

DUBAI SCHOLARS PRIVATE SCHOOL

SCHOOL POLICIES HANDBOOK

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1. ADMISSION POLICY FOR SEN STUDENTS

Dubai Scholars accepts students who are identified as having mild to moderate learning difficulties. The school has appropriate systems for identifying children with SEN during and also after admissions. The Admissions team consists of experienced teachers who conduct observations (using checklists) and informal assessments (with prescribed assessment criteria) to identify specific needs of students.

The levels of support provided by the school are based on the 'Waves of Support' model.

As per our Admission policy for SEN Students we ensure that in case a child needs any special care or has any specific need, it must be mentioned at the time of admission. (Written information clearly supplied in the admission forms)

We are committed to catering to the needs of pupils with SEN in order to provide them with equal opportunities to access mainstream education with their peers. Also, in a situation where the School felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's special needs might inform the decision of whether or not to offer a place to a student.

The School encourages teachers to differentiate content, instruction and assessment and ensures that teachers receive guidance to effectively support students with special needs within the curriculum framework.

2. ASSESSMENT POLICY

2.1 Rationale

At Dubai Scholars Private School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on. Assessment plays an important part in helping parents, teachers and the School to recognise children's progress, understand their needs, and to plan activities and support. Once a child is admitted to the school, there will be ongoing assessments made of your child's progress.

2.2 Aims and objectives

Through this Policy we aim to:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

2.3 Types of assessment:

At Dubai Scholars Private School, we use a combination of formative and summative assessment as outlined below:

2.3.1 Baselines

To understand a child's different abilities, an entry level test is carried out where questions are framed on the basis of the previous year's knowledge and skills, also keeping in mind the differentiated levels seen in children. These tests help the teachers to understand the child's level of understanding and benchmarking is done so as to set a target for each child to achieve the same in the academic year. This target is revised if the child has performed better or less than what is expected of them.

2.3.2 Formative Assessment (Assessment for Learning – AFL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group, and individual
- Track the child's rate of progress
- Facilitate an evaluation of the effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support.

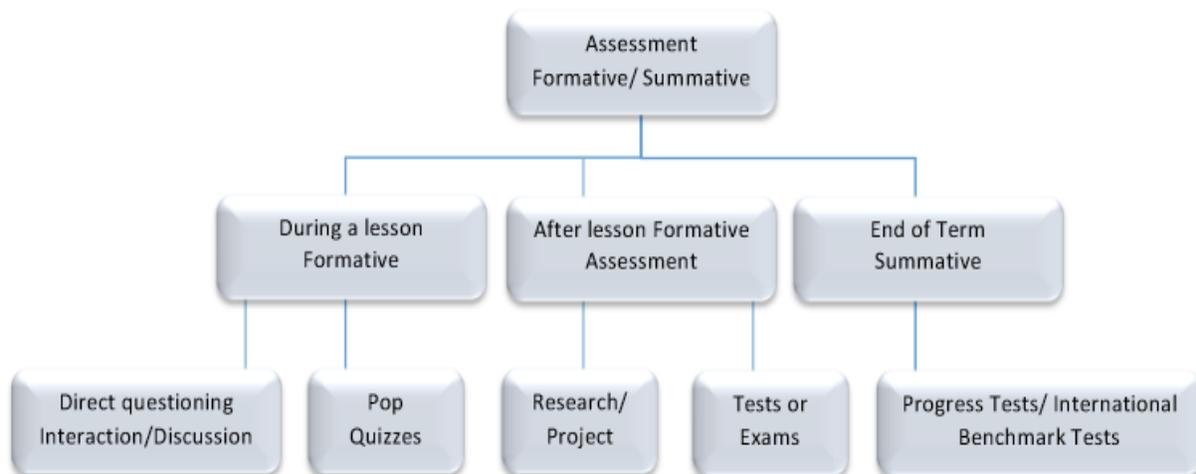
2.3.3 Summative Assessment – Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments:

- Identify attainment through one-off standardised tests at any given point in time
- Record performance in a specific area on a specific date
- Provide age standardised information
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- Provide information about cohort areas of strength and weakness to build from in the future

The following table outlines the types of Assessment of the school.



The school will provide the framework of what a written summary of the assessment should include, reflecting the development level and needs of the individual child. The summary must highlight:

- Areas in which a child is progressing well;
- Areas in which some additional support might be needed; and
- Focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability).
- It must describe the activities and strategies the school intends to adopt to address any issues or concerns.

The school undertakes International Benchmark tests and Progress tests in English, Mathematics and Science for improving learning. They are designed to give an International benchmark of the students' performance visa Vis countries in the world and in the region. Students will be able to see tier intrinsic abilities and potential for learning identifying their strengths and weaknesses on skills and concepts.

2.4 Assessment at End of EYFS – Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. The Profile provides the parents, the teachers and the School with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents, and any other adults whom the teacher or parent feel, can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals.

The school must indicate whether children are:-

- Meeting 'Expected' levels of development.
- Whether they are 'Exceeding' expected levels.
- Yet to reach expected levels ('Emerging').

The teacher will share the results of the Profile with parents. If a child moves to a new school during the academic year, the school will send the assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request.

The Profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate.

a) Assessments Conducted from Year 1 to Year 12

Dubai Scholars Private School has three terms.

Term 1: End August to December, Term 2: January to March, Term 3: April to June.

Years 1, 2, and 3 do not have end of term summative assessments. Instead they are graded based on their formative assessments at the end of each term. Years 4 to 8 will have end of term summative exams.

Years 1 to 8 will have 3 reports in a year. There will also be a cumulative report of the child's progress at end of the year. Years 9 to 12 will have 2 reports and 3 terms in a year. There will also be a cumulative report of the child's progress at end of the year. Years 9 to 12 will also continue to have their scheduled Tests.

Cumulative reports will describe a student's progress through the year in terms of "Characteristics of a Dubai Scholars Learner."

Attendance plays a crucial role in the performance of a student and it has been made mandatory by the KHDA for each student to have 98% attendance in a term therefore 10% of the total weightage of the Reporting structure will constitute of the student's attendance.

The break up for the Reporting will be based on the above mentioned categories and the weightage will be: Attendance: 10%, Formative Assessments: 40% and Summative Assessments 50%. The end of term Reports will be a cumulative total of the three assessment criteria. The end of year report will include the 3rd Term report and the descriptive report of the progress of the child. The reports will reflect grades and marks.

The Table below depicts the grade key marking system for the reporting.

Marks	Grade
95 – 100	A+
90 – 94	A
85 – 89	B+
80 – 84	B
75 – 79	C+
70 – 74	C
65 – 69	D+
60 – 64	D
55 – 59	E+
50 – 54	E
Below 50	F

2.5 Moderation

Regular moderation of assessments takes place each term to ensure consistency of progress.

2.6 Review

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

3. ATTENDANCE POLICY

3.1 Rationale

Regular and punctual school attendance is important. Students need to attend school regularly if they are to take full advantage of the educational opportunities available to them and Dubai Scholars Private School fully recognises its responsibilities to ensure students are in school and on time, therefore having access to learning for the maximum number of days and hours.

Our policy applies to all children registered at this school and this policy is made available to all stakeholders.

Children who are persistently late or absent soon fall behind with their learning and frequently develop large gaps in their learning which will impact on their progress and their ability to meet age related learning expectations. A child whose attendance drops to 90% each year will, over their time at primary school, have missed two whole terms of learning.

3.2 Aims and Objectives

This attendance policy ensures that all staff in our school is fully aware of and clear about the actions necessary to promote good attendance.

Through this Policy we aim to:

- Improve students' achievement by ensuring high levels of attendance and punctuality.
- Achieve 98% attendance for all children, apart from those with chronic health issues.
- Create an ethos in which good attendance and punctuality are recognised as the norm and seen to be valued by the school.
- Raise awareness of parents, and students on the importance of uninterrupted attendance and punctuality at every stage of a child's education.

- Work in partnership with students, parents and the staff so that all students realise their potential, unhindered by unnecessary absence.
- Establish a pattern of monitoring attendance and ensure consistency in dealing with regular absence.
- Recognise the key role of all staff, but especially class teachers, in promoting good attendance.

We maintain and promote good attendance and punctuality through:

- Giving 10% weightage to Attendance in our Reporting procedures.
- Raising awareness of attendance and punctuality issues among all staff, parents and students.
- Ensuring that parents have an understanding of the responsibility placed on them for making sure their child attends regularly and punctually.
- Equipping children with the life skills needed to take responsibility for good school attendance and punctuality appropriate to the child's age and development.
- Developing and implementing procedures for identifying, reporting and reviewing cases of poor attendance and persistent lateness.
- Supporting students who have been experiencing any difficulties at home or at school which are preventing good attendance.
- Developing and implementing procedures to follow up non-attendance at school.

a) Authorised absence

- An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from the parent.
- Only the school can make an absence authorised. Parents do not have this authority. Consequently not all absences supported by parents will be classified as authorised.
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b) Authorised Absence consists of:

- **Medical leave only when a medical certificate is produced.**
- **Leave for Haj: 10 days**
- **Leave for bereavement (death in the immediate family)**

c) Unauthorised absence

- An absence is classified as unauthorised when a child is away from school without the permission of the school.
- Therefore the absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

3.3 Procedures

Our school will undertake to follow the following procedures to support good attendance:

- To maintain appropriate registration processes.
- To maintain appropriate attendance data.
- To communicate clearly the attendance procedures and expectations to all staff, parents and students.
- To have consistent and systematic daily records which give detail of any absence and lateness.
- To follow up absences and persistent lateness if parents have not communicated with the school.
- To inform parents what constitutes authorised and unauthorised absence.
- To strongly discourage unnecessary absence through holidays taken during term time.
- To work with parents to improve individual student's attendance and punctuality
- To report attendance statistics to the KHDA as requested.
- All staff should be aware that they must raise any attendance or punctuality concerns to the Senior Leadership Team for timely action to be taken.

3.4 Responsibilities

All members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals might have.

a) Class Teacher

Class teachers are responsible for:

- Keeping an overview of class and individual attendance looking particularly for either poor overall attendance, variances in patterns of attendance and/ or unusual explanations for attendance offered by children and their parents.
- Contacting parents of absent children (if a child has been absent for 3 days) where no contact has been made.
- Informing the Senior Leadership Team where there are concerns and acting upon them.
- Monitoring follow-up once actions have been taken to correct attendance concerns.
- Emphasising with their class the importance of good attendance and promptness.
- Following up absences with immediate requests for explanation which should be noted in the register.
- Discussing attendance issues at Parent Teacher Meetings where necessary.

b) Administration staff

Staff in the School Office are responsible for:

- Collating and recording attendance information.
- Taking messages from parents regarding absence.
- Ensuring the column on Late Arrivals is completed in the school diaries.

- Sending out standard letters regarding attendance.

c) Parents

Parents are responsible for:

- Ensuring that their child attends school regularly and punctually unless prevented from doing so by illness or attendance at a medical appointment.
- Contacting the school office on the first morning of absence.
- Informing the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we do require evidence from the doctor or hospital (Appointment email/ SMS)
- Making requests for authorised absence in term time, only if absolutely necessary as these are not automatically authorised.
- Talking to the school as soon as possible about any child's reluctance to come to school so that problems can be quickly identified and dealt with.

3.5 Registration

The school day begins at 7:15 am for Years 1 to 12 and at 8:30 for the Foundation Stage and students are expected to be in school on time.

Each class teacher has the responsibility for keeping an accurate record of attendance. Any pupil who is absent must be recorded at the beginning of the school day.

3.6 Lateness

Once the gates are closed at 7:15 AM the only way to get into school is via the school office for students coming by their own transport. Any student who comes into school this way from 7:15 AM will be marked late in the attendance record. Records are kept of those students who are late.

Where there have been persistent incidents of lateness parents will receive information advising them of the concerns and the school will provide opportunities for parents to seek support and advice to address these issues.

3.7 Absences

Parents should contact the school on the first day of their child's absence. When parents notify us of their child's absence it is important that they provide us with details of the reason for their absence.

All absences are recorded as either authorised or unauthorised absences in the register. It is important that we receive accurate information from parents with reasons for the child's absence. This information is used to determine whether the absence is authorised or unauthorised. The Headmistress has the responsibility to determine whether absences are authorised or unauthorised.

4. CHILD PROTECTION POLICY

Our school is committed to creating a safe and supportive environment for children. We also recognize that children have the right to live in healthy environment, without violence and without fear. For that reason, child safety is extremely important at our school. Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse or changes in behaviour in the children.

1. PURPOSE

1.1. An effective whole-school child safety and protection policy is one which provides clear direction to staff and others about prevention of illness, prevention and treatment of sickness, the physical safety of children as also the expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

2. INTRODUCTION

2.1. DS takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount". It is the statutory responsibility on the school management to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

2.2. There are **three main elements** to our child protection policy

- a) Alertness, awareness, attention, and early detection of signs of physical and emotional sickness, illness, abuse, discomfort, and anti-social behavior.
- b) Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child safety and protection concerns.
- d) Support to pupils who may have been abused.

2.3 This policy applies to all pupils, staff, volunteers and visitors to DS.

3. SCHOOL POLICY

3.1. We recognise that for our pupils' good health, high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult help to leading a healthy and happy life and prevent abuse. Our school will therefore:-

- a) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- b) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PHSE, which equip pupils with the skills they need to stay safe from illnesses and abuse. Further information can be obtained from the school's PHSE coordinator(s).
- d) Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Further information can be obtained from the school's PSHE coordinator(s).
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

4. FRAMEWORK

4.1. Child safety and protection is the responsibility of all adults and especially those working with children in the school.

5. ROLES AND RESPONSIBILITIES

5.1. All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools who have specific responsibilities under child safety and protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document. It is the role of the Designated Child Protection Coordinator to ensure that all of the child protection procedures are followed within the school and to make timely referrals to the Principal and Phase Heads in accordance with school procedures. If for any reason the Designated Child Protection Co-coordinator is unavailable, a Deputy Designated Child Protection Co-coordinator has been identified who will act in his/her absence. Additionally, it is the role of the Designated Child Protection Coordinator to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring

this. Wherever possible, as part of the schools recruitment and vetting process, Criminal Records and other referrals will be sought on all staff that have substantial and unsupervised access to children. The Designated Child Protection Co-coordinator will provide an annual report for the Board, detailing any changes to the policy and procedures.

6. PROCEDURES

6.1. The school will follow the procedure provided in this policy. Staff must be kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Principal will ensure they are aware of the school's policy and the identity of the Designated Child Protection Co-coordinator. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Child Protection Co-coordinator or in their absence, the Deputy Designated Child Protection Coordinator. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. The Designated Child Protection Co-coordinator or their Deputy will immediately refer cases of suspected abuse or allegations to the Principal, in his absence to the Director of Schools who will take steps as deemed necessary.

7. PREVENTION AND TREATMENT OF ILLNESS

7.1. Children and staff will be educated about best practices in hygiene and food preparation.

7.2. Water at the school will be tested regularly – at least twice a year.

7.3. Each Child at school will receive, at least bi-annually, all of the following:

- a) Eye examination
- b) Ear examination
- c) Blood pressure and blood tests
- d) An overall review of skin health and search for symptoms.

7.4. Parents have the responsibility to keep sick children home from school during periods of sickness.

7.5. Vaccination requirements of the Ministry of Health will be strictly adhered to.

7.6. All sickness, illness or medical conditions shall be treated without delay.

8. PREVENTION AND TREATMENT OF SICKNESS

8.1. All injuries will be treated immediately.

8.2. First Aid Kits will be kept at the school and these will be easily accessible.

8.3. Contact names of the local doctor, hospital and ambulance service will be posted at the school.

8.4. All accidents shall be recorded in an Accident & Injury Book – for regular review – with recommendations. The approach involves identifying risks, then taking steps to eliminate or minimize these risks. Safety meetings shall be held with staff every 6 months.

9. PHYSICAL SAFETY OF THE CHILDREN

9.1. No physical violence, (hitting, physical disciplining, smacking, fighting) will be tolerated at the school. This includes physical violence from carers, visitors, staff, parents, or fellow-students.

9.2. Children will be treated respectfully and encouraged to report any violence if this occurs, and provided with protection if this is necessary.

9.3. Police will be involved if there is any issue of violence that cannot be immediately resolved or if the violence poses a serious risk to the child's mental, physical or emotional well-being, regardless of the source of the violence.

9.4. Emotional safety is also recognized – and this includes situations such as bullying or persistent belittling of individuals by others. Neither of these behaviours will be tolerated.

10. ANTI-BULLYING

10.1 We are committed to providing a caring, friendly and safe environment for young people so they can enjoy their involvement with DS in a relaxed and secure atmosphere. Bullying of any kind is unacceptable within DS. This includes bullying of young people by adults and bullying of young people by other young people. If bullying does occur, all young people should know that incidents will be dealt with promptly and effectively. For greater details, please refer the DS Anti- Bullying Policy.

11. TRAINING AND SUPPORT

11.1. The Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for

child protection effectively. The school will ensure that the Designated Child Protection Co-coordinator also undertakes training to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities. Support will be available for staff from the Head Teacher in the first instance, and from members of the school's leadership team where there are concerns about queries about child protection. All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters will form part of staff induction and will be referred to in the staff handbook.

12. PROFESSIONAL CONFIDENTIALITY

12.1. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Coordinator and may require further investigation by appropriate authorities. Staff will be informed of relevant information in respect of individual cases regarding child protection on "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

13. RECORDS AND MONITORING

13.1 Well-kept records are essential to good child protection practice. DS must be clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. These file notes must be kept in a confidential file, which is separate from other files, and stored in the Principal's office. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

14. SUPPORTING PUPILS AT RISK

- 1) Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- 2) This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school, their behaviour may still be challenging and defiant or they may be withdrawn.
- 3) **This school will endeavour to support pupils through:**
 - a) The curriculum to encourage self-esteem and self-motivation.
 - b) The school ethos which promotes a positive, supportive and secure environment which gives all pupils and adults a sense of being respected and valued.
 - c) The implementation of the school's behaviour management policies.
 - d) A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
 - e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
 - f) The development and support of a responsive and knowledgeable staff trained to respond appropriately in child protection situations.
 - g) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
 - h) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
 - i) This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHE, the policy for the management of pupils' behaviour (including our policy on physical intervention and our policy on bullying) and our health and safety policy.

15. SAFE SCHOOL, SAFE STAFF

15.1. It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

15.2. Only authorised agencies may investigate child abuse allegations. Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

15.3. Where allegations are made against a staff member, this should be immediately

referred to the Director of Schools or the Board who shall take appropriate actions.

15.4. If for any reason it is decided that a referral to an External referral is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures.

16. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

16.1. Where services or activities are provided separately by another body, using the school premises, the Principal and School Administration will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

17. WHISTLEBLOWING

17.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

17.2. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the Phase Heads or directly to the Principal.

18. POLICY REVIEW

18.1. The School Management is responsible for ensuring the annual review of this policy. And for ensuring that the list of key contacts on the cover sheet is kept up to date

5. HOMEWORK POLICY

5.1 Rationale

At Dubai Scholars Private School, homework will be an integral part of the Teaching and Learning that goes on in the classroom. At home learning is an essential part of a proper education to which all our children are entitled. It is not only about reinforcing learning in the classroom, but also to help children develop the skills and attitudes they will need for successful, independent lifelong learning. Homework supports the development of independent learning skills, so that enquiry and investigation are seen as a fundamental part of the learning process.

5.2 What is homework?

Homework refers to any work or activities that students are asked to do outside of lesson time, either on their own or with their parents. Homework assigned is not new work, but reinforces information that has been previously taught in class.

5.3. Home Work Guidelines

- a) There is consistent practice across the Year Group in setting, managing and marking homework.
- b) Year Group Teachers should collaborate so that there is not an overburden of homework.
- c) Homework is assigned daily and well communicated – so that everyone – teachers, children and parents know what to expect.
- d) Children's roles and responsibilities are well defined and communicated.
- e) Children may seek parental support but must do the work themselves.
- f) Parent's roles and responsibilities are well defined and communicated.
- g) Homework should for the most part focus on Literacy and Numeracy.
- h) There are high expectations for children in completing homework.
- i) Children receive prompt, clear feedback on their work.
- j) Teachers are responsible to communicate with parents of students who are falling behind in completing their homework assignments. Incomplete Homework will be

tracked and may result in consequences applied by the teacher, in accordance with the school homework policy.

5.4. Aims and objectives of Homework

- a) To develop an effective partnership between the school and parents in pursuing the teaching aims of the school.
- b) To consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- c) To serve as a vehicle to assess student understanding of classroom learning.
- d) To explore resources for learning, of all kinds, at home.
- e) To extend school learning and encourage pupils as they get older to develop the confidence, responsibility and self-discipline needed to study on their own.
- f) To offer opportunities to develop key skills for independent learning, such as information retrieval, planning, analysis and time management.
- g) To provide opportunities for parents and pupils to work together and enjoy the learning experience.

5.5. Types of Homework

There are two types of homework that we practice at DS. They are;

a) Instructional Homework – practice homework, preparation homework, extension homework and integration homework.

b) Non-instructional Homework – personal development homework, family communication homework and peer interaction homework.

5.6. A Special Note on Project Research:

When doing research for a school assignment, students may copy pictures, data, graphs etc. from books or the internet. However the written work must be in the child's own words. Plagiarism is not permitted and will result in a zero being assigned as the mark for that project. Project specific rubrics will be shared with the students and serve as a guide to expectations of learning outcomes.

5.7. Amount of Homework

YEAR	TIME
Foundation 1	Not more than 15 minutes per day
Foundation 2	Not more than 15 minutes per day
Year 1 to year 2	Not more than 30 minutes per day
Year 3 & 4	Not more than 45 minutes per day
Year 5 & 6	Not more than 60 minutes per day

Years 7 to 13 – Homework & assignments will be subject wise given by the subject teachers which may range from 1. 30 to 2 hours

5.8. Completion of Homework

Absentee students are responsible for getting their homework from the school or their parents can call the school to request the homework for that day.

DS is analytical and diagnostic about incomplete homework. Should teachers find some children consistently not completing homework, the teachers will first analyze why a student has not completed his/ her work. They will orally advise methods they should be adopting along with a written note to the parent. If the work continues to be tardy, the teacher will call the parent to a conference. Should work still not be complete, parents and student will have to meet higher authorities. There will be further consequences according to the discretion of management.

5.9. Teacher Feedback

Teachers at DS will provide 3 types of feedback

Grades –evaluating students' work

Diagnostic remarks that provide feedback in terms of ways to improve work

Verbal or written praise or criticism.

5.10. Good Practices to be kept in mind:

Parents are expected to ensure that the homework is being completed on a timely basis and in a nonthreatening environment and to assist the child, if needed, to reinforce the learning goals. Parents are encouraged to check the Homework Diary and School Communicator for current information regarding homework. We do not encourage private tuitions for our students.

Children are expected to work independently on homework, including projects. We seek cooperation from parents of Foundation Years to be supportive with their little children in ensuring that homework assignments are completed in a fun and enjoyable way.

Reading is one of the most fundamental and powerful at home practices for learning. Please read to your child and also assist them in reading at home, especially if you are a parent of a child in Foundation or Year.

6. SPECIAL EDUCATION POLICY AND PROCEDURES

Dubai Scholars Private School (DS hereafter) recognises that students have a wide variety of abilities and the initial screening is also there to help identify the students' knowledge and skills so that their individual needs can be more effectively supported. DS also acknowledges that children learn at different speeds and consequently some children may need more support than others.

DS will accept students who are identified as having mild to moderate learning difficulties. Identification could either happen at the admission stage or later on during the academic year.

The levels of support provided by the school are based on the 'Waves of Support' model given below:

6.1. Waves of Support Model

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Typically some students may be given added tuition to ensure that they can access the materials in the lessons. Alternatively Wave 1 describes specific, additional and time-limited intervention programs provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 1 interventions are often targeted at a group of pupils with similar needs. This may occur as the result of a unit test or end of year test. Intervention Programs will be run by the teacher or senior students to support younger students in either small groups or one to one situations. (Also referred to as Class Action)

Wave 2 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve

their potential. This intervention strategy will involve detailed discussions with the family. Our special needs team (SENCO & Class Teacher) shares responsibility for addressing the areas of concern with the parents and they agree upon an appropriate course of action. This takes the form of an Individual Education Plan (IEP) and is followed through with triumvirate termly review meetings. (Also referred to as School Action)

Wave 3 involves external agencies in diagnosis and support for additional needs and may incur additional costs which the family will bear. (Also referred to as School Action Plus)

Essentially, Wave 2 and Wave 3 interventions are 'additional to' and 'different from' the usual differentiated curriculum. All intervention and support is discussed with the parents as DS is committed to the 3 way partnership of parent/school/student to ensure that the student can aspire to achieve at their highest level. The school will have a Special Needs Centre where SEN kids can be brought in for individualized instruction as required by their IEP. Provisioning of additional specialists or shadow teachers will be the responsibility of the parents.

Identification of learning concerns will be the responsibility of the Admissions team with support from the SENCO, or once in school the class teacher with support from the SENCO. Classifying a child as SEN can only be done by the SENCO who may at times refer to an external agency. They will discuss the concerns with the student and parents and then decide what steps to take. Concessions may include: additional time to complete tests and examinations / use of a computer in examinations.

In the early years, the school will use the EYFS framework for assessment to help plan and monitor the progress of the youngest and most vulnerable SEN children.

Children identified as SEN will be allowed to progress to the next year group if they have been able to meet the learning objectives as identified in their IEP.

** For more severe cases, DS has established connections with a number of specialist schools and centers and is well equipped to refer parents appropriately.

** All IEPs are regularly reviewed to check for:

- a) The progress made against targets.
- b) Effectiveness of the targets / strategies and support implemented.
- c) Whether the child still needs to be maintained on an IEP.
- d) Further action including changes to the targets and strategies.
- e) Whether there is a need for more specialised advice.
- f) Updated advice and information on the student's areas of strength and difficulties.

6.2 ESL

We are aware that a significant number of our students will not be native English speakers. Given the importance of English language acquisition for a student to fully embrace our enhanced curriculum, it is part of the school ethos to achieve such bilingual fluency as soon as possible.

Most of our students join in EYFS where all our teachers will have experience in teaching to multi lingual students and know how to adapt their teaching styles to promote English language acquisition such as the use of visual cues and the enhanced use of technology aids.

In the lower primary years, our program has more time devoted to English language development than the norm so as to ensure native levels of English acquisition. We ensure that these added lessons times are as fun and engaging by emphasising cross curricular linkage – such as debate and public speaking modules to story writing.

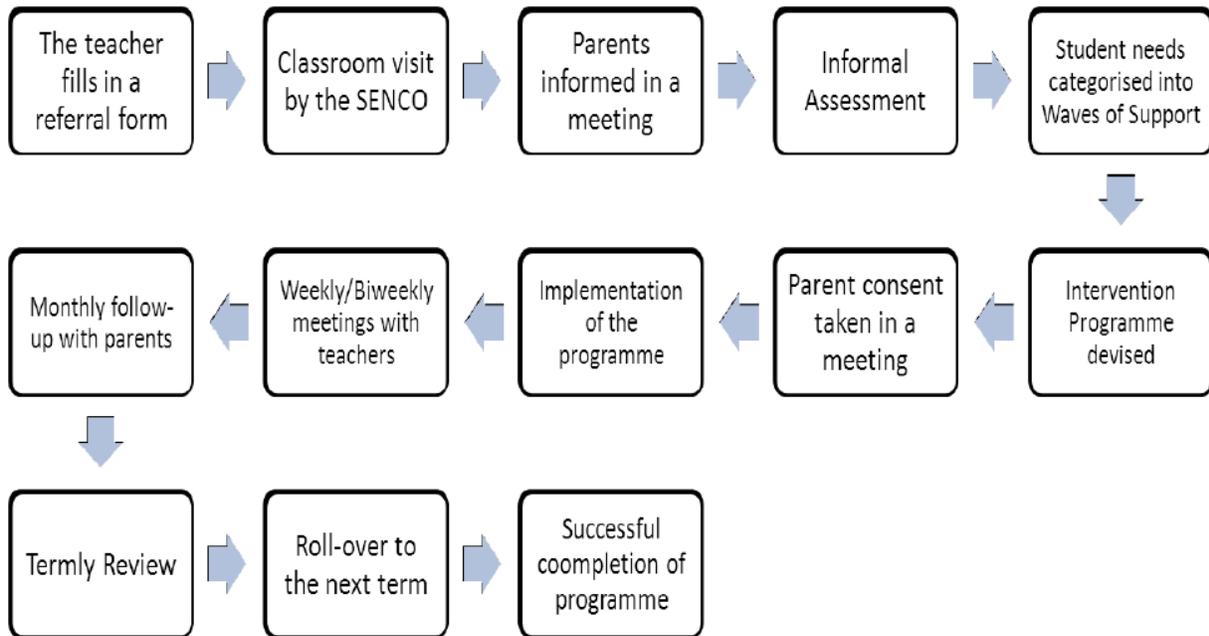
Additional support for English is provided through the British Council which acts as an outside service provider. These services are provided both during and between the academic calendars.

English language skills are part of the school entrance assessment with a more challenging requirement level from Years 3 onwards. This is to ensure that incoming students will have the ability to effectively and fully embrace our school curriculum.

6.3 Gifted and Talented

DS is committed to meeting the needs of every child it accepts and fulfilling its mission goal of nurturing potential. In keeping with this philosophy, classroom support and IEPs are provided to students who are gifted and talented. Programs of additional challenge are available, both within and beyond the day, to provide enhanced learning opportunities. The levels of support provided to these students are based on the 'Waves of Support' mentioned above, essentially Wave 2 and Wave 3 interventions.

6.4 The SEN Referral Procedure



7. STUDENT BEHAVIOUR POLICY

7.1 Student Expectations

The school administration and staff is committed to the principle of fair and equal treatment of all students within the school as well as uniform and equal enforcement of school policies. Through co-operative relationships between students, school staff and parents, the school experience for all students can be meaningful, stimulating and produce lifelong benefits.

Parents and guardians can best support the school experience by preparing their students emotionally and socially and by teaching them to be receptive to learning and discipline.

Students are expected to adhere to the following guidelines:

- students should attend school on a regular basis and be prompt in arriving at school and to assigned classes
- students should understand and adhere to all school policies and be willing to accept the responsibilities that go along with their rights and privileges
- students should respect the worth and dignity of each individual and respect the rights of fellow students
- students should respect the rights and responsibilities of all staff members as they perform their duties
- students should observe a code of conduct for all citizens through the use of proper language, etiquette and appearance
- students should exercise proper use of and care of school facilities and equipment

7.2. Student Code of Conduct Violations and Consequences

As citizens of the school community, students need to understand and adhere to all school policies and be willing to accept the responsibilities that go along with their rights and privileges.

Negative behaviors that will prompt disciplinary action are divided into three major categories as follows:

a) Category I Infractions: General Misconduct

Examples of general misconduct behaviors include the following:

- refusal to follow the prescribed rules and regulations
- profanity or obscenity in English or in Arabic
- being in an unauthorized area
- plagiarism and cheating
- bringing prohibited electronic devices to school
- inappropriate dress or out of school uniform

In addition to discussing violations with students at the time of the infraction and making contact with parents when appropriate, teachers and staff will utilize one or more of the following disciplinary consequences:

- verbal reprimand
- teacher/student conference
- parent contact and/or conference
- extra work assignments
- detention
- withdrawal of privileges

b) Category II Infractions: Serious Misconduct

Examples of serious misconduct behaviors include the following:

- intimidation
- inciting others to break school rules
- disrespect towards a teacher or staff member
- intentional damage or destruction of property
- repeated disruptive behavior
- inappropriate physical contact

Consequences for serious misconduct include suspension and probation.

c) Category III Infractions: Illegal Misconduct

Examples of illegal misconduct behaviors include the following:

- theft or possession of stolen property
- arson
- the possession or use of illegal substances
- being in possession of a weapon
- extortion
- harming or threatening harm to fellow students or staff

Consequences for illegal misconduct include suspension, expulsion and alternative school placement on the first offence.

The following guideline should be posted in each student's homework diary and posted on the class fusion page:

Dubai Scholars Students Are Expected to...

- Study hard.
- Respect others.
- Make good choices.
- Do quality work.
- Be on time for school and be prepared for class.
- Follow instructions.
- Respect other's rights.
- Be courteous to others.
- Keep hands off others.
- Never leave the schoolyard without permission.
- Play safely in assigned areas. You may not play in the following areas – the halls – the parking lot – bathrooms, planted areas – in front of the building.
- Use the playground equipment safely (never throw rocks, bark, etc.).
- No rough play (no shoving, tackling, tumbling, etc.).
- No teasing. Treat others with respect and courtesy.
- Don't bring dangerous play articles to school (hardballs, bats, etc.)
- Don't bring dangerous play articles to school (hardballs, bats, etc.)

- When the bell rings, stop all play immediately and walk quietly to line. While in line, always keep hands off others.
- Arrange for your lunch before school.
- Wait quietly in line with your hands off other people.
- Walk in the cafeteria and eat sitting at a table.
- Stay in your seat and talk quietly while you eat your lunch.
- Clean up the space around your seat and put your trash in the garbage.

8. STUDENT DISCIPLINARY PROCEDURE

8.1. Student Misconduct: The following constitute misconduct:

- a) Disruption of, or improper interference with, the academic, administrative, sporting, social or other activities of the school, whether on school premises or elsewhere;
- b) Obstruction of, or improper interference with, the functions, duties or activities of any student, member of staff or other employee of the school or any authorised visitor to the school;
- c) Violent, indecent, disorderly, threatening or offensive behaviour or language whilst on school premises or engaged in any school activity, including that committed by electronic means using email from a school account or other account accessed via the school network;
- d) Fraud, deceit, deception or dishonesty;
- e) Action likely to cause injury or impair safety either on school premises;
- f) Defacement of, or deliberate damage to, any property of the school, or any property of a member of the school (including damage resulting from negligence);
- g) Acts of disturbance that threaten the rights and privacy of any member of the school;
- h) Harassment of any kind, including sexual or racial harassment of any student, member of staff or other employee of the school or any authorised visitor to the school, including that committed by electronic or other remote means;
- i) Unfounded and malicious complaints brought against a member of the school; and
- j) Possession of weapons, drugs, alcohol, or tobacco on school premises.

8.2. Procedure:

In cases of minor infringements, the school will seek to resolve disciplinary matters informally

- a) If the matter cannot be resolved informally, the Vice-Principal will conduct a formal investigation commensurate with the seriousness of the offense.
- b) The student will be considered innocent until proven guilty by a preponderance of competent evidence.
- c) The Principal, upon consultation with the Vice-Principal, shall make the determination as to whether the misconduct is established by a preponderance of the evidence.

- d) The punishment must be commensurate with the misconduct. Mitigating factors, such as the age of the student, the previous disciplinary history of the student, malice or absence thereof, acknowledgment of responsibility, remorse, cooperation in the investigation, truthfulness, and seriousness of the injury to persons or damage to property, are to be considered in determining the penalty.
- e) Where the penalty entails the suspension, expulsion or exclusion of the student, the Principal shall offer the student's parents a private conference explaining her findings and decision.

8.3. Disciplinary Sanction

The sanctions that may be imposed include (but are not limited to) the following:

- a) Admonition
- b) Reprimand
- c) Restitution
- d) Educational Sanction
- e) Restriction or Revocation of Privileges
- f) Probation
- g) Suspension
- h) Expulsion

8.4. Notice to SIG Office: In cases of suspension or expulsion of a student, the Principal shall advise of her decision and the nature of the offense concurrent with the imposition of the sanction.

9. STUDENT PROMOTION AND RETENTION POLICY

The School's Promotion Policy is that all students will be promoted to the next year level, except in rare circumstances. It is recognized that students do their best work in school when they are placed in a year group with other students of their same chronological age or the peer group they started school with.

There may be occasions when cases are initiated for the retention of students based on the judgment of the teaching staff, where it is believed that there will be a high probability of academic benefit to the student. In such cases, the whole child's need will be taken into consideration: e.g. academic, social, emotional, psychological, medical conditions. Teachers must identify as early in the school year, as possible, if they or a parent have a concern regarding a recommendation that may eventually lead to retaining the student. All concerns are brought to the notice of the Principal and the school leadership. After School leadership meetings, the parent/guardian will be notified and a meeting arranged. Parents will be provided with evidence and concerns and an opportunity to discuss and share knowledge and experience to the concerns raised. Parents and the teacher(s) will be presented with the research on retention. Before any recommendations are made for retention, the school will propose ways to support the child in making progress and reaching his/her potential including adaptations to the teaching program and providing additional support where possible. The school will report interventions along with progress to parents/guardians regularly.

If a concern still remains, a recommendation can be made to the Principal for retention. If a child is retained, there must be evidence of a Learning Plan put in place that clearly sets out the targeted interventions with necessary adaptations of effective instructional strategies and measurable success criteria to meet the student's needs. The parent is to have a supportive role in drawing up the plan. The SENCO will consult and receive input from parents, sending and receiving teachers in drawing up the Learning Plan.

A designated Special Needs student is not to be retained. If a student is not making the expected progress, the objectives in the Individual Education Plan (IEP) may need to be adjusted. A recommendation for retention should not contravene any regulations as set out by UAE MOE; KHDA; or the regulatory body for the English National Curriculum of the UK. A recommendation for retention will be submitted to the KHDA on the form provided by the school and signed by the parent and the Principal. After consultation and collaboration with parents and relevant staff regarding recommendations for retention the final decision will be made by the Principal. If a parent is not satisfied with the Principal's decision it may be appealed to KHDA within 10 days. For further information, please see the school Principal.

10. TRANSPORT POLICY

- The Transport Service is provided by a Third Party – The Big Yellow Bus Transport Company LLC.,
- The Buses are fitted with cameras to monitor the safety of the children in the buses.
- Transport fees are to be charged for 10 months. Withdrawal from School Transport is permitted only at the end of the term. Bus fees will not be refunded.
- Bus fees have to be paid term wise. Monthly payments will not be accepted.
- One full month notice in writing is required before a student is withdrawn from the school bus. Bus fees paid for the term is nonrefundable.
- All necessary precautions are taken to ensure the smooth running of school transport. However, in case of an unforeseen breakdown, or due to the ever increasing traffic, the buses could be delayed enroute. Please be patient on these occasions and refrain from making unnecessary phone calls.
- Transport is limited to a point to point service and not on a door to door basis. The office will further advise parents on this matter.
- Bus services are available on a first come first served basis.
- Any changes in address should be brought to the notice of the office immediately in writing.
- No telephone calls and verbal instructions for change in the transport schedule will be accepted.
- It is imperative that you fetch your child from the assigned stop.
- The child will be brought back to school if the concerned person is not at the stop.
- Should you want your child to be dropped at the stop and go to the residence by herself/ himself, a letter of authorization must be sent to the office.
- Strict discipline must be maintained in the bus at all times. Children will not be allowed to consume food and drink in the bus. Disciplinary action will be taken for any misconduct and the child will not be allowed to use the school bus.
- Fines will be charged for any damage incurred in the buses.
- Children will not be allowed to change buses other than the bus assigned.
- Parents should consult with the transport supervisor – Mr. Herald Tauro for any change of route in between the academic year to ensure that the bus service and seat is available in that area.
- All complaints must be addressed to The Principal/ Administrator. Kindly refrain from verbal arguments or altercations with the Bus Driver/Conductor /other students & parents. The school will deal with the problem. Accompany your child while crossing the road. Parents should not

enter the bus at any time. If a parent is involved in any physical or verbal abuse in the bus or in the School premises as a consequence your child be stopped from using the bus.

- School does not take responsibility to help your child cross the street. Bus assistants are strictly warned not to comply with any such request from Parents.
- Parents please note that you do not have access to the Teacher's parking lot.
- Parents of students using their own transport have to park their vehicles in the parking lot at Gate No.3 to ensure the safety of your own children.
- Kindly make an effort to fetch your child from inside the school premises.

10.1 Responsibilities of Students and Guardians

- Delivering their children to the school bus or assembly point on time. In the event of any delay from their part, they bear the responsibility of picking up their children to the school without any responsibility on the part of the driver.
- Assist in training and educating their children on the importance of safety, and how to wait for the school bus and board it.
- Report to the management of the school and the Agency any offence or failure on the part of the driver.
- The driver is entitled to return the student to the school if there is no person to collect him or her at the time of returning home, and guardians are held responsible for any associated outcome.
- The student must maintain the cleanliness of the bus, and advise the school management or his / her guardian in case the driver, or any other student, breaches the rules in transit.
- The school master is solely entitled to deny any student from school transport service in case of the following conditions apply:
 - If the student is to blame for delaying the trip more than three times in a single year.
 - If the student breaches any safety rule and make others liable to danger during the trip.
 - If the student alights from the bus before arriving to the specified drop-off point, without a prior consent.
 - If the student, against whom more than three written complaints were made during a single year, continues to cause troubles.
- Parents should take full responsibility for students travelling by Metro and will not hold the School responsible for any incident that may occur before and after school hours, i.e. before 7.15 A.M. & after 1.45 P.M. Parents must ensure that the children reach to school on time.
- Students using the Metro must submit the Undertaking letter enclosed in the daily planner.