



THE GLOBAL COLLEGE

# **STUDENT HANDBOOK 2024-2025**

## CONTENT

<b>WELCOME TO THE GLOBAL COLLEGE .....</b>	<b>4</b>
<b>WHO’S WHO – KEY EMAILS.....</b>	<b>5</b>
<b>SUMMARY OF THE PROGRAM.....</b>	<b>6</b>
CHOOSING SUBJECTS IN THE DIPLOMA PROGRAMME.....	7
THE DP CORE .....	7
TGC’S ENTREPRENEURSHIP PROJECT (EP) .....	7
<b>IB GRADING.....</b>	<b>9</b>
EXTERNAL ASSESSMENT .....	9
INTERNAL ASSESSMENT.....	9
THE DP CORE .....	9
HIGHER LEVEL AND STANDARD LEVEL COURSES.....	9
BILINGUAL DIPLOMA.....	10
HOW DP ASSESSMENT IS SCORED .....	10
<b>ASSESSMENT .....</b>	<b>12</b>
CALENDAR OF ASSESSMENTS.....	12
<b>ACADEMIC INTEGRITY POLICY.....</b>	<b>15</b>
PRINCIPLES .....	15
DEFINITIONS.....	15
RESPONSIBILITIES .....	17
WHAT HAPPENS IF THERE IS SUSPECTED MALPRACTICE.....	18
AT THE GLOBAL COLLEGE.....	18
PASTORAL .....	19
WHO TO TURN TO .....	19
MENTORS.....	19
<b>BEHAVIOUR .....</b>	<b>21</b>
EXPECTATIONS OF CONDUCT .....	21
BEHAVIOURS TO BE ENCOURAGED.....	21
UNACCEPTABLE BEHAVIOURS.....	22
LIKELY SANCTIONS.....	22
INVOLVEMENT OF PARENTS .....	23
COMPLAINTS.....	23
<b>BEYOND THE CLASSROOM .....</b>	<b>24</b>
ENTREPRENEURSHIP .....	24
CHARITY.....	24

SPORTS.....	24
ATHLETICS - (VOLLEYBALL, BASKETBALL, SWIMMING).....	25
RETO 48.....	25
THE WINTER CAMPUS.....	25
<b>CAS (EXTENDED EXPERIENCES).....</b>	<b>26</b>
BLOCKCHAIN FOR BEGINNERS.....	26
INTERNATIONAL RELATIONS.....	26
SCHOOL YEARBOOK.....	27
HIKING .....	27
FRENCH CLUB.....	27
DEBATE.....	27
SCHOOL COUNCIL.....	28
CODING.....	28
<b>WHAT THE WEEK LOOKS LIKE .....</b>	<b>29</b>
STUDY PERIODS.....	29
FLEXI FRIDAYS.....	29
LESSON TIMINGS IBDP 1 & IBDP 2 .....	30
TERM DATES 2024 – 2025 .....	30
<b>ABSENCE/ATTENDANCE .....</b>	<b>31</b>
ATTENDANCE.....	31
UNEXPECTED ABSENCE.....	31
ANTICIPATED ABSENCE.....	31
<b>EQUIPMENT .....</b>	<b>32</b>
<b>HOW TO CHANGE A SUBJECT.....</b>	<b>32</b>
<b>MOBILE PHONE POLICY .....</b>	<b>33</b>
ON ELECTRONIC DEVICES.....	33
<b>STUDENT DRESS CODE.....</b>	<b>34</b>
<b>KEY CONTACTS.....</b>	<b>35</b>

## WELCOME TO THE GLOBAL COLLEGE



This is not a school like any other. Here you will be challenged to not only develop your talents, but to take control of your learning in ways that will surprise you.

The College will expect only two things from every student who walks through the doors: ambition, and the willingness to question. This ambition does not have to be a grandiose plan, but it should be about you.

What is it you want to achieve for yourself, your family, your friends, your society? The world rewards those who dream big and seek to place themselves in the service of others. Here you will learn the value of study, the importance of ownership and responsibility, the importance of a breadth of study, and the infinite possibilities that lay before you.

The College will be a preparation for university but also the world that lies beyond it. In twenty years (perhaps sooner) it will be you designing the world in which we live and creating the new industries that fuel society's development.

To make the most of the College we have prepared a short guide for you with some important details.

A handwritten signature in blue ink, consisting of stylized initials 'BC' followed by a long, sweeping horizontal line that extends to the right.

**Barry Cooper**

Principal

## WHO'S WHO – KEY EMAILS

### **Barry Cooper**

Principal and History

[principal@theglobalcollege.com](mailto:principal@theglobalcollege.com)

### **Cesar Prado**

Deputy Principal, IB Co-ordinator, Technical Director, and Chemistry

[cesar.prado@theglobalcollege.com](mailto:cesar.prado@theglobalcollege.com)

### **Steve Rowcliffe**

Dean of Admissions, Biology

[stephen.rowcliffe@theglobalcollege.com](mailto:stephen.rowcliffe@theglobalcollege.com)

### **Maggie Nelson**

Vice Principal for Pastoral Care and English

[margaret.nelson@theglobalcollege.com](mailto:margaret.nelson@theglobalcollege.com)

### **Kristen Allen**

University Admissions Director

[kristen.allen@theglobalcollege.com](mailto:kristen.allen@theglobalcollege.com)

### **Carmen Caballero**

Spanish University Admissions and Director Language

[carmen.caballero@theglobalcollege.com](mailto:carmen.caballero@theglobalcollege.com)

### **Ioannis Daglas**

Head of Mathematics

[ioannis.daglas@theglobalcollege.com](mailto:ioannis.daglas@theglobalcollege.com)

### **Xander Johnson**

Head of Science

[xander.johnson@theglobalcollege.com](mailto:xander.johnson@theglobalcollege.com)

*The full email list will be available through our online platform.*

## SUMMARY OF THE PROGRAM

Studying the IB Diploma Programme at The Global College is a unique experience for all. Over the course of two academic years, you will study six subjects, complete the DP core as well as participating in The Global College's Entrepreneurship Project.

The International Baccalaureate® (IB) Diploma Programme (DP) curriculum is made up of six subject groups and the DP core.

The six subject groups are:

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts

There are different courses within each subject group. One subject is chosen from each group though you may opt to study an additional Sciences, Individuals and Societies, or Languages Course, instead of a course in The Arts. The current course offering at TGC is as follows:

### STUDIES IN LANGUAGE AND LITERATURE

English A  
French A  
Spanish A  
Spanish Literature and Performance\*  
English Literature and Performance\*

### SCIENCES

Biology  
Chemistry  
Computer Science  
Physics\*\*  
Environmental Systems and Societies

### LANGUAGE ACQUISITION

English B  
French B  
French Ab\*  
Spanish B  
Spanish Ab\*  
German B\*

### MATHEMATICS

Analysis and Approaches  
Applications and Interpretations

### INDIVIDUALS AND SOCIETIES

Business Management  
Economics  
History  
Environmental Systems and Societies  
Psychology

### THE ARTS

Film  
Visual Arts  
Spanish Literature and Performance\*  
English Literature and Performance\*

*\*Only available at Standard Level (SL)*

*\*\*Only available at High Level (HL)*

## CHOOSING SUBJECTS IN THE DIPLOMA PROGRAMME

Students choose courses from the following subject groups: Studies in Language and Literature; Language Acquisition; Individuals and Societies; Sciences; Mathematics; and The Arts.

Students will take three subjects at Higher Level (HL) and three at Standard Level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at Higher Level.

Each student takes at least three (but not more than four) subjects at Higher Level, and the remaining at Standard Level. **Standard Level** subjects take up **150 teaching hours**. **Higher Level** comprises **240 teaching hours**.

Not every combination of subjects can be guaranteed.

## THE DP CORE

Made up of the three required components, the DP core aims to broaden your educational experience and challenge you to apply knowledge and skills.

The three core elements are:

- **Theory of Knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The Extended Essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, Activity, Service**, in which students complete a project related to those three concepts.

## TGC'S ENTREPRENEURSHIP PROJECT (EP)

The EP provides the chance for The Global College students to be equipped with the skills and attributes required to become successful entrepreneurs. The EP is not a stand-alone project, qualification, or single activity to be done alongside the IBDP core or six subject curriculum. Rather, it is a series of opportunities to become better entrepreneurs. Said opportunities are embedded either implicitly or explicitly throughout DPI.

The EP is not an integral part of any standard IBDP program and is unique to TGC. However, it is designed intentionally to facilitate students' completion of the CAS project, that is, in addition to the development of the ten IBDP learner profile attributes (knowledgeable, risk takers, caring, reflective, principled, communicators, inquirers, balanced, open-minded, thinkers).

These opportunities include, though are not limited to:

- Summer Camp (July preceding DPI)
- Welcome week (first week of term September DPI)
- General timetable classes (groups 1-6, TOK, wellbeing) (terms 1-4)
- TGC Start-up Challenge (term 1 and 2)
- Supra-curricular activity (term 1)
- Charities (term 2)
- Group 4 project (June DPI)
- Speaker engagement and University ambassadors



## IB GRADING

The IB Diploma Programme (DP) uses both externally and internally assessed components to assess student performance.

### EXTERNAL ASSESSMENT

For most courses, written examinations at the end of the DP form the basis of the assessment. Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the **Theory of Knowledge (TOK) Essay and the Extended Essay (EE)**.

### INTERNAL ASSESSMENT

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

### THE DP CORE

**The Theory of Knowledge (TOK)** and **Extended Essay (EE)** components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score.

**Creativity, Activity, Service (CAS)** – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

### HIGHER LEVEL AND STANDARD LEVEL COURSES

The IB awards the same number of points for Higher Level (HL) and Standard Level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

### BILINGUAL DIPLOMA

A bilingual diploma is awarded to a candidate who receives a grade of 3 or higher in two languages selected from Studies in Language and Literature. It can also be achieved by a candidate who gains a grade of 3 or higher in Studies in Language and Literature and a grade of 3 or higher in an Individuals and Societies or Science subject completed in a different language.

### HOW DP ASSESSMENT IS SCORED

Students receive grades ranging from 7 (highest) to 1 (lowest) for each DP course attempted. A student’s final diploma score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance—including successful completion of the 3 elements of the core. The highest possible score for the IB DP is 45 points where a candidate achieves a grade 7 in each of their six subjects plus an additional 3 points for the DP core.

HIGHER LEVEL X 3 SUBJECTS	STANDARD LEVEL X 3 SUBJECTS	EXTENDED ESSAY	THEORY OF KNOWLEDGE
7	7	A	A
6	6	B	B
5	5	C	C
4	4	D	D
3	3	E	E
2	2		
1	1		
MAX 21	MAX 21	MAX 3 POINTS COMBINED	
Maximum score is 45 points. Passmark for IB Diploma is 24 points.			

Theory of Knowledge						
	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Excellent A	3	3	2	2	1+ Failing condition*	N
Good B	3	2	1	1	Failing condition*	N
Satisfactory C	2	1	1	0	Failing condition*	N
Mediocre D	2	1	0	0	Failing condition*	N
Elementary E	1+ Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
Not Submitted	N	N	N	N	N	N

In order to receive an IB Diploma, candidates must:

- Receive a minimum of 24 points or an average of four (or C) out of a possible seven points for six subjects.
- Receive a minimum of 12 points from their Higher Level subjects.
- Receive a minimum of 9 points from their Standard Level subjects.
- Complete all of the requirements for the EE, CAS and TOK.

Failing conditions that will prevent a student from being awarded a diploma, regardless of points received, are:

- Non-completion of CAS
- A score of 1 in any subject/level
- More than three scores of 3 or below
- Not meeting the specific points required for Higher Level or Standard Level subjects
- Plagiarism

## ASSESSMENT

### CALENDAR OF ASSESSMENTS

The following calendar has been carefully planned to ensure that all the different externally assessed work takes is spread over the course of your two years with us; we aim to spread out the assessments so that students do not have too much work all at once. Your teacher will give you specific deadlines, that you must meet.

DPI	
<b>November 2024/December 2024</b>	First term exams (25/11/24 – 29/11/24)
<b>January 2025</b>	Group 3 Economics Mock IA first and final draft
<b>February 2025</b>	Group 3 Economics Unit 2 IA first and final draft Parent meet EE Reflection CAS Reflection
<b>March 2025</b>	EE update
<b>April 2025</b>	Group 3: History, psychology, ESS IA First Draft
<b>May 2025</b>	End of DPI internal exams (04/06/25 – 13/06/25)
<b>June 2025</b>	Group 4 project Group 5 Maths IA exploration Group 6 Arts Comparative Study 1st draft ToK Exhibition

DP2	
<b>September 2024</b>	EE first draft EE feedback Group 5: Maths IA first draft Group 3: Business management IA first draft Group 3: Economics unit 3 IA first and final draft Group 3: History, Psychology, ESS IA second draft
<b>October 2024</b>	Group 3: Business Management final version Group 3: History, Psychology, ESS IA final draft EE final version EE viva voce Group 1: Lang A – HL essay draft Parent meeting
<b>November 2024</b>	EE final reflection and submission Group 1: Language A, Essay HL final ToK Essay draft
<b>December 2024</b>	CAS 3rd reflection Group 4: Bio/Chem/Phys/CS IA 1st draft Group 6: Arts, Comparative Study final version Group 6: Arts, Exhibition planning Parent meeting
<b>January 2025</b>	Provisional Date: Internal Mock Exams Group 5: Maths IA – final version Group 1: Language A Oral exams Group 3: Economics Unit 4 IA first and final draft
<b>February 2025</b>	ToK Essay final Group 3: Economics Portfolio final deadline CAS final reflection Group 2: Language B Oral exam Group 4: Bio/Chem/Phys/CSS IA final version
<b>March 2025</b>	CAS completion form and notebook
<b>April 2025</b>	Group 6: Arts Exhibition Exam preparation Exam paperwork IBDP externally assessed official exams start
<b>May 2025</b>	IBDP externally assessed official exams end

You will be assessed in several different ways during your time at TGC. Some assessments are used by teachers to make sure you are progressing well, and other assessments will count towards your final grade.

**In Class Assessments** happen every day. They can be summative or formative. You should expect to turn in assignments from your teachers on a regular basis and from these we will judge the level at which you are working. The aim of these assessments is not to test, but to see how and where YOU can improve. The marks in these assessments do not contribute to your final IBDP grade.

Your **IB Mock Exams** will be held at three points over your course. These are an opportunity to take a test in real conditions and see how far you have progressed. The marks in these exams do not contribute to your final IBDP grade.

Your **IAs** are **internal assessments** and are a requirement for your final grade. You will create these over the course of your 2-year DP. The marks from these are an integral part of your final IBDP grade.

Your **EE** will be written at the end of your first year and start of the second. It is an opportunity to delve into an area of interest.

Your **Final Exams** will be held in April of DP2. Your learning and classes will be completed by February, giving you plenty of time for revision. The grades for these exams do contribute to your final IBDP grade.

## ACADEMIC INTEGRITY POLICY

This is an official policy, and it is important that it is here in the student handbook in its entirety. The IB takes this very seriously and even plagiarism by omission can mean you fail and will not receive your diploma.

### PRINCIPLES

The principle of academic integrity should be viewed positively by the entire College community and become a natural part of academic study, remaining with the IB student throughout their education and beyond (Academic Honesty in the IB educational context, 2016).

It is the responsibility of The Global College to educate and inform students of the consequences now and in the future of failing to uphold the principles of Academic Integrity. The College will use anti plagiarism software (Turnitin) as a standard practice for work submitted.

### DEFINITIONS

The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen (Academic Integrity 2019).

Academic misconduct is a breach of these regulations and includes, but is not restricted to:

**Plagiarism:** this is defined as the representation, intentionally or unintentionally, of the ideas, words, or work of another person without proper, clear and explicit acknowledgment.

**Collusion:** this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or DP core requirements.

**Theft:** stealing notes, notebooks, reports, lab books, or other work from other students to use as one's own or to transmit to any other user.

**Too Much Assistance:** receiving too much assistance from sources such as websites, individuals or other services that offer answers or parts of answers to assignments or that significantly alter the style or language of a piece of work.

**Examination and Test Dishonesty:** using cheat sheets, smartwatches or other prohibited items during a class test or examination; looking at another student's paper during a class examination; providing another student, whether at The Global College or elsewhere, with questions or answers from an examination or test which he or she has taken, and the other student has not.

**Misconduct during an IB examination** which includes:

- Taking unauthorized material into an examination.
- Behavior that disrupts the examination or distracts other candidates.
- Using smartwatches, digital devices, or communicating with another candidate.
- Any behavior that gains an unfair advantage for a candidate or that affects the results of another candidate.
- Disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media.
- Unethical behavior such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research.

Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

*(General Regulations Diploma Programme, September 2016)*

**School Maladministration:** an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.



**Student Academic Misconduct:** deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

*(Academic Integrity, 2019)*

## RESPONSIBILITIES

### STUDENTS WILL ENSURE THEY:

- Have a full understanding of the school's and the IB's policies.
- Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators.
- Report acts of school maladministration and report them to their teachers and/or programme coordinators.
- Complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities.
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products.
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- Abstain from giving undue assistance to peers in the completion of their work.
- Show a responsible use of the internet and associated social media platforms.

### PARENTS AND GUARDIANS WILL ENSURE THEY:

- Understand IB policies, procedures, and subject guidelines in the completion of coursework or examination papers by their children support their children's understanding of IB policies, procedures and subject guidelines.
- Understand school internal policies and procedures that safeguard the authenticity of their children's work.
- Support their children in planning a manageable workload so they can allocate time effectively.
- Understand what constitutes student academic misconduct and its consequences.
- Understand what constitutes school maladministration and its consequences.
- Report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Abstain from giving or obtaining assistance in the completion of work to their children.

## WHAT HAPPENS IF THERE IS SUSPECTED MALPRACTICE AT THE GLOBAL COLLEGE

If a teacher suspects misconduct, they will address this with the student in question and if there is a genuine error allow them to correct the issue. A note will be passed to the IBDP Coordinator and the matter closed.

If it is discovered that there is a breach of academic integrity the teacher will inform the IBDP Coordinator who will address the pupil and then write to the parents explaining the seriousness of the issue. If this is a first case the student will be reprimanded but no further action taken. The consequences of subsequent and repeated issues will be made clear:

- Possible withdrawal from the class.
- Suspension from the College.
- Being asked to withdraw from the College.

Should the matter be repeated, the teacher will provide a full report to the IBDP Coordinator who will then investigate the concern following the school policies in this matter.

If there is misconduct in work; work from class will not be assessed and students will resubmit the work. If there is evidence of misconduct in coursework or the examinations, the student will be dealt with according to the processes laid out by the IBO.

Failure to abide by the College rules on academic integrity will be reported to the IB and may be referenced in communications about the student to potential Universities.

## PASTORAL

Our school is not just a place for learning, it is a place for becoming. It is as much our job to guide you, support you and help you to make good decisions as it is to help you pass exams. We take this duty very seriously.

The Pastoral Care at TGC is complemented by the Wellbeing Program, and the mentorship scheme.

Wellbeing is core to everything that we do, from ensuring healthy meals, to opportunities for sports and exercise to giving our students a chance to reflect. We will run specific wellbeing sessions during the year on key elements that are important at this stage in life: these include things like stress, energy management, relationships.

## WHO TO TURN TO

If you need help, feel unsafe, need someone to talk to, or are worried that someone else might need help, then there are several people you can turn to for assistance.

- A favorite teacher, whom you trust. Really, any teacher in the school, but it might be easier if you already have a relationship with them.
- Your mentor
- Maggie Nelson – in charge of Pastoral Care and safeguarding.
- Barry Cooper – Principal.
- Luis González- Housemaster.

## MENTORS

Every student at TGC is assigned a staff mentor when they join the school in year 1. The mentor is especially relevant for boarding families and they will be a principle point of contact for you. Their mentor is especially chosen for them because the staff member has some expertise in an area which is relevant to their program of study or their future ambitions. The mentor takes an important role in every student's school life – they are there to celebrate your wins, guide you when you make a mistake, and help you to plan for the future. They are the first point of contact for both you and your parents in school.

Mentorship at TGC which enables our students to **fulfil their maximum potential through a guided, future-oriented, and above all personalized, study path**. It is a structured academic and pastoral framework, drawing on best practices from the top UK boarding schools, educational research, and innovative classroom approaches. It gives the College the ability to provide targeted, personalized learning for every student, tailored to their passions as well as their ability. Beginning from the youngest years and extending its scope and reach as students move through the College, mentorship prepares each student individually for the challenges they will

each face in achieving their desired study and career goals. The role is wide reaching and covers the student's academic profile, personal approaches to education and post College ambition.

Critically, the mentor helps students to develop independent study skills, critical thinking, and goal orientation. Instead of following a standard study path shared by 20+ other peers, each student will progressively have more chances to select the courses, material, research, or projects that will best assist them to achieve their goals. Their mentor will be an indispensable coach and guide in this process.

As students approach the end of their time at TGC, and throughout the process of thinking about where they would like to go on to, the mentor will be an indispensable support in the process of university selection and application.

## BEHAVIOUR

### EXPECTATIONS OF CONDUCT

The purpose of this section is to set out the expectations that The Global College has of all students. Our guiding principles in setting these expectations are our aims to:

- Create a professional working environment in the College, where every student can enjoy and achieve.
- To form a community, who respect each other, and treat each other with kindness and integrity. This is especially important between colleagues who are not necessarily close friends, or who disagree.
- To ensure the safety and wellbeing of all members of the community.

Students at The Global College are on the verge of adulthood. Recognizing that young people do sometimes make mistakes, this document is intended to set out some of the ways that we wish to support our students to become adults who are able to express their individuality as well as get on well with all sorts of people, are able to balance their competitiveness with compassion and compromise, and treat all people with kindness, integrity, and respect.

Students are asked to reflect on and monitor their behavior, such that it does not contravene the principles above.

### BEHAVIOURS TO BE ENCOURAGED

We expect that students of The Global College to set high standards for their own behavior, so that they can contribute to constructing a harmonious school community and can achieve well in class. Behaviors that are encouraged might include:

- Treating others, including other students, members of school staff, and visitors, with kindness and respect.
- Contributing to a purposeful and professional class atmosphere by not interrupting, calling out inappropriately, maintaining private conversations etc.
- Arriving to school and class on time, prepared to learn.
- Completing any homework or prep work thoroughly and to the best of your ability.
- Meeting deadlines.
- Organizing your materials so that you arrive at school and class ready to learn.

## UNACCEPTABLE BEHAVIOURS

There are some actions which will clearly pose a threat to creating a harmonious college community. These are the kinds of behaviors which students can expect will be met with significant sanctions. Should it be the case that any of these things happen, the sanction will be proportional, and will reflect the intention behind the action (as far as that can be established), as well as the impact that it has on the community. The kind of unacceptable behaviors can include, but are not limited to:

- Discriminatory behavior of any kind, be that on the basis of race, gender, religion, culture, sexual orientation etc. This can be taken to include words and actions.
- The use of physical violence.
- Behavior online, which could be considered bullying, harassment.
- Possession of illegal drugs, alcohol, tobacco, or dangerous weapons on the school site.
- Consistently disregarding the school dress code.
- Plagiarism – either intentionally cheating, or through lack of proper care.
- Missing class without proper justification.

Students are reminded that, as well as being dangerous to your health, smoking is forbidden by law in Spain on school sites. All students, staff and parents are reminded that they should not smoke within the grounds or within 50 meters of a school.

## LIKELY SANCTIONS

Sanctions will be decided on a case-by-case basis, taking into account the best way to support students to learn from what has happened. The kind of sanctions might include:

- Mandatory supervised study after school.
- A lesson-by-lesson report to track progress.
- A meeting between teachers or school leaders and parents.
- Community service.

In the case of repeated or severe conduct issues, where the school's efforts to support a student, whose behavior falls consistently or severely below the expected standards have not been effective, sanctions may include temporary or permanent exclusion.

## **INVOLVEMENT OF PARENTS**

Parents and Guardians who accept a place for their child at The Global College undertake to uphold the College's policies and regulations. They will be expected support the College's values in matters such as attendance and punctuality, behavior, uniform and appearance, standards of academic work, homework, private study, and extracurricular activities such as music, drama, sport, skills, and service activities. The College will always contact parents or guardians on the first day of an unexplained absence in order to make sure that their child is safe. Please note that it is the policy of the College to allow holidays to be taken during term only in very unusual circumstances. Any request should be made, in writing, to the principal.

## **COMPLAINTS**

During their time within our community, we hope that neither parents nor pupils have any complaints about the operation of our Behavior Policy. If, however, they do copies of the College's Complaints Procedure will be forwarded to you upon request.

## **BEYOND THE CLASSROOM**

Students of The Global College can express themselves, learn and develop through a wide range of extracurricular activities. A comprehensive sports and Wellbeing Program allows students to continue a sport they love and already play or try something new and pick up a new skill. Beyond the sports program, students will have the chance to participate in after-school clubs, learn from IE University's business and entrepreneurship professors, organize their own work placements and much more.

### **ENTREPRENEURSHIP**

There will be opportunities for students to develop their entrepreneurial skills through the Entrepreneurship Project and in various entrepreneurial focused activities. With visiting speakers from IE University the students at The Global College will not want for inspiration.

### **CHARITY**

Charity and Service is a big part of the student experience and through the Student Council there will be a number of opportunities for students to get involved with Charities both in Madrid and further afield. Examples from this year have been working with local embassies for food drives, creating language sessions for refugees, raising money for women's issues in Spain and developing a social impact project during the summer term.

### **SPORTS**

Weekly sports sessions will take place as part of the ECA program.

We will undoubtedly offer football, and other team sports hosted off site as well as fitness through our partners at RETO 48:

Football will be held at Centro de Ocio y Deporte Canal in Madrid.

The football pitch is located approximately two kilometers from TGC.



## **ATHLETICS - (VOLLEYBALL, BASKETBALL, SWIMMING)**

A range of sports are offered at off-site sports facilities.

The sports on offer will include swimming, basketball, volleyball, gym with the possibility of additional classes.

## **RETO 48**

Located a one-minute walk away from TGC, RETO 48 is a strength and conditioning training program with a range of activities including: body weight exercises, calisthenics, plyometrics, boxing (fitness), cardio, Pilates, Yoga or HIIT. Spaces can accommodate all students at once, though it is expected that about 25-50 students will attend. There are changing rooms, lockers, and showers, as well as nutritionists and physios at hand on site.

## **THE WINTER CAMPUS**

We may decide on occasion to move the campus. In 2024 we will be shifting to the French Alps for 10 days to take advantage of the early ski season and our ability to teach anywhere.

At the start of December 2024, all students and selected teachers will be relocating to Les Trois Vallées in the French Alps. Mornings will consist of skiing at the world's largest interconnected ski area with over 600 km of slopes. Ski and snowboard classes will be provided for beginners, meanwhile more advanced skiers will be free to ski as they wish (on piste). After lunch, everyone will return to our hostel which is exclusive to The Global College.

There will be teaching sessions in the afternoons and early evenings where students can expect to receive online classes or work on assignments synchronously or asynchronously with teachers at hand to help at any point. There will be evening activities organized every day, and of course, all meals, accommodation and ski hire will be provided.

## CAS (EXTENDED EXPERIENCES)

CAS program enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

Students are required to involve themselves in different activities that can show their personal development, and in a CAS project. This project challenges students to:

- Show initiative.
- Demonstrate perseverance.
- Develop skills such as collaboration, problem solving and decision making.

*(IBO, 2023)*

The initial school assistance CAS program will be delivered during the first half of the Autumn term. This will involve pre-arranged activities delivered by the team at the College and the sports program, that will cover all three aspects of CAS.

Below are some of the initial opportunities available to students. During the first half of the autumn term the CAS coordinator will work with students to create a more detailed individualized program and project, and introduce other elements.

Outlines of just some of TGC programs:

### BLOCKCHAIN FOR BEGINNERS

The Blockchain Club is a student-led, inquiry-based group that provides opportunities for students to educate themselves and gain the skills and knowledge they will need to understand this new digital world.

- What is blockchain?
- Applications of blockchain technology in business.
- Blockchain and cryptocurrency.

Once per week, on site.

### INTERNATIONAL RELATIONS

Students will get to grips with the fundamentals of international politics by:

- Examining case studies focused on their interests.
- Inviting and welcoming speakers to the school on different topics.
- Devising their own social project.

Once per week, on site.

## **SCHOOL YEARBOOK**

Students will form four teams; business; layout; photography and journalism, working under the leadership of two editors. Teams will meet weekly to ensure that school events are photographed and that articles are written for the book, and that pages are assembled for publication. The business team will budget for printing and organize advance sales to ensure the club will break-even financially. At the end of the school year, a record of the major events and featuring the members of the college will be produced.

Once per week, on site.

## **HIKING**

Every four to six weeks (depending on popularity) we will aim to do a hike for approximately three to five hours around one of the many natural beauty spots surrounding Madrid. Travel time between an hour to an hour and a half, so hikes will take between four to eight hours, start to finish. Hiking is both an excellent means of physical exercise but also a brilliant way to connect with nature- a significant need for our mental wellbeing.

Once per month, off site.

## **FRENCH CLUB**

The French Club (Cercle Français) aims to bring together students from across campus who share a mutual interest in the French language and francophone cultures.

The club meets every week for one hour. On alternate weeks, students will discuss French films or books, or cultural and current events, practice writing well-structured texts, and enjoy tastings of French food.

Once per week, on site.

## **DEBATE**

The debate club will put on weekly school debates on topics of interest to the school community (everyone is welcome to watch!). Debate captains will be responsible for planning the term card, recruiting debaters, organizing training sessions. Regular debaters will have the chance to travel nationally and internationally to take part in events like Model United Nations, European Youth Parliament and debate in the historic Cambridge Union chamber.

Once per week, on site.

### SCHOOL COUNCIL

The school council will be the central forum in the college for students to take positions of leadership, have their say, advocate for the voice of the student body, and influence the direction of the school community. Students will take on specific positions of responsibility for, for example, charity events, student voice, social media campaigns, etc.

Initially we will meet weekly, moving to monthly full council meetings, with more frequent sub-committee meetings.

Once per week, on site.

### CODING

Coding is a vital skill for future employability and possible degrees. The Coding extracurricular activity will be for both students with experience and desire to hone their skills, and beginners who want to understand the basics and create a platform for their development.

Once per week, on site.

## WHAT THE WEEK LOOKS LIKE

The week at The Global College is designed to provide prioritized time for sports and extracurricular activity. You will have 50-minute lessons.

We will run a 2-week timetable and every two weeks students will have 9 classes for their Higher Level subjects and 6 classes for their Standard Level subjects. There will also be classes for ToK and Wellbeing. The timetable is designed leaving time during the day to connect with other students and to work on your projects and assignments.

The way we work here at the College is to provide a great deal of material, pre learning and preparation online. This means that every day you should expect to be online, reading, watching, commenting, and completing tasks set by your teachers.

### STUDY PERIODS

Study periods for students are an opportunity to engage in their studies, meet with teachers, launch their own projects, grab an early lunch, connect with a speaker or a mentor. We expect students to manage their time effectively. During the day every student will have a chance to use a study period and they are expected to use them purposefully.

### FLEXI FRIDAYS

We are instituting a flexible working program. The last Friday of each month is a flexi day: which means you can come in, or you can work from home. This is to make use of the technology we now have at our disposal. This also counts for our teaching team: they may well decide to teach from the mountains, or another country.

## LESSON TIMINGS IBDP 1 & IBDP 2

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:20	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
9:20-10:10	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10:10-10:30	Break				
10:30-11:20	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11:20-12:10	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
12:10-13:00	Break				
13:00-13:50	Lesson 6	Lesson 6	Lesson 6	Lesson 6	Lesson 6
13:50-14:40	Lesson 7	Lesson 7	Lesson 7	Lesson 7	Lesson 7
14:40-15:30	Lesson 8	Lesson 8	Lesson 8	Lesson 8	Lesson 8
15:30-16:20			Lesson 9		

## TERM DATES 2024 – 2025

	Autum Term	Spring Term	Summer Term
<b>School Term Starts</b>	<i>IBDP 1:</i> September 3, 2024  <i>IBDP 2:</i> September 2, 2024	January 8, 2025	April 22, 2025
<b>School Term Ends</b>	December 20, 2024	<i>IBDP 1:</i> April 4, 2025  <i>IBDP 2:</i> April 11, 2025	<i>IBPD 1:</i> June 27, 2025  <i>IBDP 2:</i> May 23, 2025  <i>IB Official Exams for IBPD 2:</i> April 29 – May 23, 2025

## **ABSENCE/ATTENDANCE**

Attendance at school is important in ensuring maximum success in academic courses, as well as integrating well into the college community. All students should be aiming for 100% attendance. In particular, missing class without good justification will be considered a serious cause for concern. We do recognize, though, that there are some cases where absence from school cannot be avoided. In these, we ask that the stated procedure be followed.

### **ATTENDANCE**

School attendance is taken using the Orah app, through which all students sign in and out of campus. Student will use their mobile phone to check in and out using the readers posted at the entrance to the school campus. If, for whatever reason, a student is not able to check in using Orah, they should speak to the security guard on duty, who will be able to sign them in or out.

### **UNEXPECTED ABSENCE**

Unexpected absence, for example through illness, should be reported to the e mail address [attendance@theglobalcollege.com](mailto:attendance@theglobalcollege.com) and to the mentor by a parent before 7:30 am on the first day of absence, and on every following day of absence. If a student is found to be absent and has not written by 9:30 am, the attendance officer will follow up with first an email and then a phone call to the family.

### **ANTICIPATED ABSENCE**

Wherever possible, we ask that medical and dental appointments be made for times outside the school day. Equally, we request that families try, where possible, to plan their travel so that students do not miss school. On the occasion that students need to miss school, please try to give us as much notice as possible, sending an email to [attendance@theglobalcollege.com](mailto:attendance@theglobalcollege.com) and to the mentor.

## **EQUIPMENT**

Students must have a device such as a laptop, IPAD or other that can be used to connect to the internet and use office software to create assignments for class.

Students should come with their own preferred notebook and pens if they take notes on paper.

Students are not required to wear uniform of any kind \*though there is a dress code, however for sports and physical activity all students taking part must have their own kit: suitable for the activity.

## **HOW TO CHANGE A SUBJECT**

Students are asked in the April – June before arriving for their subjects. Subjects can be changed once the program has started, however only within the confines of the timetable and only if it is in the best interest of the student as determined by the DP Coordinator. The final deadline for changes is September 24th.



## MOBILE PHONE POLICY

### ON ELECTRONIC DEVICES

- The use and custody of electronic devices including mobile phones, is the owner's responsibility, whatever their function or position in the school. The school will not be held responsible for damage, breakage, loss or theft. Under no circumstances may a teacher take or manipulate a student's mobile phone, as the law protects the privacy of minors.
- Teachers, during an activity and under his/her own responsibility, may authorize this use restricted to the purposes established by the teacher.
- Regarding the capture of images and/or sound, any offensive or insulting use, or any use that undermines the right to privacy and the protection of one's own image, regardless of the circumstances in which it has occurred or its possible legal consequences, will be considered a violation of the fundamental principle of the school. It shall therefore be considered a very serious misconduct and may require remedying actions accordingly.

Our preference is that students keep phones safely secured in their locker, where they are able to charge them with a USB charging point; however they may also be kept on their person. This may be a greater level of freedom than they have previously been granted in school. We need to remember that mobile phones are a reality in the modern world, and all young people will eventually have to learn how to work and focus while in their presence. Mobile phones must be switched off during class and never be used for sending or receiving social messages, calls, playing games or browsing social media during class time. Spaces designated for study such as the library are phone free areas and no student should be using phones there. As teachers, we reserve the right to require individual students to keep their phone securely in their locker if they are not yet able to avoid the distraction that having their mobile phone may cause.

## STUDENT DRESS CODE

The Global College does not have a “school uniform”. Instead, students are given a certain amount of freedom to choose what they wear, and to ensure their clothes are appropriate for the context in which they will be presenting themselves.

What The Global College is looking for is a smart, formal and appropriate dress-code:

### ALLOWED

All types of jeans (including blue jeans)

Formal trousers or tailored shorts in hot weather

Jumpers and cardigans

Crewnecks

Collared t-shirts/polos/blouses

School appropriate dresses/skirts

### NOT ALLOWED

Ripped jeans

Flip flops

T-Shirts with no collar

Clothes with any offensive slogan or statements

Nothing extravagant (for example big tattoos on display...)

Gym clothes (leggings, sweatpants, sports tops, athletic shoes)

Underwear should not deliberately be on display

Revealing/inappropriate clothes (crop tops, very short skirts, or strapless tops)

If students are inappropriately dressed, they will be sent home to change.

## KEY CONTACTS

### **Academic matters**

[secretariat@theglobalcollege.com](mailto:secretariat@theglobalcollege.com)

### **Absence**

[attendance@theglobalcollege.com](mailto:attendance@theglobalcollege.com)

### **Tuition & Payments**

[admin@theglobalcollege.com](mailto:admin@theglobalcollege.com)

### **School Reception:**

+34 915 68 99 37

*Schedule: 9:00 - 17:00*