AI.

Remember, using your own words and ideas not only helps you learn but also ensures you meet not just the school's, but also the exam boards' standards for originality and honesty. Always strive to produce your best work authentically.

B6. Health and Safety in the Studios

Health and safety within the studios is a vital consideration as it helps protect students and those around them. Before students can work independently in the studios, they have to attend special training provided by the tutor.

Anyone who uses materials or machinery in a hazardous or potentially hazardous manner is endangering themselves and others and may be subject to disciplinary action.

In addition to safety, it is important to recognise that the studio is a collective space accommodating other members of the ISCA community; as such, each student should respect both their own and the overall space. This includes showing due consideration in relation to individual privacy, property, tidiness, storage of materials and noise levels.

Studio Health and Safety Guidance

1. LISTEN to instructions from the tutor. Mobile phones must be given to the teacher, turned to silent and headphones should not be worn during sessions.
2. DO NOT eat, drink, or smoke in the studios.
3. SUBSTITUTE less hazardous materials or techniques when possible. There are many instances where highly toxic chemicals can be replaced by less toxic materials.
4. KNOW the materials and their hazards. If labels do not provide adequate information regarding contents, hazards, and precautions, use resource books or the Internet to research the product - the health of all is worth the effort.
5. STORE materials safely. Use clearly labelled unbreakable containers, and always cover them when not in use to prevent their evaporation into the environment. Never store materials in food containers to avoid accidental ingestion.
6. ENSURE proper ventilation.
7. WEAR appropriate personal protective equipment such respirators, face shields, ear muffs, proper footwear (no open-toed shoes) and gloves.
8. ASK if unsure about the operation of any piece equipment. Misuse of tools leads to accidents. This will include particular health and safety advice and training within different subject specialisms.
9. CONSIDER others when working in the studios. Students must not disrupt or endanger others whilst working in the studios.
10. READ health and safety advice and ensure students know who to alert in the event of an emergency. This includes accidents, preventative measures and fire regulations.

SECTION C

Your Free Time

C1. Life as a Boarder

Boarding is a new experience for many students. This section is designed to help students understand expectations of boarding.

Boarding Etiquette

In order for all students to feel at home at ISCA, we ask that they take care of the studios and communal areas so that everyone can work, relax and enjoy their time here. We expect students to be respectful and kind to everyone at school, including Teikyo students, with whom we share the campus.

We want students to see ISCA as a home away from home. This means students have certain rights, such as the right to be taken seriously and listened to, the right to feel safe and the right to learn without distraction.

However, every home also has rules and the boarding houses are no different. For example, students are expected to keep their rooms tidy and to treat communal areas with respect. Students also have duty to behave in a way that keeps everyone safe, for example it is strictly forbidden to smoke or vape indoors or to tamper with fire safety equipment (smoke alarms, fire extinguishers etc).

We ask that students familiarise themselves with:

- the ISCA Code of Conduct (on page 4 of this handbook)
- the school rules (in Section D of this handbook).

Room Rules

On arrival at ISCA, students will find that their room is clean, tidy and in a good state of repair. We ask that this standard is maintained. The state of rooms will be monitored throughout the year and checks will be made at random.

- Keep the room clean and tidy.
- Ensure that the entrance of the room is kept clear at all times.
- Do not leave the key in the door (there is a charge of £20 to replace a lost key).
- Do not tamper with the locks or leave the door ajar or open while not inside.
- Do not stick things on the wall (including Blu Tack) as this damages the walls and students will be required to cover the cost of repairs.
- Graffiti is considered an act of vandalism and, as such, is unacceptable.
- The items below are examples of items not allowed in rooms because they are either dangerous, a fire risk or can cause damage to the room. The list is not exhaustive, so students should ask if unsure.

- | | |
|--------------------------------------|---|
| - Internet boosters | - Bleach |
| - Kettles / Coffee machines | - 3D printer |
| - Microwaves | - Knives or blades (including craft knives) |
| - Irons | - Lino cutter |
| - Steam/Rice cookers | - Spray paint |
| - Toasters | - Ink acrylic paint |
| - Heaters | - Oil paint and pastel |
| - Flammable items (candles, incense) | - Bottles of alcohol – full or empty |
| - Fairy lights/LED lights | |

- No shouting or running in the corridors.
- Everyone must be in their rooms alone and quiet after curfew.
- Students are not permitted to exit the accommodation block through the fire exit door except in an emergency.

- Students are not permitted to smoke or vape in any building. They can only use the designated smoking area outside.
- Students are not permitted to have any alcohol or illegal drugs on site, to be drinking alcohol or under the influence alcohol or drugs at – students with empty bottles or cans of alcohol in their rooms will be treated the same way as students with full bottles/cans of alcohol
- It is not permitted to have sleepovers in anyone else's room or to be in anyone else's room after lights out.
- The noise levels must be kept to a minimum and should not disturb neighbours.
- Close the doors as quietly as possible when leaving any room.
- Students must change all bedsheets weekly. If students use ISCA bedding, they must strip their bedding every Wednesday morning before registration and leave it outside the room door. New bedding will be given and students can make their bed that same evening.

Art Work in Rooms

We recognise that sometimes students may want to continue working in their rooms. However they are not allowed to use any wet materials, spray paint or glue in the room. They also prohibited from using knives, blades, saws etc. They may be used in the studios, which are open until 9:45pm every day of the week.

School Facilities

Kitchenettes: microwaves, kettles, toasters, fridges, washers and dryers available.

Laundry: if students need help using the washing machine or dryer they should speak to the House Mother or other member of boarding staff

Common Room: pool table, TV, PSP3, sofas, tables and chairs

Sick Bay: East Wing, Room G21

Sports Facilities: tennis courts, playing fields, gym, sports hall, indoor swimming pool

Cooking

Students may use electrical appliances in the kitchenettes (such as kettles, hot pots, toasters, microwave ovens, air fryers etc) to cook food in their free time.

All personal cooking appliances must be

1. bought in the UK in order to meet UK health & safety requirements
2. authorised by boarding staff before use

Appliances that are more than a year old or purchased outside the UK must be PAT tested before use.

STUDENTS ARE PROHIBITED FROM USING ELECTRICAL APPLIANCES TO COOK IN THEIR ROOMS, INCLUDING KETTLES AND COFFEE MACHINES.

Cleaning Communal Areas

Certain areas of the boarding facility are communal, such as the Kitchenettes, the Laundry and the Common Room. Students share responsibility for these areas and are expected to look after them, keeping everything clean and in good order.

Please take special care to clean up if cooking in the kitchenettes.

Please see Section A5 for the times and the days of the Community Cleaning Rota.

Cleaning Your Room

Student rooms and ensuite bathrooms are regularly cleaned each week. Students should remember that the cleaners are not personal servants and work for the school. They should be treated courtesy and respect. If students have a complaint, they can refer it to the on duty boarding supervisor or to the School Office.

Cleaners are not allowed to move or rearrange student belongings. They will only clean the room if students do the following:

- Put all rubbish in the bins provided – rubbish that does not fit in the bins must be put in a box or plastic bag and placed on the ground floor, at the entrance of the East Wing, on the side of the studios. Large plastic bags are available from the School Office.
- Keep food and open food containers in the fridge or throw them away.
- Completely clear the floor space in both the room and bathroom of all clutter – everything should be put away in its place. Anything that does not fit in the wardrobe and drawers provided must be put away in suitcases and boxes.
- Place dirty laundry in a laundry basket – not on the floor!
- Put away clean laundry in the drawers and/or cupboards
- Keep surfaces (shelves, desk, dressing table, etc.) tidy so they can be wiped down.
- Clean and put away after use dishes, cutlery, cups, glasses, pots and pans.
- Make bed.
- Place towels neatly to dry in the bathroom.
- Keep the toilet clean and clear of any mess.
- Place used sanitary towels in the sanitary bins.

For health and safety reasons students may not introduce their own furniture into the rooms. Additionally, all the floor space not occupied by school furniture must be kept clear. Students who are unable to do this will be asked to remove superfluous items and, if necessary, place them in storage at their own expense.

Room Checks

Student rooms are inspected at random at least once a week. If a room fails to meet the standards described in the previous section, at morning registration the student will be issued with a report describing what needs to be done in order to pass the inspection.

In the meantime the student is automatically grounded and will remain grounded until they meet requirements and pass a second inspection. Boarding staff will be available at set times to re-inspect the room and release the student from grounding as appropriate. The room will not be re-inspected at any other time of the day so do not ask.

Your Health

If a student has an injury or an accident it should be reported to a boarding member of staff (if the student is unable to do so, a friend can report it).

If a student is unwell they must always report this to the boarding member of staff. If they are unwell in the morning and feel too ill to attend classes, they must send a message to the boarding phone *before* 8:30am. Students MUST respond to the follow-up call from the boarding phone.

Safety and Wellbeing

If a student is unhappy or feels unsafe for whatever reason, they should not suffer in silence. We want students to get the most out of their time at ISCA. The sooner we know that there is a problem, the sooner we are able to provide support and help students get back to enjoying life.

There is a dedicated Health & Welfare Officer who students can contact through the School Office. Students can also approach teaching and/or boarding staff (depending on who they feel most comfortable with); all members of staff are always happy to help and advise students.

Secure Storage

It is important to keep belongings and valuables safe. Students should keep their room key with them at all times. They should never give their key to anyone else as they have sole responsibility for what is in their room and who goes into it. (Replacement cost for lost/stolen key is £20).

Students should always close their room door if they are not there.

Students will also be issued with a key to the top drawer of the desk in rooms, where they can keep important documents (such as passport, originals of academic certificates etc.) and small amounts of cash locked and safe. Keys should never be shared with anyone else and should be kept in a safe place. (Replacement cost for lost/stolen key is £20).

Cash

Students should NEVER keep large amounts of cash (anything over £200) in their room. As a rule, students should keep cash in the bank and use debit cards or credit cards for purchases. It is almost never necessary to have to pay for something using cash in the UK.

Students who are new to the UK and do not yet have a bank account should ask the School Office to keep any large amounts of cash they may have in the school safe in the meantime.

Borrowing and Lending Money

It is against school rules for students to borrow or lend each other money (or expensive items of clothing or jewellery). The only exception to this is if the parents of both students write to the Head of School and give their permission.

CCTV

CCTV cameras are placed at strategic locations around the school campus, including the smoking area. Footage from the cameras is regularly checked by security for anomalies.

C2. Going Off-site

Generally, we are happy to grant leave to go off site on condition that it does not disrupt studies or the community life of the school. However, permission to go off site is a privilege, not a right, and is granted at the discretion of the Head of School.

There are three types of permission depending on when a student wants to go off-site, and for how long:

1. *permission to go off-site during the day, after school;*
2. *permission to go off-site during school hours;*
3. *permission to go off-site overnight, at the weekend.*

Students will not be granted overnight leave during the week, without exceptional circumstances.

The Procedure

- Requests to go off-site should be done using the dedicated online permission form. Students will be shown how to do this at induction.
- Requests to go off site on a weekday after school must be submitted before 4:30pm of the same day.
- Requests to go off-site during school hours must be submitted with a minimum of 24 hours' notice. An academic permission form* must also be completed in this case.
- Requests to go off-site at the weekends for the day only must be submitted with a minimum of 0.5 hours' notice.
- Requests to go off-site overnight at the weekend must be submitted by 4:00pm on the Thursday.



- In every circumstance it is compulsory to fill out and submit an online permission form before going off-site.
- Permission will be granted (or refused) via text message to the student's phone. Students may **not** leave the campus unless they have received this approval. If a student thinks there has been a mistake, or does not receive an answer, speak to the person on-duty in the School Office.
- To avoid problems, do not book a taxi until approval has been received.
- Weekend permission will only be granted if approved by parents/guardian via an email to exeat@isca.uk.com, providing a contact phone number, the address of where the student will be staying and how long for. Students who are over 18 years with parental permission to approve their own permission slips are exempt.
- Students under the age of 16 must get parental permission for ALL exeats.
- Permission to go off-site during class time will only be granted if students get *Academic Permission** from their tutors AND the Director of Studies (in addition to online permission).



- When a student goes off-site, if asked, they should show the WhatsApp message authorising them to go out to security at the school gates. If date and the time of the permission are not right, the guards will inform the School Office and the student will be sent back.
- Students must be back on campus by the time stated on the permission from.
- Students must keep their mobile phone on all the time while off-site. In the event of unforeseen circumstances, the school must be able to make contact. Students must also inform the school via WhatsApp of any changes to plans e.g. lateness due to train cancellations.
- Failure to comply with these procedures may lead to the privilege of going off-site being revoked or restricted.

* *Academic Permission is a paper form available in the School Office that must be signed by your tutors that day AND the Director of Studies – it is in addition to the normal online permission form.*

C3. Receiving Visitors

The Procedure

During a student's time at ISCA, family, guardians or friends may wish to visit the school.

Visits must be arranged at least 24 hours in advance. A written application to visit must be sent to exeat@isca.uk.com by either the student, the parents or guardian. The email must confirm the following:

- who the visitor is and the relationship to the student;
- the date, time, purpose and length of the visit.

Visitors to the ISCA site are not allowed in a student's room unless they are proven relatives or a student's registered guardian.

Visitors can only stay for a period of up to 2 hours unless agreed in advance with the Head of School.

Visitors who are neither relatives nor registered guardians can only meet students in student common areas such as the Common Room, Canteen or Studios, sporting or recreational facilities.

Please note that in order to protect the ISCA community, visitors who simply turn up on campus without prior agreement will not be allowed past the security gate.

Overnight Stays

ISCA encourages interaction between students in terms of sharing ideas and technical skills. However, it does not allow overnight guests in students' rooms. This includes visitors and other members of the ISCA community.

The only exception to this rule would be on medical grounds when a student has requested or medical advice is given that a student cannot be alone in their room.

Deliveries and Removal Companies

All deliveries must be made to the School Office; NEVER directly to a student's room. Where a student has hired a removal company (usually at the start or at the end of the year), they must inform the School Office, which will make special arrangements for the removals people to access the accommodation area.

C4. Things To Do On-site

Your Location

ISCA is situated in South Buckinghamshire, in a beautiful natural setting, just outside a town called Slough. We share the site with Teikyo School, a Japanese-language school.

Getting the most out of life on campus

The ISCA campus offers an array of leisure facilities for students to enjoy and practise their sporting skills! These include tennis courts, a recently refurbished swimming pool, football field and well-equipped gym, all of which can be easily booked through the School Office.

A lively and inclusive social programme embracing both sporting and cultural activities, as well as local events or places to visit, is organised by the boarding team. Other highlights include regular film nights, nail art, cookery sessions, pizza and game evenings and the hugely popular end of term parties.

Students welcome these occasions to have fun as a community and through these activities there are opportunities for teamwork, which enable students to build friendships and develop independence.

The overarching aim is to create a homely, relaxing and supportive boarding environment. Students are encouraged to make the most of the community spaces and activities available to them. However, they are also left free to return to the privacy of their rooms if they wish, or to go out and experience life outside the school campus.



Some Local Wildlife



Muntjac Deer

Students may occasionally see a number of small Muntjac deer within the school grounds, first introduced to the UK from China at the start of the 20th century. It is now a common animal across south-east England. Muntjac are also known as 'barking deer' because of their dog-like calls.



Bees

The bee-hives that can be seen from the driveway as you enter the school are owned by a local charity, 'The Slough, Windsor and Maidenhead Beekeepers Society'. If they wish, students can contact them to find out more about beekeeping or how to purchase their honey.



Foxes and Owls

Foxes are now a common site in Britain's towns and cities, where they have adapted well to the urban environment. Foxes are shy of humans and rarely pose a threat.

It is more common to hear an owl than actually see one. However, with some luck, it may be possible to catch sight of the 'ghostly' barn owl, which hunts for small prey such as mice at dawn or dusk.

The Famous British Weather

British weather has a reputation for being cloudy, windy and wet. The climate in Southern England, where the school is located, is usually quite mild, meaning the winters are not extremely cold and summers are not extremely hot. For example, temperatures in winter can average 5°C (lows of -5°C) while temperatures in summer can average 21°C (highs of 30°C).

However, one can never be 100% sure if it's going to rain or if the sun is going to shine. It could be both on the same day ... so be ready for anything!



C5. Things to Do Off-site

Creative London

It is easy to see why the creative energy of London continues to inspire countless artists and designers. The capital is a diverse and exciting place, in its architecture and its inhabitants, as well as the wealth of cultural opportunities on offer. It welcomes people from all over the world, making it a hotbed of ideas and creative expression.

Centuries of rich and vibrant history are all around, with many beautiful, iconic buildings appearing at every turn. And whatever ignites one's passion and creativity, it can be found inside one of more of those buildings or outside spaces. Whether one is interested in experimental art, cutting-edge cuisine, performing arts, the latest tech or some of the world's greatest masterpieces, London has it all.

It is important to remember that London is essentially a working city where most people quietly go about their business. But don't mistake that traditional British reserve for unfriendliness. In fact, there are huge amounts of warmth and humour to be found once you get to know the people here.

The city's size and complexity can be daunting at first. But London is, in fact, made up of lots of small villages that have merged together over the years, each maintaining its unique character and hidden treasures; so get to know it bit by bit. Other highlights include the many vintage markets across the city, a tantalising number of museums and galleries many of which are free of charge and for animal lovers one can even arrange a sleepover at the zoo!

From the ISCA campus there are excellent transport links into London from nearby train stations with journeys taking less than 30 minutes. Staff at ISCA encourage and support students in their discovery of all that London has to offer.



Nearby Towns

Windsor

- Windsor is home to the famous Windsor Castle, a home of the Royal Family & boasts a historical lineage of 800 years!
- It is a 20 minute drive from ISCA, by taxi and 5 minutes from Slough Station
- Plenty of traditional British pubs & restaurants, souvenir shops and clothing stores
- Enjoy a walk down to Windsor Great Park, River Thames & Eton College
- Home to Legoland!



Gerrard's Cross

- A small town 10 minutes away from ISCA, by taxi.
- From Gerrard's Cross station, you are 25 minutes from Marylebone Station (Central London)
- Nice restaurants and supermarkets (Italian, Pizza Express, Jack & Alice, Lomito, M&S food, Waitrose)
- Everyman Cinema – old fashioned cinema
- Parks and Country walks
- Cafes and coffee bars



Slough

- A large town 5-10 minutes south of ISCA, by taxi.
- From Slough station, you are 25 minutes within Paddington Station (Central London)
- Travelling to Reading, Oxford, Bristol & Wales is also possible
- A large Tesco supermarket



Uxbridge

- A Large town 15-20 minutes away from ISCA, by taxi
- Uxbridge Station is placed on the Piccadilly Line, 50 minutes from Central London.
- Large shopping center for clothes and home essentials
- Plenty of restaurants, cafes and coffee shops
- Multi-screen movie theatre
- Art supplies shops – 'Boville' & 'Works'



Also consider the nearby towns of Reading and Maidenhead for good shopping, museums and cinemas.

Art Galleries in London



Whether it is Old Masters or modern art, contemporary sculpture or Impressionist paintings, London has an art gallery to suit everyone ... and most of them are free. All have informative and interesting websites which can easily be found with a Google search.

Barbican Art Gallery - Tickets from £10

From acclaimed architects to Turner prize-winning artists, as well as stars of design and photography, the Barbican Art Gallery presents major exhibitions by leading international figures.

National Gallery - FREE

London's National Gallery is a vast space filled with Western European paintings from the 13th to the 19th centuries. Find works by masters such as Van Gogh, da Vinci, Botticelli, Constable, Renoir, Titian and Stubbs. Some exhibitions require tickets.

National Portrait Gallery - FREE

Home to the world's largest collection of faces and personalities, from Tudor times to present day. From Shakespeare to kings and queens, and icons of our time, it also has a photographic collection.

Royal Academy of Arts

Founded in 1768, it is home to an ever-changing programme of exciting, blockbuster exhibitions. Highlights include Queen Victoria's paint box and the only Michelangelo sculpture in the UK.

Saatchi Gallery - FREE

Chelsea's Saatchi Gallery is a private collection all about contemporary art, with work by young artists or international artists rarely exhibited in the UK.

Serpentine Gallery - FREE

The gallery's free exhibitions showcase international modern and contemporary art by world-famous artists such as Andy Warhol and Chris Ofili. In summer, don't miss the annual architectural pavilion commission.

Somerset House - FREE

Somerset House is home to London's Courtauld Gallery with its collection of Old Masters, Impressionist and Post-impressionist paintings, and The Embankment Galleries with a rotating programme of exhibitions dedicated to art, design, fashion and photography. Some exhibitions require tickets.

Tate Britain - FREE

From Pre-Raphaelite paintings to landscapes by Turner and Francis Bacon's distorted nudes, there's lots to look at in Tate Britain. The gallery is home to the largest collection of British art in the world.

Tate Modern - FREE

Britain's national museum of modern and contemporary art. Its unique shape is due to it previously being a power station. Some exhibitions require tickets.

Whitechapel Gallery - FREE

The Whitechapel Gallery champions contemporary art. Founded in 1901 to bring art to the people of East London, it is now internationally acclaimed for its exhibitions, education and events programmes. In the past, the gallery premiered artists such as Frida Kahlo, Jackson Pollock and Mark Rothko.

Hidden Gems

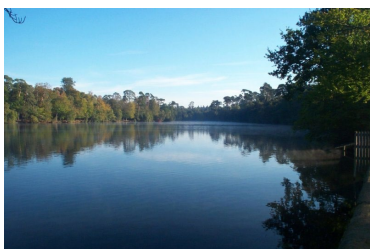
London also has many smaller art galleries, which are full of hidden treasures. Whether it's fine art, sculpture, photography or contemporary works, there is something to satisfy every artistic interests.

- | | |
|---------------------------------|--------------------------|
| • Camden Arts Centre | • Pump House Gallery |
| • Courtauld Gallery | • Queen's Gallery |
| • Dulwich Picture Gallery | • South London Gallery |
| • Guildhall Art Gallery | • Victoria Miro |
| • Lisson Gallery | • The Wallace Collection |
| • Newport Street Gallery | • White Cube |
| • Institute of Contemporary Art | • William Morris Museum |
| • Horniman Museum | • Welcome Foundation |

Other Things to Do in London

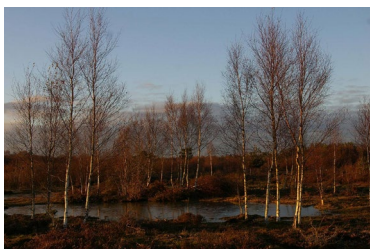
Time Out is a digital and print publisher of websites, apps, magazines and guidebooks covering events, entertainment and culture in London. It is a great starting point when looking for things to do during free time. The website is <https://www.timeout.com/london>.

Exploring Nature



Near ISCA

- Black Park
- Stoke Common
- Burnham Beeches
- Windsor Great Park



In London

- Richmond Park
- Bushey Park
- Hyde Park
- Kew Gardens

Using Taxis

The company to use to/from ISCA is **Sovereign** (01753 774 774).

Prices can change but, for an average-sized car, expect to pay in the region of:

- Slough Station: £8
- Gerrard's Cross: £10
- Uxbridge: £12
- Windsor: £14

To save, travel in small groups

Do not call a taxi and leave them waiting in the ISCA car park.

Travelling to London

- Travelcards are best purchased as part of a return ticket from Slough Station/Gerrard's Cross.
- Travelcards can be used on all Underground, Overground and DLR trains and buses.
- Contactless debit cards or credit cards are acceptable at ticket barriers in London
- The Underground closes at around 12:30am – try not to be left behind!
- Download the 'Citymapper' app onto your phone, described as 'the ultimate transit app for complex cities'.
- Download the 'Tube Map' app to check line status and plan journeys (some train lines close for engineering work on weekends!)
- Download National Rail's 'Journey Planner' app to check train times.



Staying Safe

The ISCA environment is located in an area with very low crime. However, it is wise to take precautions, especially when in London.

- Keep room locked and keys with you at all times.
- When out, take care of belongings. Do not leave bags unattended.
- Avoid carrying large amounts of money, expensive jewellery or other valuables. Wearing expensive, branded clothing and accessories can make someone a likely target for thieves.
- Around busy areas, be wary of pickpockets– zip up bags, leave pockets closed and keep valuables out of reach and out of sight.
- Use special caution when using a phone in public.
- UK traffic always travels on the left-hand side of the road. Look **right**, then **left**, then **right** again before crossing.
- Use pedestrian crossings wherever possible.
- Be very careful when walking on roads without pavements or 'sidewalks'. It is a good idea to walk on the side of the oncoming traffic so you can see vehicles as they approach.

- When using taxis, make sure to use authorised companies. NEVER flag down a taxi on the street.
- Download 'What3words' a simple location finder that emergency services are using to find people or identify locations. Its simple address system helps find lost, injured or distressed people who do not know where they are.
- If you need any help and feel unsure who to speak to – call the ISCA boarding team.
- For emergency services, dial 999.
- The local hospital is Wexham Park Hospital (5 minutes away)

A personal Safety Guide for International Students produced by the British Council can be found at www.britishcouncil.org/sites/default/files/safety-first.pdf.

SECTION D

Your Welfare

D1. Health and Medical

Sickness

Students must keep the school informed if they are unwell or if they have hurt themselves in any way by reporting to the School Office.

In cases where the student is too unwell to get out of bed or the injury makes it difficult to move, they should send a WhatsApp message to the boarding phone.

If a student is sick overnight and still feels unwell in the morning, they must report to the School Office at 8:45am. Staff will assess their condition and advise them as appropriate.

If a student is too ill to get out of bed or to leave the room, they must send a WhatsApp message to the Boarding Phone by 8:45am informing them of the condition.

Boarding staff will follow up on the message with a phone call to see how the student is or visit the student's room; the student must answer the phone and/or allow staff into the room.

Injuries and Health Emergencies

Injuries and any other health emergency must immediately be reported to a member of staff, who will help the student contact emergency services, if necessary.

Non-Emergencies

If a student needs to contact a doctor or the police but it is not an emergency:

- Call **111** if it is a non-urgent medical issue
- Call **101** if it is a non-urgent issue for the police

Emergencies

In a life-threatening emergency: **telephone 999 from a landline** or **112 from mobile phones** which provides a fast link to fire, police or ambulance services.

Healthcare

It is expected that UK guardians will take students to appointments and look after them if needed.

Private Health Care (payment required)

For prompt, immediate access to healthcare it is often quicker to go to a private doctor.

Appointments can be booked directly via the School Office, and the clinic is located just 5 minutes from the school.

Dr N Cheese

The Lanes Medical Practice
Plough Lane, Stoke Poges
Buckinghamshire
SL2 4JW

Telephone: 01753 662 244

For mental health problems:

Dr Lesley Wege - UKCP Registered Consulting rooms

The Lanes Medical Practice
Plough Lane

Stoke Poges
Buckinghamshire
SL2 4JW
Telephone: 07981 750576

NHS Doctor (*free of charge*)

For physical and mental healthcare problems.

All ISCA Students have free access to National Health Service (NHS) doctors and medical centres.

At the beginning of the year they will be registered by the School with a local doctor (GP):

Threeways Surgery
Pennylets Green
Stoke Poges
SL2 4AZ
Telephone: 01753 643 445

Appointments can be booked directly or via the School Office.

Dentist (*payment required*)

Students can also register with a dentist. Appointments can be booked directly via the School Office, but please note that treatment is not free of charge.

Smile Dentist Slough
24 Hight Street
Slough
SL1 1EQ
Telephone: 01753 523 410

Safeguarding and Health & Welfare Support

Safeguarding is the action that is taken to promote the welfare of students and protect them from harm. It means:

- Protecting students from abuse and maltreatment
- Preventing harm to students' health or development
- Ensuring students live with the provision of safe and effective care.

The Designated Safeguarding Lead (DSL) is the person appointed by the school to take main responsibility for the welfare of students and their protection from harm.

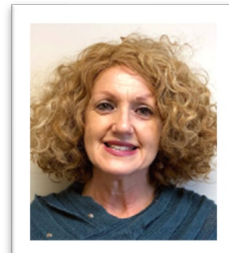
Do not hesitate to report any concerns you may have to the DSL or the Deputy DSL. You will be listened to and taken seriously.



Mr Hunter
**Designated
Safeguarding Lead**



Ms Stewart
**Deputy Designated
Safeguarding Lead**



Ms Chair
**Welfare Tutor and
Mental Health Lead**

The Welfare Tutor provides students with someone to talk to about any concerns they may have. These could be worries or anxiety about their studies, about relationships and social life, or even health issues; nothing is too trivial. Her role is to listen to what students have to say and, if they want it, offer them support and advice. If necessary, she is able to help them find the right person to talk to in the school (for example, a tutor if it is about academics) or even outside the school (for example, if they want to see a doctor).

The Welfare Tutor also takes a more proactive role, offering more general guidance and advice to students on how to adjust to living away from home, managing their own space, their health and wellbeing, their studies and their free time.

Students can book an appointment to speak to Ms Chair by speaking to her directly, by writing to her r.chair@isca.uk.com or by fixing an appointment via the School Office. Ms Chair may also contact you herself to fix an appointment just to see how you are getting on and to make sure you have found a good balance between your studies, your social life and your leisure time.

A member of staff is also available to speak to students every day (except Sunday), between 7:30 and 8:00 pm. Students can either drop in without an appointment, or book a time through the School Office.

Independent Listener

The Independent Listener system gives students access to a qualified adult appointed by the school but with no other connection to or interest in the school. Conversations with this adult are private. However, pupils need to be aware that the Independent Listener will share information with the school if, by not doing so, the student or another person would be at risk of harm.

| | |
|-----------------------|--|
| Independent Listener: | Reverend Natasha Brady |
| Phone: | 01753 645389 |
| Email: | vicar@stokepogeschurch.org |

Please refer back to page 9 for more information about where to get help outside of the school.

Smoking and Vaping

Smoking is very bad for health and significantly increases the risk of disease in later life, even death. It is not yet known what the long-term health risks of vaping are, although some members of the medical profession believe there will be some.

Smoking and vaping are strictly prohibited on all school premises, with the exception of the designated smoking area, during break times ONLY.

There is to be absolutely NO smoking or vaping in student rooms. Anyone caught doing so, or suspected of doing so, will face severe consequences (see Section D2 for more details on the consequences of breaking school rules).

Medication and Special Health Needs

If a student is on medication or requires special consideration for medical reasons they should have informed the school prior to enrolment using the Health Form. If a student did not do this they should get one from the School Office, complete it and hand it in to the School Office immediately.

Please note that students who are on medication must:

- inform the school of the medication they are on and the dosage (by filling in the Health Form and handing it in to the School Office or speaking to the House Mother)

- hand in their medication to the House Mother, who will keep it in a safe place on their behalf
- only take medication under the supervision of the Boarding Staff

Students who are already 18 may administer their own medication, but they are not exempt from:

- informing the school of the medication they are on and the dosage
- keeping the medication in a safe place (i.e. a locked cupboard)

Special Educational Needs (SEN)

If a student requires special consideration for a disability or a learning difference such as dyslexia, they should have informed the school prior to enrolment using the SEN Form. If a student did not do this but believes they have a special educational need, they should speak to a tutor or ask for an appointment with the Head of School through the School Office.

Medical Withdrawal

If a student needs to withdraw from their course for medical or other reasons, this must be communicated to the Head of School at the earliest opportunity and, where appropriate, supported with relevant documentation from a doctor or counsellor.

If a student subsequently applies for re-admission, ISCA reserves the right to ask the student to provide written verification from a doctor that they are physically and emotionally ready to return to continue their studies.

Staff Trained in First Aid

Many members of ISCA staff are trained in first aid. A list of their names is on school noticeboards. The list also contains the names of those members of staff trained in mental health first aid.

In the Event of Fire

Evacuation Procedure

On hearing the fire alarm, students should stop what they are doing, follow directions given by staff and walk calmly and directly to the **Reporting Area, which is located behind the Theatre blocks, on the edge of the palying fields.**

If time permits doors and windows should be closed.

Students should line up in rows according to the wing and the floor of their room:

1. East Wing: Ground Floor
2. East Wing: 1st Floor
3. East Wing: 2nd Floor
4. East Wing: 3rd floor

Students may not leave until the roll call has been taken and the Fire Officer gives you permission.

Students should remain as quiet and as calm as possible during the evacuation and roll call.

If the usual route is blocked or inaccessible, students should follow staff to safety via other routes. If the normal assembly point is blocked, or if the nearby buildings are on fire, students should assemble in the car park immediately outside of the Manor House.

Fire Alarm Check

Every Wednesday at 3.00pm the fire alarm will be tested. It will go off twice in a row, with a short pause in between. For each of the two tests, the alarm will ring three times.

If the alarm rings more than three times, students should evacuate the building according to the Evacuation Procedure above.

In the Event of Lockdown

There are two types of lockdown: Lockdown with Warning and Lockdown with Intruder

Lockdown with Warning

This may be as a result of an event, such as civil unrest in the area or air pollution that poses a potential a risk to the safety of staff and students.

- The lockdown alarm is a constant intermittent sound, different from the main fire alarm
- “Lockdown with warning” will be repeated through the tannoy system
- Students should remain in the school building and anyone outside should immediately come inside
- All doors leading outside will be locked and blinds closed
- Students should be kept away from the windows
- No one will be allowed to enter or leave the building
- In case of ‘lockdown with warning’, lessons can continue as usual
- In the event of an air pollution, air vents, fans, heating and air conditioning systems should be closed or turned off. Seal up all the cracks around doors and any vents into the room using anything to hand
- Remain inside until the lockdown has been lifted by a senior member of staff or the emergency services

Lockdown with Intruder

This would be activated if there was an immediate danger in the school grounds, for example an intruder. The aim of a full lockdown is for the school and its rooms to appear empty.

- The lockdown alarm is a constant intermittent sound, different from the main fire alarm
- “Lockdown with intruder” will be repeated through the tannoy system
- If outside, stop any activity immediately and return inside
- Once inside, remain indoors - **do not lock external doors**
- Lock the door of the room if there is a key
- Windows should be closed and locked, blinds drawn, internal door windows covered, lights turned off
- Hide under a desk or tables and remain silent
- Place mobile phones onto silent mode
- DO NOT respond to anyone at the door until the lockdown has been lifted by a senior member of staff or the emergency services

D2. Building a School Community

Settling in to Your New Life

Living and studying in a new country is an exciting, enriching experience, but we also realise that for some students study overseas, often away from home for the first time, can seem strange and different, even lonely. At ISCA a student's welfare and personal safety is of paramount concern. Students should not feel shy about asking for help!

Any general queries students may have on arrival at the school can be dealt with by the administrative team. If a student has any worries or concerns about their progress or any personal problems on which they may need help, they should speak to their tutor in the first instance, or another member of staff that they feel able to talk to, including boarding staff.

Every evening a tutor is available to talk to students. Students can book an appointment through the School Office. The timetable for this is published on the school noticeboards.

Adjusting to a New Culture

Moving to another country requires adjustment: the language, the food, people, weather, houses and ways of doing things are suddenly different. Some students adjust quickly to their new environment; others feel homesick and uncertain before they settle down. Feeling homesick is normal and it will pass! Friends will be made and school life will settle down.

Students should not expect British people to change to be like them. Of course, people will try to help, but it is a student's responsibility to adjust to local customs and expectations. Here are some ideas to help adapt to the British way of life.

- Smile! People will be much more helpful if you look friendly. Look people in the eye when you speak to them.
- Be polite and respectful towards everyone you meet. Saying 'please', 'thank you' and 'sorry' is important.
- Waiting your turn in a queue is very important for British people. Jumping a queue or pushing in is frowned upon.
- British people are not used to sharing their "personal space", so don't stand too close. Remember this when queuing for the bus, entering a lift, or standing in groups outside a building entrance.
- If someone is in your way or you cannot reach something, say "excuse me" and wait for them to move. Do not push in front of them or reach across into their space. It is considered rude.
- British people tend to be quite reserved. Some people might get embarrassed by too much show of emotion or exuberance.
- British humour is quite sarcastic and can be difficult to understand, especially if your English is not very strong or you are new to the country.
- Tipping is not necessary and it is rare for young people to tip.

Student Profile and Code of Conduct

One of the best ways to adjust to the new environment is to quickly understand expectations. The Student Profile and Student Code of Conduct are designed to help with this and are in more detail in Section A3 of this handbook. Students should think about and reflect on the expectations. They could discuss the expectations with tutors and fellow students. Working together with others to achieve shared goals can be a deeply rewarding experience.

Student Representation

To encourage a sense of belonging to a community, students are invited to take an active part in school affairs. We welcome constructive suggestions from students about any aspect of the operation of the school so that student input can be taken into account when decisions are made by management.

As part of this process, at the start of the year, students have the chance to elect student representatives for their year group. They may even want to stand for election! The job is to represent their peers on the Student Forum, which meets at least twice each term and involves meeting with senior members of staff to discuss matters of concern for the student body. The outcome of the meetings is recorded in minutes and shared with students, together with any action plans that have been developed.

In addition to the Student Forum, each term students will have the chance to provide their own written feedback and suggestions on how they feel the school could be improved.

Bias, discrimination, harassment

ISCA has a commitment to maintain a school environment that is completely free from discrimination and which celebrates the diversity of its community members. It will not tolerate discrimination of any sort (race, nationality, religion, gender, sexual orientation, age or socio-economic status). ISCA is equally intolerant of any form of sexual harassment, which is defined as any form of action or behaviour regarding unwelcome and unreciprocated sexual advances, requests for sexual favours, and other verbal or physical misconduct of a sexual nature.

Reports of serious bias/discrimination/harassment which cannot be readily resolved should be reported to the Head of School.

Individual Rights ... but also Responsibilities

At ISCA students will be given a lot of freedom to explore and discover new ideas and to express themselves in different ways. They are also expected to:

- follow school rules and show respect towards teachers, school staff and fellow students
- reflect on behaviour when things go wrong or when there are personal obstacles
- ask themselves what they can do to overcome these obstacles
- avoid spreading rumours and blaming others for personal problems

Why do we have these expectations?

Although UK society guarantees individual freedom, it is important to remember that:

1. there are rules and laws which we need to know, understand and respect
2. we need to respect the rights and freedom of others

In practice this means that individuals are free to be themselves and to express themselves as long as they respect other people and obey the rules and regulations of society in general and the community to which they belong (in this case, ISCA).

It is also important to understand that justice in the UK rests on the principle that people are innocent until they are proved guilty. In other words, you need to provide proof that someone did something wrong before making an accusation or taking action against them.

The expression of UK culture in everyday life, therefore, relies on a delicate balance of rights and responsibilities. This balance is not always easy to find, especially those who are new to its customs, traditions and way of life.

Sometimes a student needs advice. They should not hesitate to speak to a tutor if you have any queries about their rights and responsibilities as ISCA students; or make an appointment to talk to the Health & Welfare Officer.

D3. Understanding the Rules

School rules apply to everyone in the same way, irrespective of age.

UK Law

The laws in the UK are different from those in other countries. This especially applies to the use of tobacco, alcohol and self-defence sprays.

To be safe and happy in the UK a visitor needs to make sure that they understand its laws. Ignorance is not considered a defence in a court of law.

Below are some basic guidelines. There is more complete information on keeping safe, types of crime, the law and going to the police on the website

www.direct.gov.uk/en/YoungPeople/CrimeAndJustice/index.htm

Alcohol

It is an illegal offence for anyone under the age of 18 to purchase alcohol or to have alcohol purchased for them. A person may be asked to show ID when buying alcohol.

Illegal drugs

A person must not carry or use any illegal drugs. They may be charged with possession by the police if caught.

Tobacco

A person must be 18 or over to buy tobacco. Cigarette ends should not be dropped on the streets - there will be a penalty if caught.

Sexual relationships

It is illegal to have sex with someone under the age of 16.

Theft/Stealing/Shop lifting

Theft is taking something that does not belong to you or you have not paid for. A person will be arrested if they are caught.

False Reports

It is illegal to falsely report the theft of property.

Stolen Goods

A person should not buy anything that they think might be stolen.

Driving

A person must have a valid driving licence and comply with the UK Driving Code when driving in the UK. For further rules and regulations visit <https://www.gov.uk/browse/driving/highway-code>.

Travelling without a valid ticket

A person must have a valid ticket for all public transport. A person will be fined if caught without a ticket and risk being prosecuted.

Weapons

It is illegal to carry any sort of weapon including knives, self-defence CS gas sprays, guns and stun guns.

Summary of the Student Disciplinary Process

The disciplinary process is how the School responds when students break school rules, do not respect the Code of Conduct or are simply not meeting their responsibility to keep up with their studies. The objective is to provide a well-ordered and happy learning environment where students can thrive, feel safe and get the most out of the opportunities offered by being a student at ISCA. The process applies to all students irrespective of age.

| Stage | Description | Categories of Misbehaviour* | Possible sanctions** | On your Student Record |
|-------|--|-----------------------------|--|--|
| ONE | Verbal Reprimand Initially students will be counselled by the <i>Member of Staff</i> concerned to ensure they understand what they have done wrong and how to avoid repeating the behaviour in future. If deemed necessary, this stage may also include an informal, verbal reprimand. | MINOR INFRACTIONS | <ul style="list-style-type: none"> • Verbal reprimand | <ul style="list-style-type: none"> • Nothing |
| TWO | Written Warning The process is the same as that of Stage One, with the difference that students may also be given a detention. If they persist in their misbehavior, they will be asked to sign a written warning, in which they commit to change their behavior. The warning will be filed in their student record. | UNACCEPTABLE BEHAVIOUR | <ul style="list-style-type: none"> • Written Warning • Detention • Weekend Detention | <ul style="list-style-type: none"> • A Written Warning signed by you |
| THREE | Formal Meeting Students will be called to a meeting with the <i>Head of School</i> to discuss their case. They will be given a <i>Formal Warning</i> and helped to devise a Corrective Action Plan (CAP), defining what they will do to avoid repeating the behaviour in the future. Any sanctions will also be recorded. | SERIOUS MISBEHAVIOUR | <ul style="list-style-type: none"> • Weekend Detention • Grounding • Gating • Fines | <ul style="list-style-type: none"> • Cause for Concern report describing the misbehavior and proposing a Corrective Action Plan (CAP) • Possible letter to parents |
| FOUR | Formal Report The process is the same as that of Stage 3, with 2 differences: <ol style="list-style-type: none"> 1. There is a greater range of possible sanctions 2. The classification of the misbehavior as 'Gross Misconduct' increases the likelihood of escalation to stage 5, which could lead to exclusion | GROSS MISCONDUCT | <ul style="list-style-type: none"> • Weekend Detention • Grounding & Gating • Report Card • Fines • Partial exclusion | <ul style="list-style-type: none"> • Cause for Concern report describing the misbehavior and proposing a Corrective Action Plan (CAP) • Letter to parents |
| FIVE | Disciplinary Panel A <i>Disciplinary Panel</i> will be called to formally discuss the case. Students will either: <ol style="list-style-type: none"> 1. be exonerated or have the behavior downgraded to a lower level 2. get a new CAP with the accusation of 'Grave Misconduct' upheld, or 3. be permanently or temporarily excluded from school Students may be confined their to your room until a final decision has been reached. Their parents will be informed of the situation. | GRAVE MISCONDUCT | <ul style="list-style-type: none"> • Temporarily placed under supervised confinement, and/or • Temporary or permanent exclusion | <ul style="list-style-type: none"> • A letter to your parents • A formal report describing the infraction and the reasons for exclusion or a Corrective Action Plan (CAP), if exclusion waived by the <i>Executive Director</i> |

* for examples of the different types of misbehaviour within each category, see below

** for more details about the different types of sanction, see below

Appeals

If at any time a student feels they are being treated unfairly or a wrong decision has been made, they may appeal in writing to the *Executive Director*. In case of exclusion, refer to the ISCA Exclusion Policy.

Categories of Misbehaviour*

| 1. Minor Infractions | 4. Gross Misconduct |
|--|---|
| <ul style="list-style-type: none"> Talking and interrupting in class Occasional bad language Littering Eating/drinking in class Untidy room Breach of school dress code Missing deadlines Not speaking English in class Being late for class, registration etc. | <ul style="list-style-type: none"> Bullying, including cyberbullying Racial or sexual harassment Insulting or abusing staff or peers Refusal to cooperate Alcohol possession and/or use Drug possession and/or use Tampering with fire-safety equipment Any act of vandalism Any act of violence Viewing extremist material Physical/verbal threats Abusive or indecent language and/or behaviour Unauthorised recording and/or filming Making false accusations Spreading malicious rumours |
| 2. Unacceptable Behaviour | <p><i>Repeated incidents of Serious Behaviour or failure to implement Stage 3 Corrective Action Plans (CAP) in agreed timeframe</i></p> |
| <ul style="list-style-type: none"> Disturbing lessons/students Missing detention Missing from class Missing registration Out of room after hours Unauthorised use of mobile phone Smoking outdoors in non-designated areas Prohibited item in room <p><i>Repeated incidents of 'Minor Infractions'</i></p> | |
| 3. Serious Misbehaviour | 5. Grave Misconduct |
| <ul style="list-style-type: none"> Cooking in room Ironing in room Off site without permission Being rude to staff Sex on campus Staying in a student's room overnight Hosting another student in your room overnight Smoking or vaping indoors Viewing pornography Plagiarism or cheating Deliberate disobedience <p><i>Repeated incidents of Unacceptable Behaviour</i></p> | <ul style="list-style-type: none"> Buying alcohol for underage students Supplying drugs Hacking into school computer systems Computer used for illegal purposes Possession or use of firearms or any other weapon such as a knife or blade Stealing Any illegal activity, on or off campus <p><i>Repeated incidents of 'Gross Misconduct' or failure to implement Stage 4 Corrective Action Plans (CAP) in agreed timeframe</i></p> |

* This list is not to be considered exhaustive.

Incidents Leading to Reports to the Police

These are some, but not all, of the areas of misconduct can lead to the most severe sanctions, including being reported to the Police.

Possession and Use of Drugs, Alcohol and Forbidden Substances

ISCA does not tolerate incidents of students in possession of and/or using illegal drugs or any other prohibited substances. Any contravention of this rule will lead to termination of the student's registration at ISCA. The school also reserves the right to refer the matter to the Police.

Students of legal drinking age who buy alcohol for or sell alcohol to underage students will be suspended and possibly excluded from school altogether. The school also reserves the right to refer the matter to the Police.

Alcohol is not permitted on site nor are students permitted to be under the influence of alcohol whilst on site or upon arrival back to site, even if they are of legal drinking age. Anyone caught under the influence of alcohol, or in possession of alcohol, will be required to meet with the appropriate member of staff, placed under disciplinary measures, and parents contacted.

ISCA reserves the right to search a student's room if they are suspected of possessing drugs (or other illegal substances) or alcohol.

If empty bottles or cans of alcohol are found in a student's room, the assumption will be they have consumed the alcohol and disciplinary action will be taken.

Inappropriate Computer Use

All users of ISCA computer resources and/or email are responsible for reading and following the Guidelines for using ICT at ISCA (see following chapters). The following is a brief summary:

1. Computer resources are available to ISCA students and staff for academic, research and administrative purposes. Everyone who uses these resources has the responsibility to use them in an effective, ethical and legal manner.
2. Any activity involving the school's computing facilities that knowingly interferes with someone else's academic freedom, the institution's goals or policies or breaks the law will not be tolerated.
3. Under no circumstances can the computer system be used for accessing sites with sexual or pornographic content, or sites that advocate violence, extremist views or any form of illegal activity.
4. ISCA reserves the right to investigate suspected computer misuse. This may include, but is not limited to, examining the contents of data files, reports and system activity logs. More importantly users should realise that when computer use involves sending data across the campus network, or Internet, such messages are not secure.
5. Additionally, in situations where students are found excessively "gaming" to the extent that their health and education are negatively affected, ISCA will take measures to ensure students are using their time appropriately.

ISCA reserves the right to refer incidents to the Police.

Tampering with Fire Safety Equipment

It is unlawful to tamper with the school fire alarm system, smoke detectors or fire-fighting equipment. Doing so puts the lives of everyone in the school at risk and will be dealt with the utmost severity. The school reserves the right to refer incidents to the Police, if appropriate.

Mobile Phone Use

In February 2024, the [UK government issued guidance to schools](#) advising that students should not have access to mobile phones during the school day because research shows that it disrupts lessons and has a negative effect on students' ability to socialise, exercise and get good sleep.

ISCA students are required to leave their mobile phone in their rooms during 'school hours'. They may use their phones in their free time during morning and afternoon breaks, in the evenings, after school and at the weekends.

However, students should be clear that misuse of mobile phones will not be tolerated.

Although not exhaustive, the following is a list of examples of misuse.

- Photographing, filming or making audio recordings of staff or other students without their knowledge or permission.
- Photographing, filming or making audio recordings of staff or other students in toilets, changing rooms and similar areas, unless for an approved art project.
- Bullying, harassing or intimidating staff or students by the use of text, email or messaging, sending inappropriate messages or posts to social networking or blogging sites.
- Refusing to switch off or to hand over a phone at the request of a member of staff.
- Using the mobile phone outside school hours to intimidate or upset staff and/or students.
- Using a mobile phone outside school hours in such a way that it undermines the stability of the school and compromises its values and ethos.

If there is good reason to suspect misuse of the phone, students will be asked to show the content on their phone (e.g. messages, emails, pictures, videos, sound files etc.) to the Head of School or designated member of staff. The school reserves the right to refer incidents to the Police.

Sanctions

Verbal Reprimand

A verbal reprimand is issued by a member of staff when a student knows what he/she has done wrong and why it is wrong. It is issued as a warning not to repeat the act of misbehaviour or face the consequences. It is usually issued against trivial or minor acts of misbehaviour.

Detention

Detention is when students are made to forfeit their free time by sitting in silence in a classroom for an hour or more. They may or may not be asked to carry out a task during this time.

Written Warning

A written warning is issued to a student by a member of staff for 'Unacceptable Misbehaviour' or when he feels that verbal reprimands are not working i.e. there is no change in behaviour. The offending behaviour is defined and the student signs a declaration committing to changing the behaviour in future. The written warning is intended to encourage a change in behaviour.

Weekend Detention

Weekend Detention is the same as Detention but happens at the weekend (on Saturday and/or Sunday mornings) and lasts for a minimum of two hours.

Grounding

Grounding is when a student is not allowed off the school premises. This may cover Saturday, Sunday, the whole weekend or longer depending on the situation.

Gating

Gating is similar to Grounding, with the added requirement that students must report every hour (or half hour) to the on-duty member of staff and get their *Gating Sheet* signed. Gating will usually cover Saturday and/or Sunday (sometimes more than one weekend, depending on the situation).

Report Card

The Report Card usually covers a period of two weeks (but could be longer). Each session of the day (morning, afternoon, early evening and late evening) needs to be signed off by the relevant tutor or boarding member of staff, with an assessment of the student's general behaviour, attitude and level of participation. Report cards are a last chance to redress misbehaviour before more serious action is taken (e.g. exclusion).

Exclusion

Exclusion is when a student is asked to leave the school on either a temporary or permanent basis, depending on the seriousness of the situation. Refer to the Exclusion Policy for further details.

Fines

Students will be fined in the following cases:

| | |
|---|----------------|
| Alcohol on Site | £50.00 |
| Smoking outside of Designated Area | £50.00 |
| Intruder Alarm Activated | £25.00 |
| Fire Alarm Activated | £50.00 |
| Tampering with Smoke Detector/Fire Extinguisher | £100.00 |
| Burning of Candles/Incense | £50.00 |
| Using Kettles, hotpots, fairy lights, Wifi boosters etc.in room | £50.00 |
| Irresponsible use of electrical equipment | £50.00 |
| Graffiti/Breakages/Damages | Cost of Repair |

Students will also be fined **£5 every time they lock themselves out of their room** and need to have their door opened for them by the on-duty member of staff. Any amount collected in this way will be donated to charity at the end of the year.

Context-Specific Sanctions

Context-specific sanctions vary by their nature. Specific types of misbehaviour will suggest specific types of sanction; for example, repeated use of the phone in class could lead to a phone being confiscated for the day. Context-specific sanctions are always approved by the Head of School before they are issued by a member of staff.

Reports to the Police

Students who deliberately break the law or engage in criminal activity will be reported to the Police.

Rewards and Scholarships

Good behaviour and achievement are also recognised.

- Certificates of achievement are issued at least once a term for both academics and behaviour
- Prizes and certificates of achievement are awarded at the end of each school year for academic endeavour and achievement as well as exemplary behaviour in other areas
- Scholarships worth between 20% and 25% of tuition fees are awarded to students progressing to Year 2. The areas of recognition are:
 1. Overall academic excellence
 2. Exceptional academic endeavour
 3. Uncommon creativity and experimentation in studio-based practice
 4. Unique contribution to the school community

Guidelines for using Information and Communication Technologies (ITC) at ISCA

Use of the Internet - the Internet is not to be used to access anything which is illegal, or anything that someone else may find offensive. This includes indecent images, extremist or discriminatory material, racial or religious hatred. If a student is unsure, or if they come across anything which makes them feel uncomfortable, they should turn the computer monitor off and let a teacher know.

Logins and Passwords - every person has a different computer login and password. A student should never allow anyone else to use their details. The password should be changed if a student thinks someone else may have their details.

Social Networking - students should never upload pictures or videos of others without their permission. It is not advisable to upload personal pictures or videos as they can easily be manipulated and used against the owner. Students should never make negative remarks about the school or anyone within the school. They should always keep their personal information private. Students should consider using a nickname and only inviting people they know. Universities and future employers search social network sites in order to carry out background checks on students.

Extremism and radicalisation – individuals, groups and organisations with extremist and radicalised views use the internet to exert influence on young people. Do not access any websites or social network pages that promote such views. The school has systems in place to block extremist material and monitor students who try to access it. Any student found accessing such material will be reported to the relevant authorities.

Beware of fake profiles and people pretending to be somebody else. If something doesn't feel right students should follow their instincts and report it to an appropriate adult. Never create a false profile as a joke and pretend to be somebody else. This can have serious consequences.

Chat Rooms - some social networking sites have a chat facility. Students should never chat to anyone that they don't know or don't recognise. It is recommended that students never meet a stranger after meeting them online. If they do, they should always inform their parents and one of their tutors beforehand, and they should never go to the meetings alone.

Security - students should never try to bypass any of the security in place, this includes using proxy bypass sites. This security is in place to protect a person from illegal sites, and to prevent hacking into other people's accounts.

Copyright - students should never take information from the internet and use it as their own. A lot of information is copyright, which means that somebody else owns it and it is illegal to use this information without permission from the owner. If unsure, ask an adult.

Etiquette - Be respectful online; don't be abusive. A student should consider what they are saying, and how somebody else might read it as some things may be interpreted incorrectly.

Mobile Phones should be left in a student's room during school time – they should NEVER be taken to class, even if they are turned off and kept out of sight. Students may use their phone freely in their free time. Never take inappropriate pictures of yourself and send to your friends or upload onto social networking sites. Never forward inappropriate pictures received from somebody else. Never share pictures of students or staff without their permission.

Use of ICT in lessons – ICT facilities must be used only as directed by the class teacher. Any other use of ICT during lesson time will be considered off task and sanctioned accordingly.

Cyber-bullying – Never use the Internet or other ICT communication to bully or make fun of people. It can have very serious consequences. Report incidents of cyber-bullying to a responsible adult.

ICT equipment - treat all school equipment with care and respect. Report any problems to a member of staff.

Key School Policies

Students should read this Handbook in conjunction with the relevant ISCA policy documents (located on the website under <http://www.isca.uk.com/admissions/school-policies/>), in particular:

- Anti-Bullying Policy
- Assessment Policy Marking Guidelines
- Attendance Policy
- Boarding Policy
- Child Protection Policy
- Complaints Procedure
- Curriculum Procedure
- Data Protection Policy
- EaRs Policy and Procedure
- EFL Policy
- Equal Opportunities Policy
- E-Safety Policy
- Examination Policy
- Exclusion Policy
- First Aid Policy
- Fundamental British Values
- Health and Safety Policy
- Mobile Phone Policy
- Progression Policy
- RSE and PHSE Policy
- SEND Policy
- Smoking, Alcohol and Drugs
- Student Behaviour Policy
- Whistleblowing Policy

Fashion & Textiles - Fabrics

Slough

- JAYBEE FABRICS
8-10 Baylis Parade, Stoke Poges Lane, Slough, SL1 3LF

Soho - Oxford Circus / Tottenham Court Road tubes

- BOROVICKS
16 Berwick Street, London. W10 HP
www.borovickfabricsltd.co.uk
- LIBERTY'S
Great Marlborough Street, Off Regent Street, London. W1B 5AH
www.libertylondon.com
- JOHN LEWIS
300 Oxford Street, W1
56 Great Titchfield Street. W1W 7DF

Marylebone - Edgware Road tube

- JOEL & SON FABRICS
75-83 Church Street, NW8

Shepherds Bush / Goldhawk Road - Shepherds Bush Market / Goldhawk Road tube

- FABRIC HOUSE
46 Goldhawk Road, W12
- A-Z FABRICS
53A Goldhawk Road, W12
- CLASSIC TEXTILES
44 Goldhawk Road, W12 8DH
www.classic-textiles.com

Brixton - Brixton tube

- SIMPLY FABRICS
48 Atlantic Road SW9

Dalston - Dalston Junction station

- DALSTON MILL FABRIC
69-73 Ridley Road, E8

London Fields - London Fields station

- WOOLCREST TEXTILES Ltd (a cheap fabric warehouse)
6 Well St, London E9 7PX

Digital Printing (on fabric)

- CONTRADO
<https://www.contrado.co.uk/>

Fashion & Textiles - Other

Dalston - Dalston Junction station

Leather, hardware and fittings

- J. T. BATCHERLOR Ltd
9-10 Culford Mews, London N1 4DZ

Soho - Oxford Circus / Tottenham Court Road tubes]Trimmings, haberdashery

- MACCULLOCH & WALLIS
25-26 Poland Street, W1

Equipment

- MORPLAN
56 Great Titchfield Street. W1W 7DF

3D Design

Aldgate East - Tower Gateway DLR Station/Aldgate East tube

- 4D MODELSHOP (*3D materials*)
The Arches, 120 Leaman St, E1 8EU

Canning town - Canning Town tube

- HAMAR ACRYLIC FABRICATIONS Ltd (*Perspex/Acrylic sheeting, laser cutting to shape*)
16 Bidder St, E16 4ST
www.hamaracrylic.com

Fine Art & Graphics Materials

Soho - Oxford Circus / Tottenham Court Road tubes

- LONDON GRAPHIC CENTRE
16-18 Shelton St, W1
- CASS Art
Stores in Soho, Charing Cross and Islington

London Fields - London Fields tube station

- ATLANTIS ART
1 Industrial Centre, Bayford St, London E8 3SE

Complaints Procedure for Students

1. How to Make an Informal Complaint

- 1.1. Students should always feel that they can take a problem, concern or complaint to any member of staff or adult in charge of their care and be listened to. Most difficulties can be resolved in this informal manner. The following avenues of complaint are available:
 - speaking privately to a tutor, the Housemothers or a boarding member of staff;
 - speaking privately to the Welfare Tutor, to the Form Tutor or to one of the Designated Safeguarding Leads;
 - speaking privately to any other member of staff you feel comfortable talking to.
- 1.2. A student will not be penalised for making a complaint in good faith. We take complaints very seriously and investigate them thoroughly.

2. How to Make a Formal Complaint

- 2.1. If a student feels the Informal Complaints process has not resolved the concern, the student can ask to make a Formal Complaint.
- 2.2. Formal Complaints must be made in writing to the Head of School, via email. The email must clearly state that it is a formal complaint and describe in simple terms the concern.
- 2.3. The Head of School and a second member of staff will then discuss the matter with the student as soon as possible, investigate as necessary, and provide the student with an answer in writing within 5 working days of receiving the formal complaint.

3. Procedure After a Formal Complaint is Made


- 3.1. The person to whom a formal complaint is made (usually the Head of School or, in his absence, the Director of Studies) will keep a written record of that complaint and of its outcome. The Head of School, or someone delegated by him to do so, will review these records regularly.
- 3.2. A complaint made by a student will be resolved, either to the student's satisfaction or with an otherwise appropriate outcome which balances the rights and duties of students, within 5 working days wherever possible.
- 3.3. The Head of School may put the student in touch with an appropriate person outside the School if that is seen as necessary and the student agrees (for example, The Independent Listener, ChildLine, the NSPCC Helpline, the Children's Commissioner or Buckinghamshire's Children's Social Care department). This may be useful if the problem is about a student's welfare rather than to do with teaching or learning.

4. Procedure When the Outcome of a Formal Complaint is Felt to be Unsatisfactory

- 4.1. If a student, or his parents, feel that the procedure detailed above has not dealt with the complaint satisfactorily, the student's parents may wish to make a separate, formal complaint invoking the Parents Complaints procedure available to them.
- 4.2. If a student does not want to involve parents, but feels that the procedure detailed above has not dealt with the complaint satisfactorily, the student should send a letter setting out the unresolved complaint to the Chair of the School Board. The letter should be sent to the Chair of the School Board, ISCA, Framewood Road, Wexham, Buckinghamshire, SL2 4QS, UK - Tel: +44(0)1753 208820 - Email: management@isca.uk.com.
- 4.3. The Chair of the Board (or person delegated by him) will investigate the complaint and provide a written response within 10 working days. If, after this, a student still feels that the complaint has not been dealt with satisfactorily, the student may ask their parents to make a separate, formal complaint invoking the Parents Complaints procedure.

Key

1. Framewood Road
Turn left for Slough
Turn right for Gerrards Cross
2. Security Gate
3. Art Block
4. Management Office
5. School Office
6. English and Maths
7. Laser cutter & 3D Printers
8. Materials Store
9. Common Room
10. T3 Theatre (first floor)
11. Manor House
12. Canteen
13. Student Toilets
14. Student Residence (West Wing)
15. Student Residence (East Wing)
16. Swimming Pool
17. Sports Hall and Gym
18. Tennis Courts
19. Sports Field
20. Designated Smoking Area

 *Teikyo School & Classrooms*

