



مدرسة دار الهدى الإسلامية DARUL HUDA ISLAMIC SCHOOL

Recognized by the Department of Education and Knowledge (ADEK) U.A.E. License No. 293/1
Affiliated to the Central Board of Secondary Education, Delhi (India), Affi. No. 6630036
Member of the CBSE Affiliated Schools in the Gulf.

CHILD PROTECTION POLICY-3

(In compliance with UAE Federal Law No: 3 of 2016 and ADEK policy 3(Article 5) of 2014 unified child protection policy and regulations)

PURPOSE & OBJECTIVES:

Darul Huda Islamic School provides a safe, caring and supportive environment which enables the children to realize his/ her academic, psycho-socio-emotional, cultural and physical potentials. The policy also provides clear direction and guidelines to staff and other stakeholders about the conduct and behavior dealing with child protection issues. This ensures that child protection concerns, referrals, monitoring and follow up must be handled with delicate care and sensitivity. The purpose of this policy is to ensure that the School has student protection measures in place;

1. The Principal and Designated Team protect the students while in the school's care from all acts and lapses like any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. It often occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust.
2. Identify and support those students who may have suffered such abuse or neglect, as strongly enforced by the UAE Federal Law No.3 of 2016 on Child Rights(Wadeema's Law), Federal Law No. 3 of 1987 on Penal Code, ADEK policy 3 (Article 5) of 2014 and other relevant UAE laws.
3. UAE Federal Law No.3 of 2016 on Child Rights (Wadeema's Law), "Every child in the UAE whether residents or tourists have the right to live and be safe, protected from neglect and all forms of abuse".

Web site : <http://www.moi-cpc.ae/en/default.aspx>
Email : Childprotection@moi-cpc.gov.ae





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4. Emphasize that school staff are mandated reporters of cases of abuse and/or suspected abuse inside and outside the school.
5. Define duties and responsibilities of Principal and staff for responding to suspected cases of child abuse and/or neglect.

DEFINITIONS

A Child under this policy is a student who is studying in Darul Huda Islamic School; the law applies to all children up to age of 18.

Child protection, for the purpose of this policy, is defined as all measures, steps and actions that must be taken to protect students from risks that may cause harm or injury while they are in the school's care, travelling to and from the school using school transport, and moving between, waiting for, and taking part in, all activities organized by the school inside or outside the school campus.

A school day is the time period spent by a student under school supervision. It includes the time spent by the student inside the school. 45 minutes before the start of the school day and (includes the time spent by the student in school buses) and 90 minutes after the school hours.

Abuse refers to any form of physical, emotional or sexual, corporal punishment, and also includes bullying, exploitation, and neglect.

Physical abuse is the deliberate physical injury to a student, or the intentional neglectful failure to prevent physical injury or suffering. This involves actions including, but not limited to, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement, or giving the student drugs not prescribed by a physician to control behavior or to cause harm.

Possible signs of physical abuse can include:

1. Unexplained bruises or injuries
2. Injuries which have not received medical attention





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3. Repeated abdominal pain
4. Withdrawal from physical contact
5. Arms and legs covered in scalds
6. Fear of returning home
7. Fear of contacting caregivers/parents
8. Self-destructive tendencies
9. Displaying aggression towards others
10. Unusual passive behavior
11. Repeated running away from home
12. Cigarette burns
13. Human bite marks
14. Broken bones
15. Multiple burns with a clearly demarcated edge

Corporal punishment, a physical punishment inflicted on a child by a teacher or any school staff, to impose discipline is considered as Physical abuse.

Emotional Abuse is the persistent emotional ill-treatment of a student such as to cause severe and persistent adverse effects on the student's emotional growth and development. It involves actions such as, but not limited to, conveying to students that they are worthless, inadequate, or valued only so far as they meet the needs of another person. It involves causing students to feel bullied, frightened or in danger, or the exploitation or corruption of students.





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Possible signs of emotional abuse can include:

1. Regular tiredness
2. Fear of a new situation
3. Low self esteem
4. High levels of anxiety
5. Unusually passive or aggressive
6. Delayed speech
7. Inappropriate emotional responses to painful situations
8. Running away
9. Lying
10. Neurotic behavior e.g. sulking, hair twisting, rocking
11. Fear of making mistakes
12. Self-harm
13. Developmental delay in terms of emotional progress

Sexual Abuse and Exploitation involves but not limited to forcing or tempting a student to take part in sexual activities. The activities involve, actions including, but not limited to, physical contact, including penetrative or non-penetrative acts. They include non- contact activities such as involving students looking at or in the production of pornographic material or, watching sexual activities, sexual hinting or encouraging students to behave in sexually inappropriate ways.





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Possible signs of sexual abuse can include:

1. Unusual behavior which could be general or sexual
2. Age inappropriate sexual behavior
3. Sexually transmitted diseases
4. Physical indicators in the genital and anal areas
5. Pain or itching in the genital area
6. Bruising or bleeding near genital area
7. Vaginal discharge or infection
8. Discomfort when walking or sitting down

Bullying is unwanted aggressive behavior(s) from a student or more to another student and involves an observed or perceived power imbalance and is repeated (or is highly likely to be) multiple times. Bullying, as a form of violence, includes physical (hitting, tripping), verbal (name calling, teasing), relational/social spreading rumors, leaving out of group), and cyber-bullying aggression (occurs through e-mail, a chat room, instant messaging, a website, text messaging, or pictures or videos sent through cell phones or posted on websites). A student can be an offender, a victim, or both.

Neglect is the persistent failure to meet a student's basic physical, emotional and/or psychological needs, likely to result in serious impairment of the child's health or development.





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Possible signs of neglect can include:

1. Stealing
2. Poor social relationships
3. Failure to thrive
4. Poor personal hygiene
5. Frequent hunger
6. Untreated medical complaints
7. Frequent lateness or absence from school
8. Inappropriate clothing
9. Substance or alcohol misuse

POLICY:

All school staff who has regular or temporary contact with students and who provides services to students or school – are authorized and mandated to report all cases of suspected abuse and/or neglect (conducted by any perpetrator inside or outside of the school) directly to the Ministry of Interior's – Child Protection Center within 24 hours upon suspicion.

If a child is in immediate danger (risk of serious harm), the police will be called using the 999 service, followed by reporting to the Ministry of Interior – Child Protection Center within one hour upon discovery.

In addition, school staff will inform the School Principal immediately when they suspect the exposure of any student to any form of abuse and/or neglect.

School principal or school staff shall not impede or inhibit reporting of a suspected case of child abuse and/or neglect by a third party, nor take any actions against the reporter. School will conduct awareness and campaign among the students on the importance of reporting any





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suspected case of student abuse and/or neglect inside or outside the school that becomes known to them, as stated in this policy.

CONFIDENTIALITY OF DATA:

The school will keep the case reports, student data and identities of the both alleged offender and victim and the person reporting the case strictly confidential. The data shall be shared only with authorized individuals from the **ADEK PSQA** Division and the Ministry of Interior – Child Protection Center and Social Support Center authorized staff.

School staff are strictly prohibited from discussing active or closed cases with the media, or any third parties or other staff, unauthorized ADEK staff, with the exception of investigative and judicial authorities and within the legal responsibilities.

TRAINING:

The school had given critical importance of the provision of ongoing knowledge regarding all health, safety, Child protection and prevention matters. The ministry of interior- Child Protection Centre in coordination and collaboration with ADEK shall conduct child protection training for school leaders and other specified staff for which attendance is mandatory. The School leaders and the specific staff who got the Child protection training should cascade the session to other staff. So that all staff know what to look out for with respect to the protection and safety of students.

COUNSELLING AND SCHOOL SUPPORT SERVICE

The school is committed to encourage respect for human rights and every student is treated as unique. The school enabling students to have access to a trusted professional School counselor and Social Worker, enabling students to cope with the emotional and academic problems.





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CHILD PROTECTION COMMITTEE

The school has a Child Protection Committee which consists of the following members:

1. Principal
2. Vice Principal
3. Section Supervisors.
4. School Counsellor/Social Worker
5. The School Nurse (Types of injuries and frequency are recorded)

The committee takes measures

1. To promote a positive, supportive and secure environment in the school. To provide counseling and school support services, enabling students to have access to a trusted professional counselor or a social worker.
2. To make, implement and review child protection policy regularly.
3. To liaison with other professionals and support centers to support the child.
4. To develop, productive, supportive relationship between schools and parents.
5. To provide guidance to parents, students and staff regarding child protection policy.

ROLES AND RESPONSIBILITIES

Principals will:

- Ensure the supervision of students at all times while in schools' care.
- Ensure that there is a priority emphasis on the protection of the students and for taking immediate actions when there is suspicion of cases of student abuse or neglect.





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- Ensure that the students can safely report their concern about abuse and neglect without fear of punishment. The principal should be a caring and supporting manner when a disclosure of any student regarding abuse or neglect.
- Ensure that staff and others can safely report their concerns about the potential exposure of any student to abuse or neglect without fear of retribution or punishment.
- Gain views from students and parents regarding security and protection within the school.
- Ensure that all staff and administrators targeted for student's protection training are fully attended and participated in all training sessions.
- Immediately report any case of potential abuse or neglect of students as stated by this policy.
- Conduct orientation sessions for parents/guardians upon student registration or enrollment and at the start of every school year to promote this policy and to inform them of their roles and responsibilities, and their rights and duties.
- Maintain student's records in compliance with Students Records policy, and ensure confidentiality of open and closed cases.
- Immediately suspend any staff member who is suspected of an offence involving student abuse or neglect on a temporary basis until the suspicion is adjudicated.

All School Staff will:

- Report a suspected case of abuse and/or neglect upon immediate discovery.
- Supervise students at all times while in school's care.
- Understand this policy to address suspected or alleged student abuse or neglect cases.
- Attend and participate in mandated student protection training.





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PROCESS TO REPORT A SUSPECTED CASE OF ABUSE AND/OR NEGLECT:

- a. Recognize the signs of child abuse or neglect.
- b. Record clearly, remembering to include time, date, your name and role.
- c. Record the case reference number, date, time, place and any noticeable non-verbal behavior and the words used by the student.
- d. The school designated officials thoroughly investigate and report immediately to ADEK all incidents of abuse which may students face including exploitation, violence, and or any other physical harm, sexual abuse or any emotional threat, or harm of any kind all of will be referred to as abuse of students.
- e. Report the case to the Ministry of Interior-Child Protection centre using the telephone hotline (116111) .
- f. When handling cases of student's abuse, to conduct an investigation, the School will maintain clear and scrupulous communications and actions with the Government entities such as the Health Authority- Abu Dhabi (HAAD), the Social Welfare institutions and Police.
- g. The school should maintain a detailed report concerning the incident and procedures taken in this regard. This report should be kept in the student's folder. If the abuse is a crime, the school is required to notify the relevant official entities.





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- h. Inform the Principal when suspect a case of student abuse or neglect.
- i. Ensure confidentiality and privacy of reported cases.
- j. Cooperate with the Ministry of interior –Child Protection Centre by implementing the required measures.

Approved for issue:

Muneer Chalil

14-04-2019

Principal.

This Policy will be revised if any amendment is made by ADEK to the existing ADEK Unified Child protection policy and regulation 2016.

Copy to:

- Stock file.
- Office of Principal/VP/Supervisors
- School library
- Staff room & School clinic
- School website.





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SCHOOL FEE

POLICY NO: 39

Policy:

Darul Huda Islamic School (DHIS) is a private school catering to the educational needs of the children of Asian expatriates living in Al-Ain. We hope that, we give value for money. The school fee levy from our parents in the form of tuition fees, book fees, Uniform fee and transport fees are our sources of income that generates school revenue. We take into account the concerns and input received from parents regarding the school fees. Our school fee policy is in line with the school framework of Abu Dhabi Education Council (ADEK).

Our Approved School Fee Chart 2019-2020

Approved Fee Schedule from Academic Year 2018-19				
Grades الصفوف	Tuition الرسوم الدراسية	Books رسوم الكتب	Buses رسوم المواصلات	Uniform رسوم الزي
KG1	5,000	250	2,100	158
KG 2	5,000	250	2,100	158
G 1	5,300	590	2,100	179
G 2	5,300	710	2,100	179
G 3	5,600	680	2,100	179
G 4	5,600	810	2,100	221
G 5	5,900	840	2,100	221
G 6	5,900	700	2,100	221
G 7	7,300	780	2,100	221
G 8	7,300	780	2,100	284
G 9	7,700	610	2,100	284
G 10	7,700	550	2,100	284
G 11	10,300	770	2,100	284
G 12	10,300	800	2,100	284

دراسة تتضمن





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Principles:

1. We will be announcing the fee structure with payment schedules and procedures only after getting the approval from ADEK. The same will be intimated to the Parents/ Guardians before collecting.
2. We will not charge from Parents/ Guardians in excess of the school fees approved by ADEK before the start of academic year.
3. We may collect a registration fee up to 4 months ahead of the beginning of the academic year provided that such an amount is deducted from approved school fees and does not exceed 5% of Council –approved tuition fees.
4. The registration or re-registration fees are charged only when the student is enrolled, not when applying.
5. We retain the registration or re-registration fees collected for each student, should the student attend any part, or days of week 1 of the semester or fail to show up at all without the parent notifying the school in writing.
6. If we fail to enroll the student as a result of not having sufficient capacity, we will reimburse to the Parent/Guardian the full registration or re-registration fees.
7. We will refrain from charging any guarantee money or deposit money or application fees or first time enrollment fees from parents/guardian as means to register students or as payment of any of the remaining fees balance, even if such were refundable.
8. We may retain a certain amount of the tuition fees in any of the following cases:
 - a. If a student attends any part of week one of the term or fails to show up at all without the Parent/ Guardian notifying the school in writing sufficiently in advance before the beginning of a term. In such a case, the School may retain the value of the registration or re-registration fees.





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- b. If a student attends from one week and up to three weeks in a term, we may retain the value of one full month of tuition fees.
- c. If a student attends over three weeks and up to six weeks in a term, we may retain the value of two full months of tuition fees.
- d. If a student attends over six weeks in a term, we may retain the full-term fee.
- e. Official holidays and absences from classes are considered part of the week.
- f. Textbook and uniform fees paid to the school are to be refunded in the same manner as tuition fees, if they were not used.
- g. Transport fees will be refunded in the same manner as tuition fees.
- h. We may suspend a student for up to three days but only after sending three warning notices each being one week in duration each time to a student's parent/guardian.
- i. We may withhold the student's examination report cards, transfer certificates (or block a transfer on eSIS) and / or re-registering a student until all outstanding dues are settled.
- j. We will not prevent students from sitting for any end of term or end of year examinations or any examinations assigned during the term as a consequence for non-payment issues.
- k. We shall not ban any student from using school transport going or coming back from school in the case that the student's guardian did not pay school tuition fees on time.
- l. We shall encourage guardian in continuing to register their children by offering priority as per ADEK rules.





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m. The student who have paid full fee, the reimbursement when they leave in mid academic year will be proportional to the whole month remaining in that academic year.

Procedures:

- The total amount of tuition fee and the transport fee, where applicable, may be paid in term wise or in ten instalments. It can be paid half yearly or in three equal instalments or one time in the month of April.
- Those who pay fees in ten monthly instalments may pay on or before 10th of each month in advance.
- Payment of fees by cheque should be drawn in favour of “Darul Huda Islamic School, Al-Ain and crossed as A/C payee only.
- Fee concession can not be granted for a period of absence.
- At the above due dates account reminders are sent to parents about the arrears.
- A letter from the Principal follows if the arrears are not paid.
- Parents who do not respond to arrears, are referred to the debt collector of recovery of fees.

Approved for issue-

Muneer Chalil

Principal

14-04-2019





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This policy is made accessible to students, parents and school staff through school website and the copy of the same is available in school library, laboratories, buses, staff room, school office, offices of the senior leaders. This Policy of School Fee will be revised annually with students, staff and parents in order to ensure that it suitably meets the requirements of the school as well as ADEK. The next review will be held in March 2020.

Copy to:

1. School office file/ Stock file
2. Office of Principal/VP/Supervisors
3. Staff room
4. School Library
5. School website.
6. School clinic





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SCHOOL ADMISSION & REGISTRATION POLICY

POLICY NO: 44

PURPOSE(S):

To provide assurance that our School operates fairly and appropriately in its decisions about admission, registration and placement of students.

DEFINITIONS

- Admission** covers the requirements of and procedures for admitting students to School.
- Registration** is the process whereby Schools offer students a place and then enter them on the School admissions roll.
- Placement of students** refers to the normal expectation that students be placed with their peer group in terms of age, whose birthdays fall within the defined dates of the school year.

ADMISSION

Schools shall comply with the admission requirements below and take them into account in their admission, registration and placement of students' policies:

Fair, Non-Discriminatory and Transparent Approach

- a. School adopts an open approach in accepting students from different races and ethnicities to achieve fairness, equality and transparency.
- b. The School shall allow prospective Parents/Guardians and their children to visit the School prior to registration so that they may familiarise themselves with it.
- c. Schools will re-register its students in the next grade, if the Parents/Guardians wish so, as long as there are no behaviour issues that justify refusal of the student's re-registration.





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- d. Schools shall admit students with mild to moderate special education needs and offer additional appropriate learning support as required or needed.
- e. Schools shall not refuse or withhold admission of students with chronic health conditions (e.g. diabetes, asthma, congenital heart diseases, epilepsy and obesity) and will offer appropriate support as per the student's needs.

Interviews and Placement Tests

- a) Schools will admit students into their kindergarten stage (KG1 or KG2) which precedes the mandatory education stage without requiring the students to sit for any form of tests or interviews.
- b) The School may conduct an interview with a student during the mandatory education stage and may require the student to take certain placement tests to give an indication of their performance level(s) to be able to provide proper learning support and not for the purpose of accepting or rejecting a student.
- c) The School may conduct an interview with a student with mild to moderate special needs, and may require the student to take certain placement tests to give an indication of their performance level(s) to be able to provide proper learning and psychological support and not for the purpose of accepting or rejecting a student.

Admission Information, Documents, and Records

1. Parents who want to enroll their wards in school should register the names of their ward(s) with the admission link provided in the school website <http://www.dhischool.com>.
2. The parents have to confirm the registration by contacting the school office in person within two days of registration. Otherwise the registration will automatically be cancelled. The school will issue a registration confirmation slip stamped and signed to the parents after scrutinizing the necessary documents.





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3. Parents will be intimated about the time and date of admission over telephone and SMS. The parents along with their child have to report to school with necessary documents (ID card, Vaccination card, photograph, TC and achievement report (if applicable), attested birth certificate, Passport copy etc.) and required fee. An admission confirmation slip will be issued to the parents. The pupil must carry the admission confirmation slip on his/her first school academic day.
- Documents pertaining to students with special educational needs such as previous individual education plans and relevant assessments, as well as evidence pertaining to gifted and talented students such as advanced learning plans and provisions (if needed).
 - School records for the previous year, if the student has previously attended a school in another Emirate or outside of the UAE.
 - If a student is transferring from one School to another in a different Emirate, a transfer certificate to the other Emirate is needed. If no transfer certificate exists, a report card or equivalent document from the previous School shall be sufficient.
 - Schools will ensure that all newly admitted students (including the students transferred from other schools in the Emirate, from other Emirates, or from schools aboard) submit their vaccination cards and medical records as an integral part of the admission and registration procedure for such students:
 - Students that have been admitted to kindergarten (KG1 or KG2) or Grade one must submit a vaccination card that fulfils the "Childhood Immunisation Schedule" of the current HAAD Immunisation Schedule.
 - Students that have been admitted to Grades 2 to 12 must submit a vaccination card that fulfils the "Childhood Immunisation Schedule" and





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the “School Immunisation Schedule According to Grade” of the current HAAD Immunisation Schedule.

-Schools shall not refuse or withhold admission of students who do not have vaccination cards or do not meet all the requirements on their vaccination cards but should accept them on the condition they complete the necessary vaccinations and provide a vaccination card that meets all requirements within the school year. This shall be considered a condition for re-registration for the next school year.

- e. The School nurse will create new medical records for students registered in kindergarten or Grade 1.
 - f. The School nurse needs obtain the medical records of transferred students from other schools within the UAE.
 - g. The School nurse will create new medical records of transferred students from schools outside the UAE.
 - h. Schools will keep records of all student admission files including required information and documents, school record from previous year, and individual education plan with relative assessment for all students to include students with special education needs and gifted and talented students.
4. It is permissible for students to transfer to other schools between the Emirates after receiving ADEK’s approval in case the time permitted for transfers ended.
5. A student seeking admission to any class (eg: KG-1-Grade XII) in our school will be eligible for admission to that class (KG-Grade XII, if he/she:
- a. has been studying in a school recognized or affiliated to the Board or any other recognized Board of Secondary Education in India.
 - b. has passed qualifying or equivalent qualifying examination making him/ her eligible for admission to that class.





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c. satisfies the required age limits (minimum & maximum) as determined by the ADEK.

The age limits for admission to Kindergarten and Grade –I are as follows:

KG- I - 3 years and 8 months or more as on 31st March.

KG-2 - 4 years and 8 months or more as on 31st March.

Grade-1 – 5 years and 8 months or more as on 31st March.

6. No Student migrating from a school in a foreign country, other than the school affiliated to CBSE shall be eligible for admission unless the eligibility certificate is obtained. The eligibility certificate will be issued by the Board only after the Board is satisfied that the
7. course of study undergone and examination passed is equivalent to the corresponding class of CBSE.
8. No person who is under the sentence of rustication or is expelled from any Board / School / University or is debarred from appearing in the examination for whatever reason to any Board/ University shall be admitted to any class in a school affiliated to CBSE.
9. No student shall be admitted or promoted to any subsequent next class unless he/ she has completed the regular course of study of the class to which he/she was admitted at the beginning of the academic session and has passed the examinations at the end of the concerned academic session qualifying him/her for promotion to the next higher class.
10. No student shall be admitted in class IX and above after 31st day of August of the year except with the prior approval of the ADEK and CBSE. The candidate shall complete the required percentage of attendance (75%) for class IX & X as per Examination Bye Laws of CBSE and ADEK to make him / her eligible for the examinations.





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Admission to class – X

As the syllabus prescribed at Secondary Level is for two years integrated course, no admission shall be taken in class X directly provided further that admission to class X shall be open only to such a student who:

- Has completed regular course of study for Class IX .
- Has passed class IX examination from an institution affiliated to CBSE.
- A student, who has completed a regular course of study for class IX and has passed class IX from an Institution recognized by / affiliated to any recognized Board in India other than CBSE can be admitted only after procuring the mark sheet and the Transfer Certificate from the school duly countersigned by the Educational Authorities of the Board concerned.

Admission to class – XI

Admission to class XI in a school shall be open only to such a student who has:

- Obtained a minimum grade D in at least 5 subjects of external examination (excluding the 6th additional subjects) as per the Scheme of studies and Qualifying certificate/ Grade sheet cum Certificate of performance at the Secondary school (**Class X**) Examination conducted by school affiliated to CBSE.

OR

Has passed an equivalent examination conducted by any other recognized Board of Secondary Education/ Indian Universities and recognized by CBSE as equivalent to its secondary school examination.





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Admission to class – XII

As the syllabus prescribed at senior level is of two years integrated course, no admission shall be taken in class XII directly. Admission to Class XII in a school shall be open only to such a student who:

- Has completed a regular course of study for XI and has passed class XI examination from an institute affiliated to CBSE.
- The admission will be granted only after procuring the mark sheet and the Transfer Certificate duly countersigned by the Board concerned.

Explanation:

‘Qualifying Examination’ means the examination, the passing of which makes a student eligible for admission to a particular class, and equivalent examination means an examination conducted by any recognized Board of Secondary Education/ Indian University or an Institution recognized by or affiliated to such Board / University and is recognized by the Board Equivalent to this corresponding examination conducted by CBSE or conducted by a ‘School’ affiliated to or recognized by the CBSE.

Student Capacity and Admission Priorities

- Taking into account the content of ADEK Policy (66), Schools shall have a maximum number of twenty five students for each kindergarten class (KG1 and KG2).
- Taking into account the content of ADEK Policy (66), Schools shall have a maximum number of thirty students for each class of Grades 1 to 12 (Year 13).
- Schools will apply admission priorities if there are more requests for places than available places, as follows:





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- Students who attended the School in the previous year or period.
- Students with siblings are already present in the School.
- Children of School staff.
- Students who live near the School.

REGISTRATION

- Schools shall officially register a student once the student meets the admission requirements and conditions.
- Schools shall register the student on the ADEK's eSIS system in accordance with the dates determined by the Council each year.
- Schools may register students at any time of the year at their discretion, subject to space availability and provided that the School satisfies itself that the student is capable of keeping up with those in the same peer group and can successfully pass the academic year.

Approved for issue-

Muneer Chalil

Principal

14-04-2019





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This Policy will be reviewed annually or if any amendment is made by ADEK to the existing admission policy and regulations. Next review will be held in December 2019

Copy to:

1. Stock file./PRO's office
2. Office of Principal/Vice Principal /supervisor.
3. School library.
4. Staff room.
5. School website.





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PROMOTION AND RETENTION

POLICY NO: 46

Policy Statement:

It is the policy of this school that ensures that all the students move through the year system at the school without any retention where ever possible.

Aims:

We believe that it is the responsibility of the school to provide a level of education that allows all students' promotion at the end of the academic year. Retention of a student will only occur in a rare cases and only after following procedures laid down in this policy.

Darul Huda Islamic School is following the Indian System of Education since its inception in 1988. The school offers schooling right from Kindergarten to Grade XII. The promotion and retention norms are in accordance with the Central Board of Secondary Education (C.B.S.E), New Delhi , ADEK and the Ministry of Education. In Kindergarten and classes up to Grade V, the school follows a policy of no failure. Assessments of students in scholastic and co-scholastic domains include both formative and summative evaluations by applying different tools and techniques.

- **KG to Grade V** – Three evaluations schemes in an academic year along with Co-scholastic assessments.
- **Gr VI to X** - CBSE has introduced Uniform Assessment system with effect from academic year 2017-2018 dividing the academic year into two terms. First term is assessed with Unit test, Periodic Test and Half yearly Examination and the second term is assessed with Unit test, Periodic Test and Yearly Examination along with Co-scholastic assessments.
- **Gr- XI and XII** - Each Term is assessed with one Mid Term Test, Terminal Examination followed by Annual Examination/Board Examination.





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PROMOTION OR RETENTION

Kindergarten and Cycle 1 (Gr- I to 5)

- Attendance during the examination is compulsory.
- All students in KG and Cycle 1 will be promoted to the next grade, except in rare circumstances, and the approval of the guardian.

Cycle 2 and 3 (Gr 6 to 12)

1. All students in grades 6 to 11 will be promoted to the next grade except when they do not meet the promotion requirements as per the approved curriculum.
2. In order to declare a student pass, he/she has to obtain a grade higher than 'E' in all the subjects. A1, A2, B1, B2, C1, C2, D are the passing grades.
3. Minimum percentage required for Pass in the following subjects:

Subjects	Grade	Minimum Pass Marks
Arabic & UAE Social Studies	Gr- VI to X	50%
	Gr- XI and XII	60%
Islamic Studies	Gr- VI to X	50%
	Gr- XI and -XII	60%
Other Subjects	Gr- VI to IX	35%
CBSE Board Exams	Gr- X and XII	33%





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4. Students of Grade X and XII will be appearing the year end CBSE board Examination.
5. In case of subjects involving practical work in Gr- XI and XII, a student must obtain 33% marks in practical separately in addition to 33% in theory to qualify in that subject.
6. Student failing in 1 subject in Gr- IX and XI will have re-sit exam as per the ADEK and CBSE guidelines and need to qualify for promotion.
7. Students failing in 2 or more subjects in Gr IX and XI will be detained as per CBSE guidelines.
8. Student cannot be retained in a certain grade more than two consecutive times as a maximum and no more than two different grade during the entirety of his/her School education. We will provide such students remedial classes and necessary learning support .
9. Students of Gr- XII need to qualify ADEK Unified Examination in Arabic and Islamic Studies to obtain equivalency certificates.
10. Students of special education needs are put on Individual Education Plan who meet their objectives progress to the next age appropriate placement and grade-level sequence. We will not retain or fail students with special needs in a grade/year level instead with the help of SEN coordinator and the teacher concerned the goals and objectives set forth in their personal Individual Education Plan are adjusted.
11. We explore all the potential alternatives like remedial classes, peer learning ,IEP etc to make the students' progress and promote to the next grade.
12. If it is proven that a student has failed to achieve the required progress compared to his/her peers, the school shall inform the parent/guardian of the student immediately and hold a meeting to discuss and find the appropriate solution, which may include remedial classes, modifications, improvements in the teaching program to support the student in making the desired progress.
13. We hold an Academic Review Meeting every term to discuss the measures to be taken and to chart out the remedial plan and additional learning support strategies in case the students' are not progressing satisfactorily.





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14. Parents and Guardians shall be informed by the results of these solutions and their impact on the performance level of their children step by step.

15. We do not retain a student in the same grade except after the following actions:

- a. Such students are reviewed in the Academic Review Committee headed by Principal and other committee members.
- b. The final decision is issued based on the collective and collaboration of all the teachers, social worker, heads of faculty, SEN coordinator and the parent/guardian who have taught or worked with the student during current academic year.
- c. The Academic Review Committee shall consider the various possible factors to improve student learning, social impact and student development that would result if he or she was separated from their peers; school reports which shows student's lack of progress for two or more years, and the Council approved curriculum.
- d. The school provides, with the help of SEN coordinator, improved differentiated learning and support for students who have in the past been retained.
- e. A student will be assessed for special education needs by the SEN coordinator along with the teacher concerned and to support him/her with Individual Education Plan which can better serve his/her individual learning needs.





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Monitoring and Review:

This policy is monitored on a yearly basis by the Head of the school and is under constant review.

Approved for issue-

Muneer Chalil

14-04-2019

Principal

This policy is made accessible to students, parents and school staff through school website and the copy of the same is available in school library, laboratories, buses, staff room, school office, offices of the senior leaders. This Policy of Students' Promotion and Retention will be revised annually with students, staff and parents in order to ensure that it suitably meets the requirements of the school as well as ADEK. The next review will be held in March 2020

Copy to:

1. School office file/ Stock file
2. Office of Principal/Vice Principal /Supervisors
3. Staff room
4. School Library
5. School website.
6. School clinic





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STUDENT BEHAVIOUR

POLICY NO: 50

Purpose:

The school is committed for shaping an up-to-date educational setting acceptable to all stake holders, namely leadership, students, teachers, administrators and parents. In order to realize school's vision and mission and also to facilitate its day to day functions smoothly school establishes a well-designed system and a set of rules, regulation and code of conduct for controlling all educational activities and procedures.

In order to embed core values and ethical principles in pupils, school formulates a sound policy of Students' Code of Conduct and school further more commits itself to sensitize staff members, students and parents with the policy to sustain a healthy and vibrant school atmosphere. The acceptable and healthy behaviours are appreciated and rewarded where as unacceptable and negative behavioural patterns are shunned and nipped in the bud.

Promoting Positive Behaviour

School promotes a positive behaviour and wellbeing among the students. School recognizes the works of the students and they are rewarded appropriately. School provides opportunities for the students to take part in curricular, co-curricular activities and extra-curricular activities which help them develop positive culture and attitude.

- Students' are rewarded every time they make progress in their curricular and co-curricular activities.
- Students are given rewards in the form of commendations, certificates, trophies, social rewards etc. whenever they show positive behaviour in and around the classroom.
- Students are given adequate opportunities to take part in inter and intra school competitions and their works are duly rewarded.





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- Provisions are set to develop positive behaviour and wellbeing through guided curriculum and their personality development is individually monitored by class teachers.

School Disciplinary Committee:

It is one of the school's management committees assigned to handle students' educational and behavioural issues and it also considers the measures to be taken to expedite positive students' behaviour. The committee review and discuss students' behavioural issues and may impose disciplinary actions if needed, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response, on the e-SIS system, including uploading all supporting reports for all offenses and actions taken. Schools, ADEK and any supervisory authorities shall treat all information about students' behaviour as strictly confidential. The committee also reviews the policy periodically and ensures the practice of provisions of students' code of conduct effectively.

The Discipline Committee consists of: Principal, Vice principal, Supervisors, Counselor/social worker.

Students' Code of Conduct (General)

School adopts a positive and constructive Students' Code of Conduct to facilitate smooth & healthy functioning of school. All stakeholders including students & parents have been already sensitized to the rationale, principles and procedures of the Students' Code of Conduct.

1. Every student should respect and comply with all the rules of the school and takes responsibility for his own actions.





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2. Every student should respect differences in people, their ideas, culture and their opinions.
3. Every student should treat one another with dignity and respect at all times, and especially when there is a disagreement. She/he must treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender or disability etc.
4. Every student should show obligation to the heritage and culture of the UAE.
5. Every student should strive to enhance the very reputation of the school.
6. Every student shall respectfully greet the teachers of the institution on the occasion of her /his first meeting on the day.
7. Every student should respect the right of others.
8. Every student must show proper care and regard for school property and the property of others.
9. Every student take appropriate measures to help those in need and seek the assistance from a member of the school staff, if necessary, to resolve problems peacefully.
10. Every student respects the need of others to work in an environment that is conducive to learning and teaching.
11. Every student shall refrain from bringing things such as weapons, explosives, sharp objects etc. to school that may compromise the safety of others.
12. During school hours students are not allowed to receive visitors.
13. Students need to wear neat, clean and ironed uniform daily. Irregular attention, insubordination to teachers, habitual inattention to school work, obscenity in words or actions, bullying and cheating in the examination are treated as violation of students' Code of Conduct.
14. Speaking English is enforced in the school, within the campus and the school bus.





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15. Students have the responsibility to keep the school premises neat and clean. Litter must be put in the dust bins provided.
16. It is forbidden to write or scribble on the walls, buses and property of school. Scratching/spoiling the desks/ chairs/bus seats/curtains or any damage done to school property is liable to disciplinary actions. Damage done accidentally should be reported, at once, to the class teacher or the supervisor.
17. Students are responsible for the custody of their books and belongings. They are advised not to bring any valuable things to the school without prior permission.
18. No student should leave the school premises during the working hours except by the special permission of the Principal. Parents may take permission from the school
19. Administration if he/she wishes her child to be granted permission to leave the campus earlier than the normal school time.
20. Students are strictly forbidden to wear or bring gold or any expensive ornaments like bangles, bracelets, rings, anklets, pendants, chains, necklaces etc. to the school.
21. Every student is responsible for the safe keeping of his/her belongings, money, books or anything else and school does not take any responsibility for their loss.
22. No presents/ gifts may be given to staff member.
23. At all times students are expected to be polite and courteous towards other students, staff and elders. Parents of own transport children and those who come on foot from the vicinity, are requested to make sure that their children always reach the school and return home safely and on time.
24. Class monitors are appointed by the Class Teachers to work with school staff, particularly class teachers, to ensure smooth day to day running of the class room. Class monitors play an important role in generating a healthy ambience in their respective class rooms.





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Students' Code of Conduct (School Bus)

The students need to follow basic rules in school bus in order to ensure the safe and comfortable journey. The student must:

1. Be present at the place where he/she boards the bus or else parent will be responsible for bringing him/her to the school.
2. Board the bus in an orderly manner.
3. Be seated at all times in the place assigned by bus supervisor and fasten the seat belt once seated.
4. Listen to the instructions of the bus supervisor and driver.
5. Abstain from jumping, standing, shouting, fighting while the bus is moving.
6. Behave politely with others.
7. Abstain from holding any sharp objects in hand.
8. Not ruin damage or alter any of the bus equipment/apparatus.
9. Not open the windows while bus is moving.
10. Refrain from eating in the bus.
11. Not complete homework/assignments or use electronic gadgets in the bus.
12. Not dispose of any garbage in or out of bus.
13. In case if the parents are not available at home/ drop off point when the student arrives, he/she will be brought back to the school. Then the parent has to collect his/her child from the school.
14. The school has the right to withdraw any student from the bus services in case of violation of bus rules.





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Students' Code of Conduct (Laboratory):

1. Students must always follow the instructions of lab in-charge /teacher.
2. Students must ask their teacher if they are not sure how to do lab activities .
3. It is strictly banned to eat or drink in the lab.
4. Students must always take safety measures like wearing lab coat, safety goggles, face mask etc while doing any experiment that may be dangerous.
5. Students should not play with fire and electrical switches.
6. Students can enter into the lab only after getting permission and they should not rush into the lab.
7. No work is carried out/object or equipment is touched or operated without the permission of in-charge staff.
8. Students should always keep the lab clean and tidy.

Students' Code of Conduct (Library)

The school has a well-equipped library facility. In order to maintain its functions smoothly students must follow the basic rules in library.

1. Silence is to be observed at all times.
2. Students must behave in such a way that they should not disturb or hinder the operations of the library.
3. Food and drink must not be consumed within the library.
4. The marking, defacing, mutilating or alternating of books or services provided by the library is strictly forbidden.
5. Electronic gadgets are not allowed to use in the library without the permission of librarian.





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6. Talking and playing are not allowed in the library.
7. The librarian has the right to inspect any books in the possession of any person leaving the library.
8. Journal, magazines, literature, reference books and newspapers cannot be taken out of library.
9. Students can borrow one book at a time and it needs to be returned within 7 days.

Students' Code of Conduct (School Clinic)

Students must:

1. Give all necessary personal as well as family health information to the school clinic in order receive suitable health care.
2. Follow the physician's/nurse's instructions and comply with the agreed upon care.
3. Be accountable for the consequences of disregarding instructions of the health care provider and/or treatment plan and recommendations.
4. Respect and consider the feelings of other patients as well as care providers.
5. Refrain from using abusive language and/or anti-social behaviour, shouting etc.

Students' Code of Conduct (School field trips & Extra-curricular activities)

Students are given opportunity to take part in extra-curricular activities and school field trips organized by school administration. Extra-curricular activities refer to a range of meaningful complementary programs that extend and enhance the taught curriculum and develop the potential of all students whether on-campus or off-campus (e.g. field trips, social or physical activities like sports etc.). These additional optional programs or activities may be offered in several ways and cover a variety of areas of student development and student interests, taking into account the religious, social and cultural norms of the UAE.





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School ensures a safe, risk-free and healthy environment for students and staff during these extra-curricular activities.

Purposes of these activities include:

To ensure that all Schools provide additional activities for a wide range of students' needs and interests in order to help them develop as healthy, confident, creative, socially adept and culturally aware individuals.

To guide Schools with regard to organizing extra-curricular activities and graduation ceremonies in terms of financial cost, supporting services and participants.

The policy includes the following:

1. School provides a wide variety of extra-curricular activities that help student develop mentally, physically and socially.
2. School ensures a safe, risk-free and healthy environment for students and staff during these extra-curricular activities.
3. Extra-curricular activities will not be conducted when compulsory classes are taking place. Such activities normally take place before the beginning of classes, during breaks, after the end of the compulsory school day and on weekends or during School holidays.
4. If any extra-curricular activity requires payment of fees by students, the School will set the fees at a reasonable and affordable level to enable the majority of students to participate. However most of the activities are offered to students free of cost. School will not make any profit from these activities.





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5. All extra-curricular activities shall consider religious, cultural and social norms of the UAE and the morals, customs and traditions of UAE society, and must abide by the ADEK requirements as follows:
- Written Consent Forms: Every participating student must have a prior signed written consent form from his/her Parent/Guardian to take part in any School extra-curricular activity. The consent form will be retained as a reference document with the responsible staff member. This form will provide all essential information to Parents/Guardians such as the type and objective of the activity, duration, place, cost (if any), and name of School supervisors, contact details and transportation arrangements.
 - Proper Supervision at all Times: Schools will provide adequate and qualified adult supervision for all School activities, including local trips and trips abroad as well as recreational, break and play times. Supervisors will take into account the nature of the activity and the ages and numbers of participating students, and will ensure that an emergency plan has been prepared. Students will not be left unsupervised at School at any time, whether before, during or after the day's lessons and/or during extra-curricular activities. Students attending after-School activities or field trips will be supervised until they are picked up by authorized people or are delivered home via School transportation. Schools shall accurately and continuously record students' attendance at all School extra-curricular activities.
 - The Availability of Medically Qualified Staff and Risk Assessment: Whenever sporting or other extra-curricular activities take place, a qualified person shall be on duty to provide emergency first aid services. A first aid kit must be available at all times to administer emergency treatment to an injured or sick person before professional medical care is available. The School shall conduct risk assessments for all extra-curricular activities and ensure that all such activities are managed at all times in a safe and secure manner.
 - The ADEK's Permission: Schools will apply for the Council's PSQA Sector for permission to conduct the extra-curricular activities stated below two months in





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advance of their start. Schools shall indicate these extra-curricular activities in the School calendar.

- All activities that involve personnel from outside the School.
- All activities that take place during holidays and rest days.
- Off-campus activities which take place inside the UAE and which exceed one day.
- Activities outside the UAE.

Disciplinary Actions

The students' misconduct fall into three levels. They are as follows:

Level One - Any behaviour that results in disruption of the teaching and learning environment, which may include:

- Tardiness (lateness/unpunctuality).
- Unexplained absences.
- Not bringing the necessary books and equipment to class.
- Incorrect School uniform (including sports uniforms).
- Disruptive behaviour in classrooms and in School.
- Breaking School rules including in classrooms, hallways, playgrounds and buses.
- Defying orders from School management and staff.
- Mocking others.
- Disruptive behaviour on School buses (e.g. vandalizing bus seats).





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Level Two - Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include:

- Skipping classes or School.
- Sneaking into School after school hours without the presence of supervisors.
- Using abusive or inappropriate language toward peers and/or teachers.
- Fighting with other students and/or bullying them.
- Theft.
- Damaging School property or the property of others.
- Using cell phones during School time without permission.
- Possessing or viewing pornographic or other inappropriate material.
- Cheating in exams or assignments.
- Providing false documents (e.g. forging Parents'/Guardians' signatures).
- Misuse or abuse of the School's IT /electronic systems.

Level Three - Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include:

- Assaulting Teaching Faculty members, staff or members of the local community.
- Distributing (or participating in the distribution of) pornographic material.
- Deliberate damage to, or destruction of, School and personal property.
- Possessing or selling weapons or explosives.
- Using or promoting illegal drugs or substances.
- Exchanging any inappropriate materials, such as letters or photos.
- Committing major actions contradictory to public morals such as sexual assault.





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Banned Disciplinary Actions

School will never resort to use any of the following methods as disciplinary actions as these are strictly prohibited in our school campus.

- All forms of physical punishment
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more School work/home work.
- Mocking or insulting the student in private or in public.
- Preventing the student of using washroom facilities or consuming food.

Staged Approach for Violation of Students' Code of Conduct

All students are expected to maintain an acceptable code of conduct. Students will be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours before disciplinary action (e.g. warnings, written notices) is taken. More over students' individual circumstances and personality including social, emotional and psychological factors that may underlie student's behaviour will be taken in to consider before imposing any disciplinary action.

Student misconduct will be dealt with as follows:

1. Firstly, the School shall provide counselling for the student, with a clear explanation, with reasons, of the changes in behaviour that are required of the student by the School.
2. Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behaviour.
3. If there is a need for further escalation of response, the School shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.





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4. If the student continues to behave unacceptably, the School will suspend the student temporarily from School for maximum up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
5. In the final stage, if the student fails to modify his or her behaviour in accordance with the requirements of the School, the School may apply to the ADEK to transfer the student to another School or to permanently exclude the student concerned. In making an application to the ADEK, the School shall include evidence that all these stages have been followed. This is a decision to be taken by the School Discipline Committee headed by Principal only prior to a meeting to be held with parent of the student concerned, during which the school elaborates on all the steps followed with the objective of modifying the student's conduct, but that resulted in no noticeable progress in this regard. Approval from the regional office of ADEK is a mandatory prerequisite for implementation of final expulsion.

Students with Special Educational Needs

- Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education needs and the Individual Education Plan for that student.
- Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- The implementation of a School code of conduct must not generally differentiate between students with special education needs and other students.

The document "Abu Dhabi Education Council Guidelines for Managing Student Behaviour in Abu Dhabi Schools" provides additional details and guidance on all guiding principles mentioned in this policy.





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Approved for issue-

Muneer Chalil

14-04-2019

Principal

This policy is made accessible to students, parents and school staff through school website and the copy of the same is available in school library, laboratories, buses, staff room, school office, clinic and offices of the senior leaders. This Policy of Students' Code of Conduct will be revised annually with students, staff and parents in order to ensure that it suitably meets the requirements of the school as well as ADEK.

The next review will be held in March 2020

Copy to:

1. School office file/ Stock file
2. Office of Principal/VP/Supervisors
3. Staff room
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ATTENDANCE POLICY

POLICY NO: 54

Attendance refers to the total number of school days attended by the student during the school year based on the School calendar.

A. AIMS AND OBJECTIVES

This policy aims to:-

1. Develop a whole school approach to regularity and punctuality.
2. Recognize that good attendance and punctuality are useful lessons, which will be reflected at high levels for achievement.
3. Reward and celebrate regularity and punctuality.
4. Reinforce the habit of attending school and being punctual and systematic in curricular and co-curricular activities for life's learning.

B. GUIDELINES

1. ATTENDANCE:

Basic requirements and responsibilities in relation to students' attendance at School are as follows and reflected in the School's attendance policy:

- At the beginning of the academic year, School will issue to Parents / Guardians its ADEK-approved attendance policy setting out procedures to deal with absences and to ensure that students punctually and regularly attend School and all lessons, and that all attendance data is accurately recorded. There is a positive correlation between attendance in school and academic success. In order to maximize students' potential, daily attendance is essential. School in partnership with parents is essential for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their wards, school staff, as a part of their duty monitors daily attendance.





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- Students are expected to attend School on every school day as specified in the School calendar.
- Students shall arrive at School punctually every day, attend morning assembly, and attend classes on time.
- Teachers shall maintain a record of attendance by students for every lesson.
- Schools will maintain accurate daily attendance data for each student, including timely or late arrival to School.
- Parents / Guardians must make every effort to ensure that their children attend School every school day and arrive on time.
- If students need to be absent from School for a particular day, Parents/Guardians must inform the School accordingly.
- When a student returns to School following an absence, Parents/Guardians must send a signed leave letter to the School indicating the reason for the student's absence.
- No student should miss class or keep away from curricular activities conducted in the school. Students must complete all assignments missed during their absence.
- Parents/Guardians should seek to ensure that family vacations take place during scheduled School holidays.
- No pupil may leave the School premises during school hours except by special permission from the Principal / Vice Principal/ Supervisor on written request from the parents. Parents are asked not to take their child in school time but if this is absolutely unavoidable then an application / note in the school diary must be given to class teacher well in advance of the planned day. If a parent wants to take students early during school working hours, then the parent must report at the reception, the





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receptionist will refer the case to the Supervisor/Vice Principal. Permission slip is filled up by the parent/ guardian and will be approved by Principal /Vice Principal/Supervisor. The permission slip is kept at the security.

2. ABSENCE & SICKNESS

Absence refers to the days when students fail to attend School. A student who does not miss a single class throughout the year is said to have a 0% absence record or a 100% attendance record. Absence rates above 10% should be regarded as a cause for concern. Authorised absences are to be distinguished from unauthorised absences or truancy.

School will seek to achieve low absence rates by:

- Follow up on all unexplained absences immediately.
- Providing a safe, caring and engaging learning environment that encourages and stimulates students.
- Recognize and reward excellent or improved student attendance.
- Implement strategies and programs like campaigns and orientations for students. Reward and commendations for student(s) who are not absent throughout months/terms will be given. Clear and specific information about the rules and consequences of poor attendance to Parents/Guardians, students and School staff will be provided.

Types of Absences

Authorised Absences

The following types of absences may be regarded as authorised when confirmed by a signed letter from Parents/Guardians or by way of official documents:





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- Illness.
- Death of first or second degree relative.
- Scheduled doctor appointments.
- Official community task.
- Mandatory appearance before an official body.
- Essential urgent family travel for matters such as medical treatment or the death of a family member.

Unauthorized Absences

The following types of absences are to be regarded as unauthorized:

- Shopping trips.
- Unnecessary travel.

Other types of absences not included in the authorised absences list.

- Students are considered to be truant if they are absent from School without their Parents'/Guardians' knowledge or consent, or if Parents/Guardians have colluded with the student so that they are absent without authorization. Truancy is an unauthorized absence, and Schools will immediately inform the student's Parents/Guardians of incidents of truancy and shall hold discussions with them and the student and closely monitor the student's attendance.
- If an absence is authorized, the student has the right to make up the work and tests that were missed. If an absence is unauthorized, the School will agree with the parents/guardians on the appropriate course of action pending completion of the investigation into the circumstances surrounding the absence.
- School administration will excuse students for being late in the morning during days with adverse weather conditions (e.g. heavy fog).





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- Parents/Guardians who plan to have their children miss several days of School are required to notify the School at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence. The student or Parent/Guardian shall be responsible for contacting the School administration to learn of all assignments and tasks given to the student. These assignments must be completed by the student and returned to the relevant teachers either before leaving or shortly after returning from the absence.
- The school will expel a student in case there is an unexcused absence for ten days continuously, or fifteen days non-continuously during the academic year. The school would send three warning letter on every three days of unexcused absence. The expulsion order will be issued by School Principal and it must be approved by ADEK, and the guardian is informed.
- Absence for more than three days on medical grounds is to be confirmed by a medical certificate.
- A student is required to have at least 75% of attendance of the total working days to entitle him to appear for the final examination. Condonation in deserving cases is granted only when the parent applies for the leave of his/her child on any of afore mentioned authorized absence and supported by medical certificate, necessary documents etc., wherever necessary.
- If a student is ill during the school day, the student is to contact the teacher. Teacher will refer the case to the school nurse. The School nurse will notify the student's parents. Once the student receives a permission slip from the nurse sending him/her home, the parents must hand over the permission slip to the security and the school nurse will inform the class teacher about the departure of student.





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C. SCHOOL TIMINGS & DISMISSAL

1. Arrival

- School opens its main gates for students at 7:15 am.
- School assembly begins at 7:50 am.
- Students arriving after 7:50 am will be counted late.
- Students can sign in to school through electronically or the Class Teachers marks the attendance through Attendance module of the School Information Management System (SIMS).

2. Late arrival

Children arriving late to school enter the school via Gate No.1 only. The Late Arrival Slip is generated at the reception which gives cumulative reporting of late. This will be counter signed by Vice Principal and the student submit the same to the class teacher, where in the teacher records the same in the Student diary. Persistent late coming (3 times in a month) will result in parents being invited to discuss the reasons with the concerned supervisor and any further late coming may involve referral to the Principal / Vice Principal.

3. Dismissal

- Dismissal for students using their own transport is at 2: pm (Girls- Front Gate No:1 and Boys Front Gate No: 2)
- Dismissal for students using school transport (Boys- Park Gate No: 3 and Girls –Park Gate No: 4).





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D.AFTER SCHOOL ENGAGEMENTS

After school engagements begins at 2:45 pm and ends at 4:15 pm. Students' involved in after school engagement like coaching classes, remedial classes, club activities etc. will have to go directly to the assigned areas. After the dismissal, own transport students are picked up by their parents and school transport students by school transport.

Approved for issue

Muneer Chalil

14-04-2019

Principal

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Parent Involvement

Policy No: 56

All parents are equally valued as part of our school community. Children benefit most when we work in partnership with their parents. We are therefore committed to communicate with parents to improve our knowledge of the needs of their children.

Purpose

- To enforce the parental involvement in their child's learning.
- To emphasize parental involvement in decision-making regarding their child's learning process.

POLICY

Parents are actively involved in their children's welfare and progress. They become the committed members of our school community and play an essential role by contributing and participate in School life to achieve the schools vision and mission.

School Responsibilities

The school promotes parental involvement through the following:

1.Student Prospectus

Parents of newly enrolled students will receive a Prospectus that includes the school's objectives as well as a brief description of the curriculum and the subjects taught along with information related to school timings, promotion, and admission and school fees.

2.Student Handbook

Beginning of the academic year each student will receive a "Student Handbook" that includes the school's mission, vision, and values as well as a brief description of the curriculum and the subjects taught along with information related to school timings, absences, school rules, health and safety rules, uniform, promotion and retention,





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code of conduct and other issues. Teachers and parents can communicate through the section provided in the handbook.

3. Parent-Teacher Meetings

Parents are invited and encouraged to attend the Parent-Teacher Meetings that are held thrice a year. In these meetings, parents meet their child's teachers and discuss about their progress in all subjects.

4. Open House meetings

At the beginning of each academic year, all parents will be invited and encouraged to attend the Open Houses. During the Open House, parents meet their children's Class Teacher and subject teachers. The teachers give presentations in which they explain the curriculum, the classroom rules and procedures, modes of communication between parents and teachers, student assessment techniques, expectations from students and parents and we discuss the ways that parents can help and support their children with learning.

5. Timely information to parents

The School will communicate with parents regularly and frequently through the School Portal, telephone calls, SMS and e-mails

6. Individual Parent-Teacher Meetings

Whenever the parent or teacher has any concern about a student, he or she can request a meeting with the child's teacher and/or parent. An appointment is set and both the parent and the teacher will meet on a particular date and time. In these meetings, the parent and the teacher discuss their respective concerns and issues and agree on a course of action.

7. Frequent Reports on children's progress

A report on each child's academic and personal development is provided to parents each Assessment and term.





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8. Opportunities for volunteering

The School makes every possible effort and creates opportunities to involve parents in school activities. The school informs the parents through memos and invitations. Moreover, the school requests parents to share their ideas and volunteer in events and activities.

9. Parental Survey

Annually, a parental survey is sent out to all parents. The aim of the survey is to obtain a feedback related to the quality of education and services offered by the school and the areas which need improvement. The responses are collated and analyzed and used as opportunities for improvement, usually embedded in the school improvement plan.

10. Participation in committee meetings

The School encourages the parents to actively participate in all councils and committee meetings formed by the school Board of Trustees.

11. Visiting a classroom

The School Provides opportunities to the parents to visit a classroom in which their child is attending a lesson once in a term or at least once in an academic year with the prior permission of the Principal.

12. Information regarding Teaching Group

The School provides the opportunities to the parents to obtain information about the placement of their child in a Teaching Group set by the teachers on certain norms. The school provides the right to give their written approval of the proposed arrangements if necessary.





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Approved for issue-

Muneer Chalil

14-04-2019

Principal

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COUNSELLING SERVICES

Policy No: 53

The counselling program at Daul Huda Islamic School Al Ain is designed to assist your child in making the most of his or her educational experience. This includes his/her emotional well-being, academic progress, and personal and social development.

Our school-counselling program aims to be comprehensive in scope, preventative in design and developmental in nature. A comprehensive program seeks to develop all students (KG1- to 12 in 4 key areas: Academic, Career, Personal and Social and Global perspectives. Our Students are motivated, supported, and given the tools to not only succeed at school but to go on to contribute to local and international communities.

At Darul Huda Islamic School Al Ain, we believe it is better to build strong children that repair adults. A preventative model believes in being proactive, ensuring that our students are learning key skills and techniques to thrive as individuals. Preventative education is delivered through various means such as individual and group sessions and classroom instruction. Topics addressed include Exam anxiety, stress management, health and safety and bullying. Lastly, our school counselling program is designed to meet the needs of our students at each stage of their growth and development.

Mission Statement

The mission of the Darul Huda Islamic School Al Ain Counselling program is to ensure that all students are encouraged and motivated to reach their full potential by providing a comprehensive school counselling program that values the individuality of each student and nurtures his/her educational, academic, career, personal and social needs.





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Goals

- Darul Huda Islamic School Al Ain aims to integrate a comprehensive school-counselling program into all aspects of school policy; with a strong emphasis on collaboration with students, staff and parents
- The school-counselling program will ensure that students' welfare and safety is always prioritized
- Darul Huda Islamic School Al Ain counselling program will maintain a positive environment of trust and reassurance where students are encouraged to reach out for support

Codes of practice

- Each student is seen as a valuable member of his/her community and is treated with dignity and respect
- Every opportunity is granted for students to be empowered, and encouraged to grow in an environment of compassion and equality
- All students' ethnic and cultural diversity are considered in the design and delivery of school counselling services
- Counselling policies and procedures will be followed in order to serve the students best interests
- Confidentiality is key to the process of counselling and as such will be respected and maintained by all students and staff





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Guidelines for the Department

The School Counsellor

- Practices within the boundaries of individual professional competence
- Adheres to ethical standards of the profession and relevant statutes established by the UAE government and regulatory organizations (ADEK)
- Maintains professional competence through educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness
- Informs students, teachers and parents of the purposes, processes and goals of counselling at or before the time when the counselling relationship is entered
- Maintains confidentiality of the students, staff and parents at all times- including the protection of personal information and record keeping
- Will develop and maintain consistent and clear lines of communication with parents/guardians

Partners

Administrators (include the principal, vice principal and non-teaching staff) support the counselling program in numerous ways, including implementing and upholding policies and procedures. Together with the school counsellor, they develop partnerships with resources in the community that contribute to the counselling process

Teachers are a valuable resource as they spend the most time with students and are able to provide key information and feedback, which informs the counselling process. As such, teachers work closely with counsellors to assess and monitor students' progress and well-being. Partnerships with teachers enhance the learning process as counselling interventions are integrated with classroom delivery

SEN (Special Education Needs) Coordinator collaborates with the school counsellor on all student referrals to ensure that students' needs are assessed holistically. In many cases SEN students also require counselling services in addition SEN support.





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Students are encouraged to take an active role in the school-counselling program as they work towards success in school. Various opportunities are provided through which students can benefit from the school-counselling program such as group counselling and workshops, in addition to self-referrals

Parents/guardians work in partnership with school counsellors to help their student be successful in school. The school counselling program ensures that parents are given the tool to help their student with his/her developmental, emotional and social needs. Parent/guardian support is vital to the success of all counselling endeavors.

Community members such as psychologists, psychiatrists and other medical/educational professional's partner with the school in a variety of ways, providing workshops, assessments and consultations that contribute to students' development.

Confidentiality Counselling

Case Work

All counselling related records are kept in a secure and private location. Access is granted to the Principal, Counsellor/Social Worker and SEN Co. Each case referred to the counsellor is recorded and treated with confidentiality. Counselling records are kept separately from school records unless noted otherwise by school policy.

Parental Consent/ access to counselling Records

Parents and guardians of students of grades 1-7 will be notified if the counsellor is to provide individual/group counselling for their child. Counselling is voluntary and parents/guardians reserve the right to consent to or decline counselling services for their child. Parents will not be granted access to counselling records, which are considered property of the counsellor/school. Parents/guardians of all students (K-12) will be notified immediately if there is any concern regarding the safety of their child.

Referrals





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If students require additional support outside the resources available at the school, they are referred to external resources such as psychologists, psychiatrists, doctors etc. following the consent of parents. The school counsellor assists in the process of transitioning to ensure the student undergoes minimal interruption of services.

Services Provided

Individual Counselling

School counselors use many different medium(s) to work with students in individual sessions. In individual sessions, students may draw, write, sing, play, or just talk. Sometimes we work on learning a specific skill such as deep breathing for anxiety. Other times we work on role-playing situations, such as a problem with a friend or having a difficult conversation.

Group counselling

When there are multiple students experiencing similar problem or issue, it can be helpful for them to be in a counseling group together. Group counseling helps students build relationships and feel that they are not alone in their experiences.

Workshops

The school counselling program addresses key issues faced by students of various age groups by designing and implementing workshops that provide students with key skills and techniques to navigate the world around them.

Training

The counselling program offers teachers and administrators various opportunities to expand their scope of practice to include counselling. Staff will be aware of counselling policies and practices, how to identify indicators for student concern and how best to serve the counselling needs of our students.





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Focus Areas for Student's Academic, Career and Personal/ Social Development

Grade 1-4 Focus	Classroom behavior Good Manners Awareness about bullying Moral Values Understanding emotions
Grade 5-8 Focus	Establishing Effective relationships Stress Management How to overcome Exam Stress How to deal with past unhappy memories How to face strange situations (safety) Cleanliness Awareness about bullying
Grade 9-12 Focus	Career Exploration and Guidance Establishing Effective relationships Stress Management How to overcome Exam Stress How to deal with past miserable memories Developing life skills





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Monitoring, Evaluation and Review

The school counselling policy will be reviewed annually to ensure the implementation of best practices and to take into account the changing needs of our students. The policy will be amended to include current research and practice. Each school year will begin and end with a "School Needs Assessment" to make sure the needs and requirements of both staff and students are being met. Parents and guardians are invited to provide their feedback/suggestions on improving the services provided by the school counselling program.

Approved for issue-

Muneer Chalil
Principal

14-04-2019

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The next review will be held in March 2020





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ICT POLICY

POLICY NO: 65

Vision & Aim

Our aim is to become an "e-confident" school where ICT is integrated effectively in the planning, teaching, learning and assessment of all areas of the Curriculum. Our goal is to generate pupils who are independent, confident and responsible users of ICT in order to prepare them for life in an increasingly ICT centered world. We aim to further develop the impact ICT has upon teaching and learning, thus bring about a significant change in our pupils as well as staff.

Whole-school issues

The school's policy is to use and develop the opportunities provided by ICT to benefit the entire school community. This includes communicating with parents.

IT Curriculum issues

Teaching staffs continue to review all teaching and learning in line with current ICT good practice. A whole-school network supports curriculum delivery for all subject areas in providing networked resource materials, teacher-researched Internet links for student use and material for staff curriculum related professional development. The network is maintained and developed by the IT Engineer.

Computers for staff/student use

The school has a rich technology system for effective learning. Teachers have been trained to make meaningful and relevant lesson using it. All classrooms are equipped with internet and cloud storage system is used for managing and delivering digital content. The learner gets infinite access to unlimited information of varying degrees of quality and they learn concepts as well as facts. The digital library can also be used for the extended learning of all subjects. Two factor authentication are used for monitoring data transactions. Student can bring their own digital devices to class room.





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"Free" slots are provided for the use staff in staffroom and classroom whenever they need. The school has made Wi-Fi facility available in the Campus.

A policy of integrating ICT into teaching and learning has been reflected in the provision of a PC and digital projector in all classrooms and enabling the teachers with ICT access outside the main ICT rooms. Teachers have also been provided secure network access for personal laptops. This access is maintained by the IT engineer.

Student Issues

Students are facilitated with supervised use of ICT. Several departments also ensure that pupils have access to ICT in their subject area by booking system of Computer Room and Library . It is important that ICT is used effectively to support access to the curriculum for all students. Identified students may have access to additional resources such as laptops with specific software to support curriculum access.

Staff issues

They are offered training to improve their ICT capability as they have a responsibility to keep abreast of developments in ICT. The IT Technician can be contacted for additional support and training in the use of ICT.

There is continuous effort to improve the quality of computers provided to the staff in the school subject to budgetary control.

Network access

Staff and students have access to reliable and industry-standard hardware and software in order to use ICT effectively as a teaching and learning resource. It is also used as a working tool for management and administration. Every classroom has at least one PC and Overhead projector for the use of teachers.

All staff and student users have access to the school's network for their personal data areas and shared data.

All applications are held locally except for Internet.





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Technical Support

On-site technical support for the curriculum network is provided by the IT Engineer who is responsible for the day-to-day maintenance of the network infrastructure, all hardware and software owned by the school, and the provision of technical support for all ICT users.

The administrative network and Facility Administration, are supported by the IT Department, the with assistance of Office Staff.

The ICT inventory is incorporated within the schools asset records, and is updated every 6 months to show current locations, and other pertinent information for all ICT hardware.

Sustainability

Technical support routines and procedures are continuously reviewed and developed to ensure the sustainability of the network infrastructure, hardware and software.

The whole school asset register provides a continuously-updated audit of hardware that facilitates decisions on repair, replacement and development.

The whole school annual budgetary cycle provides the opportunity to identify maintenance, replacement and development needs for ICT infrastructure, network services, technical support, equipment and software. The “core” annual budgets are ICT General and Capital.

Emerging technologies

Teachers are encouraged to attend in-service on the use of ICT in the classroom.

If a development in (hardware or software) is deemed to have the potential to improve teaching and learning or administration it will be reviewed, trialled and, if proved to be successful, incorporated into whole school use depending on budgetary constraints.





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Home-school links

Information about the school, including the newsletter, is made available to staff, students, parents/guardians and the general public on the school's website.

Parents/Guardians are informed if their child is found to be using the network or the internet in any way that contravenes the "Acceptable Use Agreement".

The school website is kept up to date by the IT Engineer. All staff members are encouraged to inform him of any changes that need to be made.

Acceptable Use Agreement

The purpose of the Computer Resources policy is to provide a framework for the use of ICT by students and staff. The school has provided ICT equipment for use by students offering a vast amount of information and offering great potential to support the curriculum.

In this policy, computing resources are defined as those computers, computer software, networks, and electronic messaging systems (e-mail, voice mail, facsimile and imaging systems) operated by or for the benefit of the students of the school. The use of these resources is a privilege, not a right and inappropriate use will result in that privilege being withdrawn. It is the student's responsibility to use these resources in a manner that is efficient, ethical and legal.

Approved for issue-

Mr. Muneer Chalil

14-04-2019

Principal





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OCCUPATIONAL SAFETY & HEALTH POLICY

POLICY-65

This document is the statement of the aims, objectives, and guidelines for ensuring occupational safety and health at Darul Huda Islamic School, Al Ain.

The Local Authority's (LA's) OSH Policy and Practices have been taken into consideration in the formulation of this policy. This policy reflects Occupational safety and health Abu Dhabi Sector Framework (OSHAD-SF) and Education Sector ADEK-OSH policy requirements:

AIMS

Our aims for Health and safety are to:

- Provide a safe and healthy environment for children, teaching and non-teaching staff and all other people who come on to the premises of our school.
- Ensure that all members of the school community understand their own responsibilities in maintaining a healthy and safe environment.

OBJECTIVES

- Ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.
- Make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances.





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- Ensure the provision of sufficient information, instruction and supervision to enable all employees and pupils to avoid hazards and contribute positively to their own health and safety and to ensure that they have access to health and safety training as appropriate or as and when provided.
- Formulate effective procedures for use in case of fire and for evacuating the school premises.
- Lay down procedures for use in case of accident.
- Teach safety as part of pupil's duties where appropriate.

GUIDELINES

Roles and Actions: The maintenance of a healthy and safe school is the shared responsibility of the whole school community. More specifically:

The **Governing Body** will:

- Decide policy.
- Give strategic guidance.
- Monitor and review health and safety issues in the school.
- Ensure adequate resources for health and safety are available.
- Recognize their responsibility for Health and Safety in school. Their responsibilities include :
 - (a) Making necessary arrangements for handling, storage and transportation of articles and substances.





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- (b) Provide adequate training, information, instruction and supervision to enable all staff employed in the school and pupils to perform their work safely and efficiently.
- (c) Promote the development and maintenance of sound safety, health and welfare practices.
- (d) Maintain the premises in a condition that is safe and without risks to health.
- (e) Provide and maintain a working environment that is safe, without risk to health and adequate as regards welfare facilities for staff, pupils and other supervising adults.
- (f) Ensure sufficient funds are available to provide, as necessary, protective equipment to all staffs employed in the school, for the safe handling of apparatus, equipment and other chemical substances in the laboratories.

The Principal will:

- Be responsible for the day-to-day implementation of safety procedures throughout the school.
- Report to Governing Body all pertinent issues in the premises as regards health and safety.
- Liaise with outside agencies that are able to offer expert advice.
- Ensure that all staffs fulfill their duties accordance with this policy.
- Formulate and co-ordinate safety procedures.
- Review first aid, fire/execution and risk assessment procedures with relevant to staff on an annual basis, or as and when necessary, reporting back to the Health and Safety Sub-Committee.
- Ensure relevant staffs have access to appropriate training.





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All Staff will:

- Ensure that they have read the OSH Policy.
- Fully support all health and safety arrangements.
- Take reasonable care of their own health and safety and that of others who may be affected by their actions.
- Ensure that pupils use equipment and apparatus safely in laboratories and on the ground.
- Report to the OSH officer/Supervisor/Principal, situations which may present a serious or imminent danger to the staff and students in the school.
- Report any concerns of abuse of pupils to the Principal.
- Supervisors should share information of the child with medical needs or who may need specific handling, to ensure the health and safety of pupils or staff. Supply staff is asked to familiarize themselves with this.

Pupils are expected to:

- Exercise personal responsibility for the safety of themselves and classmates.
- Observe standards of dress consistent with safety and/or hygiene.
- Follow the safety rules of the school and in particular the instructions of teaching staff given in an emergency.
- Use and not willfully misuse, neglect or interfere with things provided for their safety.





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Parents are expected to:

- Support the school in any health and safety matters reported to them through circulars, talks and newsflash.

ARRANGEMENTS

The governing body plays an important part in ensuring the overall health and safety of staff, Pupils and visitors at the school. The governing body should give consideration to a range of topics relating to health and safety as mentioned below:

❖ Accidents and Incident Reporting

- Risk assessments are formulated and regularly reviewed.
- Staff and students are vigilant to recognize potential causes of accidents and act accordingly.
- Any pupil complaining of illness or who has been injured is sent to the school clinic and, where appropriate, gets the treatment.
- All incidents, ailments and treatment are recorded in the incident register.
- Parents are contacted if there are any doubts regarding the health or welfare of a pupil.
- In the event of a serious incident an ambulance is called and a member of staff accompanies the pupil to hospital. Parents are asked to go immediately to the hospital.
- Staff should complete the accident book for employees if they sustain an injury at work. The book can be obtained from the school clinic. An injured member of staff





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should not continue to work if there is any possibility that further medical treatment is needed.

- Prompt investigation of all reportable and recordable accidents is done by OSH officer in order to establish cause and adopt remedial measures.
- All reportable and recordable incidents are reported through Form G, G1 and G2 electronically to ADEK-OSH section and OSHAD through AL ADAA OSH electronic application within the time frame.

❖ Administration of medicines

- Medicines are stored in a locked cupboard. Staff record the time medication is given and sign the record sheet.

❖ Pupil Health

- Parents are given essential information's regarding the vaccines through talks and circulars.
- Provision of support for children with medical needs, cleanliness in the campus water consumed by children and staff members.

❖ Educational visits

- Section Supervisors and the teachers have the responsibility for ensuring that safety of students is taken care of when organizing a visit to a place of educational interest to students. Risk analysis is done and prior approval is taken from ADEK for all the trips.





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❖ Child Protection

- The governing body is required to have child protection policy. (See the child protection policy of the school for more details.)

❖ School Security

- School has a duty to trespassers (anyone entering the premises without permission but with lawful authority) to take reasonable precautions to make sure they are not injured buy some danger which the school is aware about.
- The school has an overall policy for security.
- Visitor record should be maintained properly.

❖ Electrical Testing

- All items of portable electrical apparatus and equipment in use at the school are inspected and checked annually.

❖ Evacuation of the Building

- Fire exists are clearly labeled.
- Plans showing exit routes are displayed by the door of each classroom.
- Fire alarms are tested weekly by the OSH officer.
- A fire drill is practiced four times a year and reported by the Supervisors and teachers in charge to the Governing body.
- Fire appliances and water sprinkling system are checked annually.





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❖ Playground

- The playground is zoned for different activities –basketball, football, quiet area etc. Pupils have to stay in zoned areas.
- Staff actively encourages pupils to play safely and discourage fighting or other rough games.
- Two members of staff supervise the playground both morning and afternoon.
- Staffs are on duty during recess time.

❖ School Buses

- Provision of safety and first aid in school buses.
- Cleanliness and discipline in the buses.
- First Aid box and other safety requirements are maintained in the buses.

❖ School Canteen and Nutritional Standards

- The nutritional value and quality standards will be adhered for all snacks sold, served, or made available on school premises during the school day.
- School will provide easy access to safe drinking water.
- Teachers will discuss and create awareness about importance of balanced healthy lifestyle.
- Teachers regularly monitor the eating habits of students during recess (in lower grades).





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❖ Personal hygiene

- Teachers will discuss and create awareness about importance of personal hygiene among the students.

❖ Physical Education

- All PE equipment is regularly checked.
- During PE students are closely supervised.

❖ First Aid Provision

- The principal, vice-principal and supervisors are responsible for ensuring that there is an adequate number of qualified First Aiders.
- Portable First Aid kits are taken on educational visits and picnics and are available in the buses.
- School clinic will ensure the maintenance of the contents of the first aid boxes and other supplies.

❖ Movement around School

- Pupils should stand in single line when waiting.
- No pupil should remain unsupervised in classrooms and outside on the ground etc.

❖ On Site Vehicle Movements

- Parking restrictions in the road outside school which parents are regularly urged to obey.





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- Contractors come onto the premises when loading /unloading equipment and park outside the main entrance. They can only gain access by contacting a member of staff (Security Guard) to open the gate for them.
- If the vehicle is present during playtime, it is supervised by a member of the staff (Security Guard/Teacher) and remains stationary until all pupils are clear of the playground.

❖ Supervision of Pupils

- Staff and other supervising adults should maintain good order and discipline, safeguarding their health and safety at all times.
- Staff should be in class when pupils come into class in the morning.
- Staff should be punctual in collecting pupils from the playground.
- If a member of staff knows that he/she is unable to undertake a duty on certain day, then he/she should organize another staff member to cover up for him/her.
- Other staff on duty should inform supply teachers (substitute teachers) of their duties.
- If a parent fails to collect a pupil, after school staff should make every effort to contact the parent.

❖ Site Inspection

- The supervisors and the OSH officer inspect the site as part of his daily routine.
- Urgent matters are referred to the principal.
- More routine matters are discussed at the weekly premises meeting between the management team, principal and supervisors accordingly.





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Approved for issue-

Mr. Muneer Chalil

14-04-2019

Principal

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SPECIAL EDUCATION POLICY POLICY- 48

These guidelines are for all those who are involved with school students with special educational needs. These guidelines aim to improve educational opportunities and outcomes for children with special educational needs in our school.

Objective

The objective of this policy is to ensure the students with Special Educational Needs, including those who are gifted or talented, are able to reach their full potential within a supportive educational environment that prepares them well for adult life.

Guiding Principles

School meets the special educational needs of students through the following approaches.

- Our school ensures that any child between the ages of six and sixteen shall be enrolled and registered as per his/her age group.
- School staff is responsible for the assessment, identification and providing educationally appropriate programs and services to students with special needs.
- Students identified as having special education needs shall participate as appropriate in the school educational opportunities; progress and achieve an age-appropriate accredited education; be prepared to make positive contributions to the local and wider community; develop and maintain physical, mental and emotional health through access and participation in educational opportunities.





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- The School aims that all children including children can learn and have the opportunity to receive an appropriate education and that the responsibility for educating all students to their fullest potential rests with our school staff working within a supportive educational environment.

Definition

The term Special Educational Needs is used to describe any disability, disorder, difficulty, Impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance

- The term Special Education describes the programs and services designed and provided to meet special educational needs in order to ensure that all students can reach their full potential.

Assessment & Identification process.

The information from the following sources will be taken for consideration for assessing children with special educational needs.

1. Baseline assessments (Case study, psychological tests etc)
2. Self-rating.
3. Teacher observations.
4. Parent observations.
5. Continuous and Comprehensive Evaluation data.
6. Information from others (social worker, peers etc)

Categories

The following list describes the categories of children with Special educational Needs.





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- Intellectually challenged.
- Specific Learning Disability
- Emotional and Behavioral Disorder
- Autism Spectrum Disorder
- Speech and Language Disorder
- Physical and Health related Disabilities
- Visually Impairment
- Hearing Impairment
- Multiple Disabilities
- Gifted and Talented Students

School Procedure

The procedure for meeting the special educational needs of students in school follows a staged approach that meets the specific requirements of individual students. The sequence of this approach includes:

1. School provides appropriate educational support to students in the general education classroom, which includes matching the curriculum to meet the different learning needs of each child.
2. The class teacher/subjects teacher refers a student to the Learning Support Team (LST) for a special educational needs assessment and additional support whilst the student remains in the general education classroom. The student may access Resource Room services, where support is provided. The LST make Individual





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Education Plans (IEP's) (for disabled) or Advanced Learning Plans (ALP's) (for gifted and talented) to meet the requirement of each child.

3. Placement in a special class or a small group of students with similar special educational needs. At this stage, all students have an Individual Education Plan.
4. If the school-based instructional program is determined to be insufficient to meet the student's needs, a referral will be made to the Regional Special Education team for further study and planning.

Learning Support Team

Learning support team is established in the school as part of providing academic support services. The LST team includes the following members.

- 1 Vice principal
 2. Supervisor of the section concerned.
 3. Class teacher.
 4. Social worker/School psychologist
- The student of concern and the parent are invited to participate in the LST.
 - The Learning Support Team meets at least once every 2 weeks to review the academic, social and behavioural concerns of students in the school who have been referred for LST support.

IEP's & ALP's

The goal of an Individual Education Plan (IEP) is to develop a plan for educating the student that will result in the inclusion of the student in all school activities, as appropriate. Students





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with disability require easy access to the curriculum and to the school learning environment. To achieve this, some students need special accommodations or curriculum modification. These accommodations or changes will enable more students with special needs to meaningfully participate with their peers who do not have special needs.

The educational needs of Gifted and Talented (G&T) students require specific consideration within mainstream educational programs as their achievements or perceived potential often place them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability
- Subject-specific aptitude (e.g in science or mathematics)
- Social maturity and leadership
- Mechanical/technical/technological ingenuity
- Visual and performing arts (e.g. art, theatre, recitation)
- Psychomotor ability (e.g. dance or sports)

Therefore, an Advanced Learning Plan (ALP) will be developed for such students to meet individual learning needs.

Parental Involvement

As the parents have the most reliable and knowledgeable experience regarding their children, and the information that they provide is essential in the educational planning process, the parents have been included in developing and formulating the plans & IEP's. School provides the parents of students with special educational needs with regular reports (monthly), noting successful achievement of objectives as well as highlighting any educational concerns.





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Foster-Parenting

Children who are identified with special educational needs are put under care and guidance of special teachers who shall monitor them regularly. These teachers are provided with adequate training to meet the requirements of these children.

Approved for issue-

Mr. Muneer Chalil

14-04-2019

Principal

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