



North Leamington
School

INTERNATIONAL SCHOOLS POLICY

2026

<u>Approval and Review</u>
This Policy is reviewed in discussion with staff and governors.
Effective from: February 2026
Review date: February 2028
Review leader: International Schools Coordinator

Background:

North Leamington School (NLS) is at its heart, an international school. International learning is celebrated and integrated into our curriculum and our school ethos. Since NLS gained the full International Schools Award in 2010, the school has continued to promote global concepts to the students to equip them to become global citizens. In 2009 we first partnered with Anjuman l' Islam Girls High School in Mumbai, India. This partnership has flourished and many staff, including our previous head teacher, have visited the school through Connecting Classrooms. In 2025 we were able to take 12 students and two members of staff to India using the Turing funding. As our longstanding partnership with Anjuman demonstrates, we are committed to developing fruitful long-term relationships with our partner school.

Annually we are able to offer all Year 7 students an international experience through a trip to the Birmingham Botanical Gardens. We also offer a Fair-Trade workshop in Year 8 to build on the experiences the Year 7s enjoy. Our international ethos is embedded in school practice with all departments offering an International School project as part of their curriculum offer. We also invite Year 5 students from our feeder schools to experience an eco-workshop that we run alongside the Year 7 and Year 8 student leaders in our allotment. We also offer student leadership opportunities in International Student Leaders (Year 8), Eco Leaders (Year 7) and through the Fair-Trade group (open to all).

The work is also supported and evaluated by our Senior Management Team, and we have a designated International Schools Coordinator, further demonstrating the value that we place on international work. We regularly review our International Schools Policy and projects. We have an established programme of international work across the curriculum. This means that over the last three years lots of departments and members of staff have been involved. Our desire is for our students to leave NLS as global citizens. We continue to achieve the highest level of the International Schools Award.

As such, our curriculum is designed to broaden and deepen their understanding of the world and being an International School helps us to achieve that.

Our Commitment (C) to being an International School is founded on the following beliefs:

1. We can gain a greater understanding of ourselves if we actively participate in the world around us.
2. No country or culture has a monopoly on wisdom: the greatest advances are made when we learn from each other.
3. We all share a collective responsibility for sustaining our world. We can only achieve this through global communication and understanding.
4. Engaging with the diversity that surrounds us brings mutual understanding and challenges prejudice.

We provide students with opportunities (O) to experience an International education through trips and a range of projects in every department.

We use International Schools to encourage the students to respect (R) others and other cultures. Internationals schools develops respect by

1. Celebrating the rich and diverse heritage represented in our own school and in both our local and national communities.
2. Respecting and value different cultures and beliefs.
3. Enjoying regular contact with students and adults living in different countries.

We pride ourselves on excellence (E) within International education:

Our International Schools work has been recognised by the British Council through achieving International Schools Status since 2010. We have successively achieved the highest status of this award and will receive our most recent award in the Houses of Parliament in February 2026. We have achieved the Connecting Classroom grant several times, which has involved many reciprocal visits to our partner school in India. In 2025, we were successful in achieving £20 000 from the DfE Turing Grant. We are the only school in Warwickshire to have achieved this grant, and among only twenty primary and secondary schools in all the West Midlands. We also pride ourselves on offering the opportunity to experience international learning to all our students in Years 7 to 11. We have also achieved first the Fair Aware Award, and we have now achieved the Fair Active Award twice (most recently December 2025). This shows our commitment to Fair Trade as a school.

1. Intended Outcomes

To secure re-accreditation for International Schools status and the Fair Active Award on an on-going basis ensuring that learners at NLS experience enriching opportunities to engage with other cultures.

2. Strategic Principles

To work collegiately across the school and with other schools with leaders and facilitators and with the re-accreditation framework driving provision - along with suggestions arising from Student Voice and Staff Voice.

3. Roles and Responsibilities

International Schools Coordinator:

- To lead on the strategic and operational aspects of the International Schools provision

Governors:

To understand the key principles, values, vision and associated ideas which underpin the provision and to use this understanding (as well as outcome and any projected data) to support, monitor and challenge staff as well as students or groups of students

Senior Leadership Team:

- To be proactive (as well as reactive) in reviewing and shaping principle, values and vision for International Schools
- To ensure that this policy coordinates and integrates with other policies
- To provide whole-school support, training and intervention as appropriate
- To communicate clearly issues such as changing need and outcomes of provision

College, Faculty and Subject Leaders:

- To work collegiately in the formulation of long, medium and short term plans which take

account of policy and which support all stakeholders in effective provision

- To monitor impact and, in concert with SLT and Governors, respond to emerging need
- To provide support, training and intervention as appropriate
- To ensure that policy is integrated in to provision alongside other relevant policies
- To create a consistency of approach within individual teams and across subject/faculty areas

Teaching and Support Staff

To ensure that with the support made available and in light of the policy ideas contained herein, that the best possible teaching practice and, by extension, learning experience is made available to students. This extends to the needs of all learners but with especial focus on those who have learning needs which are “additional to and different from...”

Students

To make the most of the opportunities afforded to them and their peers, taking in to account their own needs and personal qualities and attributes but also that of the group.

Parents and Carers

To support the policy of the school, in line with the Home-School Agreement.

4. Links to associated documents

As indicated throughout this policy, this document needs to be read in conjunction with other documents. These other documents include but are not limited to:

- Teaching, Learning & Assessment Policy
- Pupil Premium Policy
- Behaviour and Engagement Policy
- Curriculum Policy

This document should be read especially in light of the school’s Safeguarding and Child Protection policy