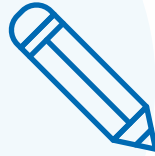
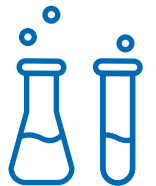
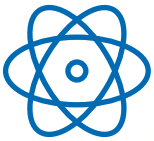
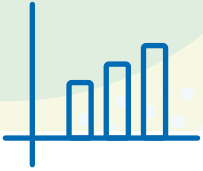
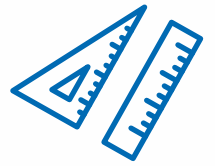




Global Indian  
International  
School



# EDUCATION OF THE FUTURE



GLOBAL INDIAN INTERNATIONAL SCHOOL-DUBAI  
PARENT & STUDENT HANDBOOK

# Principal's Message

Dear Parents/Guardians,

Welcome to the academic year 2022-23 at Global Indian International School, Dubai! We hope you and your child will have a joyful academic experience at our school. We believe that teachers and parents should work together to provide challenging and engaging learning experiences. This partnership will build students' confidence and encourages them to continue to see learning as both enjoyable and useful and provides a strong foundation for their future intellectual, physical and social development.

We have successfully concluded the year of 2021 and are marching ahead towards establishing a new normal which will see a paradigm shift in the way schooling happens for children. This time demands us to be agile and adapt to unforeseen circumstances. I am sure this handbook will be valuable in helping you to prepare for the 'New Normal'.

You and your child are valued members of our community. The school provides a holistic learning environment and facilitates communication and interaction between teachers, students and parents. The school aims to focus on preparing the students to meet the challenges in a proactive manner. This handbook is intended to provide a brief, concise and understandable overview of some of the most important opportunities and expectations that anchor our programme. It thus serves as a guide for parents and students to the policies and procedures to be followed during the school year. As with any guide, it only serves as a framework for activities planned.

Please read this handbook with your child and feel free to contact the Principal, KG Head, and Primary & Secondary Head, Teachers or Staff members through [www.mygiis.org](http://www.mygiis.org), regarding any queries you have about our programmes, rules, or policies. We shall do our best to address all your queries.



Regards,  
Antony Koshy  
Principal



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*(This schedule is tentative and subject to change)*



# Vision

Our vision is to become a Global Role Model for Teaching and Learning.

# Mission

We nurture our global students into men and women who will be leaders of distinction, committed to the spirit of excellence, through high quality education imparted by globally experienced and caring teachers building strong virtues and values while focusing on all round development, creativity and entrepreneurship.

# Core Values

- Manage with Information and Metrics
- Agility & Adaptability
- Honesty, Integrity and Ethical Practices
- Attitude before Knowledge
- Teamwork
- Mentor, Coach and Make a Difference
- Ambience for Learning



# GIIS - Schools that Learn

## General Information

Activity	Staff In charge	Mobile Number	Email Address
Reception	Ms. Mary Jane Soriano	042255681	maryjane.soriano@globalindianschool.org
Transport Queries	Transport Personnel	+971 56 515 1020	pre.giisdx@gulfpinnacletransport.com
Admissions, TC, Report Cards	Admissions Team	056 515 1020	admissions.dxb2@globalindianschool.org
Principal's Office, Parent Login ID on myGIIS.org	Class Teacher	055-1915500	admissions.dxb@globalindianschool.org
	Ms. Shubha Anand	042255681	Email teachers on www.mygiis.org
			shubha.anand@globalindianschool.org
Book Shop and Uniform	Mr. Vikas Bahadur	042255681/221(Ext)	moolbahadur.thapa@globalindianschool.org
Accounts (Fee Related)	Accounts Team	042255681	accounts.dxb@globalindianschool.org
Academic related matters	Respective Class & Subject Teachers		Email teachers on www.mygiis.org
Lost and Found		042255681/	Mail on mygiis
Academic Matters – Escalation to Academic Heads	Ms. Anjum Ali (Pre KG-KG2)		anjum.ali@globalindianschool.org
	Ms. Jaya Ramesh Grades 1 - 10	042255681/	jaya.ramesh@globalindianschool.org
		042255681/208(Ext)	
		042255681	
Escalation to Principal	Shubha Anand	042255681	Mail on mygiis
Appointment with teachers	Respective Teacher	042255681	Mail to teacher concerned on mygiis
Newsletters / Facebook / Photography	Ms. Mandira Verma	042255681/240(Ext)	marcom.uae@globalindianschool.org
School Nurse	Ms. Nitya Anthony	042255681/247(Ext)	nurse.dubai@globalindianschool.org
Department of Inclusion and Wellbeing	Neethu Sunil		schoolcounsellor.dubai@globalindianschool.org
		042255681	
Behavioural & Social	-	042255681	
Counselling	-		-
After School Activities	U Rosmin Gonsalvez		activity.dxb@globalindianschool.org

# General Information

Initial school education reflects the growth of society and the foundation for this is laid in primary years of education. These are the formative years during which children pick up habits, develop concepts and skills that last throughout their lives.

GIIS Dubai Campus offers Global Montessori Plus programme for Kindergarten and CBSE curriculum from Grade 1 onwards with an option to choose IBDP in Grade 11 and 12.

Grades 1 to 6 started in 2018 followed by grades 7 and 8 in April 2019 , Grade 9 in April 2020 and Grade 10 in April 2021. Grade 11 & Grade 12 will be added once KHDA approves.

To maximize learning benefits with sincere and disciplined approach to regular studies, homework submission and time management is expected from all students. Our teachers would be the bridge between your child's quest for knowledge and the prescribed textbooks. With a focus on interactive learning, we aim to build rapport between teachers and students and provide an ideal environment for learning and growing.

## **Teachers will**

- Educate students on expected academic performance, discipline and attitude standards. They will keep the Academic Heads and the Principal informed. If absolutely required, parents will be contacted.
- Assign regular classwork and home learning in all the subjects, as part of continual learning programme.

**To strengthen the child/ward's academic and general performance, parents are requested and required to:**

- Check the intranet (mygiis) mails regularly for general as well as specific information regarding their child.
- Acknowledge the information sent and take appropriate action.
- Enquire from the child about any assigned home learning and ensure prompt submission.
- Enquire from the child about any project work, practical assignment, activity and ensure prompt submission.
- Discuss issues of concern with prior appointment with the teacher concerned.

# Our School Day – Timings

## Regular School Timings for

### Monday – Thursday

- Pre KG to KG 2 : 7:45 am to 11:45 a.m.
- Grades 1 to 10 : 7:45 am to 2.25 pm (Without after school activities)
- Grades 1 to 10 : 7:45 am to 4.15 pm (With after school Activities)
- Own Transport: All own transport students will be expected to report to school latest by 7:30 a.m. starting from 3rd of Jan' 2022.

**Friday :** Pre KG to Grade 11 – 7:45 am to 11:40 a.m. No ASA]

### School Office Timings

- Monday - Thursday : 7:45 am to 4:15 pm
- Friday : 7:45 am to 12:00 p.m. ; 1:40 p.m to 4:00 p.m.
- Saturday : 9:00 a.m. – 1:00 p.m. (Limited staff members shall be available on Saturdays.)
- Kindergarten : 7.45 am to 11.45 pm

Please note :

- Timings during Ramadan will change
- Students should reach school by 7:45 am
- Kindergarten students should not be on the school premises after 12.10 pm, unless they are authorized and are under the supervision of a teacher/coach.
- The students from Grades 1 to 10 should not be in the school after 2:25 pm unless attending After School activity or are advised by teachers.
- Students' free activities during break and lunch are restricted to designated areas. Playing in the bus bay is strictly prohibited.
- Parents are advised to visit the school with a prior appointment on Saturdays. School's office shall function till 2 pm during the holy month of Ramadan, winter and summer vacations.

## Morning Assembly

### Morning assembly is held on assigned weekdays.

- Daily assemblies are held in the respective classrooms.
- Students are required to reach the designated area escorted by teachers and assistants.
- Students get an opportunity, on class-wise rotational basis, to address their schoolmates and share insights into the major current events, talk on historical events and showcase theme based presentations and talks.
- Class teachers may assign some specific tasks for students to prepare and present during the assembly. Wherever needed, parents are expected to help their children in accomplishing such tasks.





## Attendance

Academic excellence improves when attendance is consistent. Therefore, it is important to attend school each day. All students and parents are advised to adhere to the student attendance policy provided in the subsequent pages of this handbook.



## Parent Teacher Meeting (PTM):

Parent Teacher Meetings are regularly arranged by school to communicate progress of the child and discuss plans for helping the student to achieve his/her potential. Parents can also initiate a meeting with any teacher by seeking appointment of specific teachers.



## Feedback and Suggestions:

- The school recognises that there may be conditions in the school campus that are in need of improvement. Feel free to reach out to us through [mygiis.org](http://mygiis.org), mails, phone calls, meetings.
- The final escalation level for any parent regarding feedback or area for improvement is the Campus Principal.



## School Fee payment

Re Registration fee payment is mandatory for confirmation of the continuation of students in the school applicable next academic year.

**Tuition, Books and Uniform are compulsory fees to be paid by parents every year.**

- School transport is optional; Transport fee is charged to only those students who opt for it.
- The School fees can be paid by cash, cheque, card or online payment.
- Tuition fee can be paid in 3 installments for which invoices will be sent to parents through mygiis.
- Transport Fee to be paid to transport provider GPT as per their modes of payment.

# Guidelines on Usage of Intranet Portal – mygiis.org

User Login ID and Password will be given by the Admissions Department upon a student's admission in our school. The parents can use this to login to [www.mygiis.org](http://www.mygiis.org) and access various features online which will be very helpful and are user friendly.

Feature	Usage
Calendar	Allows you to view the year and term calendar for your ward.
Exam & Results	Allows viewing your child's test marks/grades online.
Fees History	Gives the payment history and outstanding fees for your child.
GIIS Directory	Gives the contact details for the teacher handling your child's class and campus contact details.
Messaging	This is the main communication channel, which can be used for mailing teachers, staff and technical support and view & respond to mails from school.
Parent-Teacher Meet	Access is given for a period of time when registration opens for PTM scheduled. Parents are advised to follow instructions & register for PTM.
Profile Update	This feature has to be updated immediately for any changes in your child's immigration status, address, and contact details.
Syllabus	Allows viewing the syllabus for all the subjects of your child's class.
Withdrawal	Allows you to submit withdrawal applications online.
Edit Login Info	Allows you to edit your username and/or password given by school at the time of admission. It is mandatory that this first time password given at the time of admission is changed as per preference of the parent. It is important that this password is not shared with others.

## Updates on Intranet Portal – MyGIIS.org

The student and parent particulars, as provided by the parent, appear on the mygiis student profile. It is the parent's responsibility to ensure that these records are correct and updated at all times. In case of a change in any of the following particulars, you are requested to update the changes in your child's profile online. Parents are advised to update their Emirate ID, Visa status etc. on the KHDA information portal whenever the admissions team requires to do so.

- Passport details of child and/or both parents
- Immigration status of the child and/or of both parents
- Change in Emirates ID of child and/or parents Change in contact details, including current address, all phone numbers and email ID of both parents

# Academic and Other Activities

We at GISS constantly strive to provide holistic education through various scholastic and non-scholastic activity based programmes. Prominent artists and academicians from various walks of life are invited to share their pearls of knowledge and experiences through the Leadership Lecture Series. Some of the various programmes that enrich values and knowledge are –

## Academic Support Activities

- **Field trips** – To strengthen opportunities and learn beyond the confines of the class room. To explore new areas of learning, regular field trips are arranged for all levels.
- **External Examinations** – School works in conjunction with eminent national and international bodies such as CAT4, ASSET Examination, Reading Assessments and Detailed Assessments etc., to facilitate student participation in International tests and benchmark their academic standards.
- **Project Exhibition** – Students are assigned different topics and specific projects for each level during school holidays and they are given opportunities to exhibit their projects and learn from the others.
- **STREAM** (Science, Technology, Reading, Engineering, Art and Mathematics Programme) - All students will be compulsorily part of this programme. Syllabus specific and every day science topics will be taught in a fun and engaging manner which are expected to develop higher order thinking skills among students.
- **Intra-school and Inter-school Events** - Students at all levels are encouraged to participate in all school events. We believe that no child should be left behind and hence offer opportunities for participation in Annual Day celebrations, Sports Day, Month of Curiosity and similar programmes, along with weekly House activities.
- **Action Research Consulting** - All students from Grade 1 and above will be part of ARC a problem solving skill development programme in which they will identify problems/areas for improvement and work on real world solutions for them.



# Lost and Found

We aim to encourage honesty and to foster responsibility for one's belongings. We accept students' belongings are occasionally lost and found in the course of the life of the school.

## **Values:-**

Honesty, Respect, Trust, Truth, Responsibility, Mindfulness, Fairness, kindness, Care etc

**Rationale:-** The purpose of this policy is to provide procedures for handling lost and found articles. In this policy, "lost property" means any unattended, abandoned, misplaced or forgotten item which is found within/inside the premises / boundaries of the school.

**Principles:-** Parents & caregivers are encouraged to clearly write or print child's names on all personal belongings such as jackets, lunch boxes, digital devices, pencil/pen pouches, compass boxes, water bottles (meant for only selected year groups) etc. Regular checks are necessary to ensure that the name is still visible.

- The staff will make every possible endeavour to return items handed in and will encourage students to be responsible for their personal items.
- Lost items will be kept in the "lost & found" area located
- Students may check the lost & found for missing items. Parents can also request to check for missing items in the lost & found area with prior appointment. Parents should encourage children to check these areas when items have been lost.
- Money or items of value can only be collected from the office.
- All unclaimed money is donated to the missions.
- The school is not responsible for any lost items that are left unattended.
- All items that will be found and are clearly labeled are returned to their rightful owner immediately. All other basic items (caps, water bottles, etc.) are left for students to claim.
- Anything of great value is found, it will be handed to the school office or Section Head. Students need to claim it from the office and staff will ask for distinguishing description to verify the ownership of the found items.

# School Policies

- Student Registration and Admission
- Parent School Contract as mandated by KHDA
- Inclusion & Wellbeing
- Home learning Policy
- Policy on External Competitions and Events
- Child Protection
- Anti-Bullying
- Parent Code of Conduct Policy
- Student Attendance Policy
- Teaching Learning Policy
- Assessment Policy
- Student Promotion and Retention
- Parental Involvement and Engagement
- Health and Safety Policy
- School Lockdown
- Outside Visitors Policy
- Mobile Phones and other digital devices policy
- Policy on Social Media & School
- Feedback and Complaint Management Policy
- Withdrawal and Fee Refund Policy
- Library Policy
- School Clinic Policies



# Student Registration & Admission Policy

1. **Scope/intent:** To provide prospective students and parents with an understanding of clear guidelines regarding registration and admission.
2. **Responsibility & Authority:** Admissions Executives will ensure that all the details pertaining to school facilities, infrastructure and curriculum are provided to the parents of prospective student at the time of admission. Further assistance is provided by the other administrative executives. This policy will be reviewed and updated as needed by the school and in line with KHDA guidelines from time to time.
3. **Application:** This Policy is applicable to all admissions and administrative staff assisting in admission of students.
  - Policy: GIIS is a progressive school and shall strive to provide equal opportunity for all students seeking to get educated at its premises. The school maintains a zero rejection policy. Low achievers and students of determination are accepted in our school according to the facilities and resources available at school to meet every child's needs. Type of disability is categorised according to categorisation recommended by Knowledge and Human Development Authority (KHDA). The Recommendations provided by psychologists are shared during the induction period. We strive to provide continuous and consistent interventional programmes for children with difficulties by the special educators in the school premises. Parents are provided with full information and consent is taken before starting any programme. We encourage extra support from outside school including Psychiatric help, Physiotherapy, Speech therapy, Occupational therapy and provision of Learning Support Assistants.

The school shall follow the below mentioned guidelines with regard to registration and admission of the students.

## 3.1 Registration and Admission Counselling

- Pre Admission Counselling – Parents as well as the students seeking admission shall be provided with detailed information by the school admissions/administrative executives regarding the registration and admission process.
- All prospective students and parents shall have the opportunity of visiting the school and familiarising themselves with the school campus.
- Admissions at GIIS is open to students of all permitted nationalities subject to approval by KHDA.
- Each student seeking admission shall first register himself/herself for the class for which he/she is seeking admission in the school website [www.dubai.globalindianschool.org](http://www.dubai.globalindianschool.org)

### **3.2 Interaction and placement tests**

- All students fulfilling the age criteria for Kindergarten shall be directly admitted with interaction as per availability of seats.
- All students seeking admission to Grade 1 and above shall appear in the admission test which will ascertain the suitability of a student for a particular grade and to determine whether the student requires any additional support from the school.
- The School shall interact with the child along with parents with mild to moderate special needs, and may require such students to take certain placement tests to give an indication of their performance levels to be able to provide proper learning and psychological support and not for the purpose of accepting or rejecting a student.

### **3.3 Admission Information, Documents and Records**

- Each parent shall fill up the Admission Registration form, Student ID form and Transport requisition form and provide any other data the school may need to process the admission of the student.
- Parents shall submit student achievement records of the previous grades in case the admission is sought to Grade 2 and above.
- Parents shall submit a Transfer Certificate in case the student is transferred from another Emirate or from another country.
- Wherever the student is from another country, the parent shall get the Transfer Certificate attested by competent authorities as mandated by UAE laws and submit the same.
- Parents shall submit results/reports of any special needs tests assessments carried out for the student, if any, at the time of admission.
- Parents of all newly admitted students (including the students transferred from other schools in the Emirate, from other Emirates, or from schools abroad) shall submit their vaccination cards and medical records as an integral part of the admission and registration procedure.
- The School shall process the admission of students who fail to submit vaccination records subject to an undertaking from the parent that they shall submit the relevant records before the end of the student registration deadline by KHDA. Students shall not be eligible for registration if the records are not submitted before the end of the deadline.
- The School nurse shall create new medical records for students registered in Kindergarten or Grade 1.
- The School nurse shall obtain the medical records of transferred students from other schools within the UAE.
- The School nurse shall create new medical records of transferred students from schools outside the UAE.
- The School shall keep records of all student admission files including required information and documents

### 3.4 Student Capacity and Admission Priorities

- Maximum capacity of each KG class shall be 25
- Maximum capacity of each section from Grades 1 to 12 shall be 30
- The School may apply following admission priorities if there are more requests for spaces than available places:
  - Students who attended the School in the previous year or period (ex-student).
  - Students with siblings already in the School.
  - Children of School staff.
  - Students who live near the School
  - Siblings of new admissions.

### 3.5 Registration

The school shall follow KHDA regulations and guidelines for registration of the students on KHDA portal. Parents shall be briefed about the registration requirements at the time of admission counselling.





# School Registration and Refund Policy

## General Definitions

### Application fees:

Schools may charge up to AED 500 to process the application of new students. This fee includes standard assessment fees. The application fee is not deductible from the tuition fees.

### Registration deposit:

Schools may ask parents to pay a non-refundable deposit to confirm new enrollment. This deposit is payable after the student has been offered a place and parents have accepted the offer. The registration deposit cannot be more than 10% of the total tuition fees, and is deductible from the total tuition fees for the academic year.

### Re-registration deposit:

Schools may ask parents to pay a non-refundable re-registration deposit to guarantee a place for their children for the following academic year. This deposit cannot be more than 5% of the total tuition fees, or AED 500 (whichever is higher) and is deductible from the total tuition fees for the academic year.

### Registration Deposit and Admission Fees (applicable to all Dubai private schools)

As well as the conditions mentioned in the parent-school contract, the regulations for fees and deposits for admission and registration are as follows:

### Existing students

- The school may open re-registration anytime during the academic year
- The re-registration deposit should not exceed 5% of the annual tuition fees or AED 500 (whichever is higher)
- The re-registration deposit is deductible from the first term's fees
- The school cannot ask for payment of any additional fees or deposits other than the re-registration mentioned above
- Schools that begin the academic year in September can only collect re-registration deposit after the end of the spring break
- Schools that begin the academic year in April can only collect re-registration deposit after the end of the winter break

### New students

- Schools can register new students at any time during the academic year
- New schools must have KHDA approval prior to registering students
- The registration deposit for new students should not exceed 10% of the annual tuition fees
- The registration deposit is deductible from the first term's tuition fees

- If new students enroll at a school during the course of the academic year, the school can charge tuition fees starting from the month of enrollment. (For example, if a student enrolls in a new school in the 3rd week of October, the school can charge tuition fees from the beginning of October).
- Schools cannot ask for payment of registration deposit until they have made a formal offer of enrollment. Prior to this, schools can only charge a maximum application fee of AED 500
- The application fee of AED 500 is:
  - refundable if the school does not offer the student a place
  - non- refundable if the school offers the student a place but the student chooses not to take it
  - deductible from the total tuition fees to be paid if the student is offered and accepts a place

### **General conditions**

- Apart from the registration or re-registration deposits, schools cannot ask for any additional payment to guarantee student enrollment and re-enrolment
- Schools can only collect annual tuition fees in three installments, due at the beginning of each term. The first term's payment should not exceed 40% of the annual tuition fees; the second payment not more than 30% of annual tuition fees; and the third term not more than 30% of annual tuition fees
- Schools can also choose to collect annual tuition fees as 10 equal monthly installments. The monthly repayment amount is calculated by dividing the total tuition fees by 10
- Schools may ask for payment of registration deposit only when students have been offered a place
- The school cannot collect registration/re-registration fees in cases where students leave the school before the start of the next academic year, if these fees were not collected at the time of registration/re-registration. (For example, if a student has not paid the re-registration deposit for the following year by the re-registration deadline, and that student withdraws from the school before the start of the following academic year, the school cannot ask the student to pay the re- registration deposit)

### **Tuition Fees Refund**

In the cases of both existing and new students, the registration/re-registration deposit will not be refunded unless there are extenuating circumstances. These circumstances include, but are not limited to, evidence of family/student relocation to another country/emirate or any other unforeseen circumstances. Such cases may be submitted to KHDA for review.

In the case of refund, the school fees will be calculated as follows:

- Tuition fees paid prior to the beginning of the academic year are refundable and only the registration/re-registration fees will be deducted
- If the student was enrolled in the school for two weeks or less, a month's fees will be deducted;
- If the student was enrolled in the school for a period ranging between two weeks and one month, two months' fees will be deducted
- If the student was enrolled in the school for more than a month, the full term's fees will be deducted

### **General conditions**

- The above refund policy is applicable per term depending on the date of the withdrawal request
- The refund will be calculated from the start of the term and the date of the official request by the parent stating the intent of withdrawal and not from the date when the student was absent. Being on the school registrar counts as days in school
- Registration or Re-registration deposits are refundable in cases where a school's quality rating has dropped and students wish to move to a school with a better rating, as stated in the Dubai Schools Inspection Bureau report.
- Book fees are refundable if the student decides to leave the school prior to the beginning of the academic year
- Any provisions in any other policies or approvals will be repealed in the event that they contradict this policy.

# Parent School Contract

Clarity and transparency are key to a constructive relationship between schools and the families they serve. These enable a schooling experience that has a child's wellbeing at its heart.

The Parent-School Contract has been introduced by KHDA with this in mind. It ensures that both school and parents are aware of their duties and responsibilities towards each other and towards their children. It is to the benefit to both schools and families that this relationship is based on agreed terms and conditions, set out clearly in the form of a contract.

The terms and conditions stipulated in the contract will also be a reference for dispute resolution. KHDA will uphold the agreement stipulated in the contract when a party refers a matter to KHDA for deliberation and endorsement. Families are encouraged to read the contract carefully and to sign it only after all queries have been addressed by the school.

In addition to the contract, schools should have effective procedures in place to address and mitigate parental concerns and complaints. Parents should also be recognised and used as a valuable resource in the educational experience of their children.

## **The Parent School Contract Process:**

GIIS will generate a contract for parents to acknowledge and sign at the beginning of each school year. The contract for all newly admitted students is generated as soon as these students are registered on the KHDA portal. Parents are required to download the KHDA app on their smartphones through which they will be able to sign the contract.

Alternatively, parents can visit the school and sign the contract with the assistance of Arabic Secretary at the school.

It is the responsibility of the parent to sign the contract within the stipulated time failing which the student's admission shall be treated null and void without any liability to school.

# Inclusion Policy

**Scope/intent** - The School has the duty of recognising students with Special Educational Needs (SEN) as fully participating members of a community of learners. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programmes. The school will ensure that inclusion of students with Special Educational Needs (SEN) is facilitated through adherence to the Dubai Inclusive Education Policy Framework 2017 and Special Education Guidelines adopted by the school based on International Inclusive Education Frameworks.

**Responsibility & Authority** - The admissions team shall brief the aspiring students and parents of the special education provisions available at the school. The Department of Inclusion & Wellbeing (DIW) shall identify students needing special education.

**Application** - This Policy is applicable to students studying in this school.

**POLICY** - GIIS believes in inclusive education and hence shall strive to provide placements to students with mild to moderate special education needs. Special Education Needs students shall be treated without discrimination and will be treated similar to their peers. Everyone shall be given equal educational opportunities.

The School shall provide high quality services to meet the different needs of students with special educational needs and involve them as much as possible with others in daily school activities. Each student with such mild or moderate delays or disabilities shall be admitted to the school and to be treated with due respect and utmost care by the entire school community.

The school shall make adequate provisions to address the needs of gifted and talented students.

**Special Education Categories-** The following categories of disabilities are recognised by the UAE, Ministry of Education as categories of disabilities that qualify a student to receive special education programmes and related services.

- Intellectual Disability (Mild intellectual disability, Moderate intellectual disability, Severe intellectual disability)
- Multiple Disabilities Developmental delay (younger than 5 years of age) (Global Developmental delay, Specific Developmental delay)
- Communication Disorders (Expressive language disorder, Receptive language disorder, Global language delay, Speech fluency disorder, Speech sounds disorder, Social communication disorder)
- Autism Spectrum Disorders (ASD) (Autism spectrum disorder Level 1 (mild), Autism spectrum disorder Level 2 (moderate), Autism spectrum disorder Level 3 (severe))
- Attention Deficit and Hyperactivity Disorders (ADHD) (ADHD (inattentive type), ADHD (hyperactive type), ADHD (combined type))
- Specific Learning Disorders (Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia)

- Sensory Impairments (Visual impairment, Hearing impairment, Deaf-blind)
- Physical Disabilities (Muscular dystrophy, Cerebral Palsy, Spina bifida, Other)
- Psycho-emotional Disorders (Depression, Bi-polar disorder, Oppositional defiant disorder, Obsessive/Compulsive disorder, Post-traumatic stress disorder, Other)
- Acute Medical Conditions (Epilepsy, Brain tumor, Cancer, Heart defect, Other)

**Procedure to be followed by GIIS:**

**Documentation for SEN:**

**Entry point:**

- External Comprehensive Educational reports by Professional
- External reports will be studied by the Inclusion Champion
- ABLLS-R Assessment / ABLLS-R report (only at entry point)

**Over the Year:**

- Individual Educational Plan (IEP)
- Monthly progress reports to be sent to parents
- Daily observations to be submitted to Primary Supervisor Principal and KG Supervisor
- Daily lesson plans to be modified by Class teachers and Learning support assistant with the guidance of Inclusion Champion

**Period of each Document:**

IEP	Term Based
Progress Report	Monthly
Classroom Observations	Daily
Weekly Lesson Plans	Modified by Class teacher and learning support assistant

**Aims of SEND provision at GIIS**

- Provide equal opportunities and high achievement for all students with SEND.
- Identify a child at risk as quickly as possible and take early action to meet these needs.
- Ensure that all students with SEND realise their potential.
- Plan strategically to improve accessibility of the school premises and curriculum for all students.
- Monitor progress and review goals regularly.
- Work in partnership with students and parents to reach targets and goals.
- Use a multi-disciplinary approach to provide support at school and through outside agencies to meet the needs and develop skills of students with SEND.
- Prepare students with SEND for successful transition to secondary school.

### **Inclusive Education Action Team**

- Principal
- Inclusion Champion/Special Educator
- Counselor
- Language Coordinator
- Heads of School Sections
- Learning Support Assistants
- School Nurse



### **Facilities for students with SEN:**

- Sensory Room
- One to one sessions with Special Educator
- Daily observations
- Individual Educational Plan
- Monthly reports



### **New Admissions of Children with SEN.**

- Parents can bring an education psychology report if assessment has been conducted. Preferably report should not be later than a year old.
- Invite parents for an initial meeting about the student
- Observe the student's communication, social, emotional, behavioural and academic skills. Determine if there is a need for a Learning Support Assistant and communicate it to the parents.
- Parents must fully disclose in detail, during the admission application process, any educational, social-emotional, physical, sensory, medical diagnosis or medical needs along with copies of all written reports and/or any additional academic support the child is receiving or has received in the past.
- At the time of entry level test if a student is facing challenges and the parents are unaware of their child's additional needs, then the admission team arranges an interaction with the SENCO.

### **Identification of SEN**

GIIS has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognise that the process is a continuum and cannot be dealt in isolation or in parts. The below shown flowchart explains the process of identification for Students of determination.

## IDENTIFICATION AT TWO LEVELS

Assessment at the time of admission through parent interviews, observations, baseline academic tests and Psychological reports if available.

Teachers observe the students in classroom and fill the checklist in case the student shows signs of learning difficulties.

The SEND professionals evaluate the checklist and carry out further assessment through Classroom observations, Parent interviews, DIW internal assessment and/or external Psychological assessments.

If SwD is identified as any of the 12 categories of Revised Dubai Inclusive framework, the students will be given interventions like (IEPs, Differentiated instructions, Curriculum Modifications, Accommodations)

If the student has any behavioural concern then they will be referred to Counsellor.

If the Student is found to have English Language needs ELL Department will make LLP for the students.

Have the students made required progress.

**YES**  
Students will be included in the mainstream inclusive teaching

### Psychological Interventions

- Counselling & Psychotherapy
- Behaviour Modification
- Cognitive Training
- Stress Management
- Addiction & Substance Abuse
- Therapies
- Parental Counselling
- Other Psycho-social Interventions
- Referral Services to Psychiatrists and Clinical Psychologists

If there is improvement and students are recovering from their psychological problems then they will be sent to wave-1; If not services will be continued in Counselling unit.

Monitor Progress and review targets half yearly.

Meeting with parents

If target achieved, students will be removed from ELL register

Differentiated provision with ILP will be provided on need basis.



### **Procedure followed in the classroom:**

- Classroom observations
- Student records are closely examined by the teacher and SENCO.
- The inclusive education action team is informed and a meeting is organised to discuss student concern and strategies that can be effective.
- Based on the internal assessment results, parents will be asked to get an external assessment done. However, the basic intervention will begin as soon as internal identification takes place
- Based on the assessment reports, the student will be added to the SEND registry in KHDA.
- Parents are informed and guided regarding the kind of support expected from home
- An Individual Education Plan (IEP) will be planned for the student in consultation with the teacher and parents.

### **IEP - Individual Educational Plans**

- IEP is prepared on a term basis for students of determination. Final reviewing is done at the end of each term.
- An IEP is written for core subjects/skill areas based on the needs of the student.
- Every IEP will set out a long term goal, short term goals and achievable targets. The IEP will also include strategies for delivering the targets, resources, time frame, support staff and essential criteria for assessment.
- Parents, students (whenever feasible) and teachers will be involved in setting targets for IEP.
- Students in Key stage 1 and 2 will also be involved in reviewing their performance in achieving these targets.
- Reviewing targets/performance is a continuous process.

### **IBP - Individualised Behaviour Plan**

At GIIS, it is our duty to ensure behaviour management of the entire school. Behaviour intervention is provided for those students with challenging behaviour. At school an Individualised Behaviour Plan (IBP) is provided which will provide strategies to handle the behaviour. The A-B-C (Antecedent – Behaviour - Consequence) and the frequency of challenging behaviour are recorded to help plan the IBP.

### **ILP - Individualised Learning Plan**

Some students who are on the support programme for different academic subjects have an ILP. The learning support teacher will coordinate the plan along with the student, parents and subject teachers. SENCO will oversee the programme.

### **Provisions**

Provisions and exemptions may also be provided as per the need of the student. The following is the list of provisions available

- Modified curriculum
- Modified assessment- tailored to concepts that the student has been taught / IEP targets
- Learning Support Assistants / Teaching Assistants in class
- Exemption from languages- second language and Arabic from KHDA or change to Arabic (B) from Arabic (A)

### **Learning Support Assistants (LSA) - Formerly known as Shadow Supports**

The school will participate with the parents in appointing LSA, whose background must suit the purpose and comply with the standards of support set by the school, in compliance with our student 'safety' policy and our policy of Professional Code of Practice. Learning Support Assistants will be required to contribute to the education of students in inclusive schools and classrooms by implementing small-group and individual instruction.

- Engage in class-wide monitoring of student learning ( independent or small-group work) identified and planned by teachers and the Inclusion Support Team
- Prepare learning materials for use by students under the direction of the teacher
- Facilitate peer interactions based on guidance from the teacher and Inclusion Support Team.
- To help the students achieve goals stated in his/her Individualised Educational Plan (IEP)
- To regularly update the parents, and SENCO regarding students' progress
- The parent will be responsible for paying salary to the shadow teacher
- The LSA or the parent will be responsible for paying school transport
- The child will not come to school if LSA is absent
- It is important that any LSA should be able to fulfil the demands of a full, working, school day. This means being present, and on time at the beginning of the day, and working through to the end of the day.
- The LSA will work in consultation with the SENCO, teachers, parents and agency (if appointed through one).
- If there is negotiation about SEND students having more opportunity for independence, e.g. in events, it is still necessary for that LSA to be present in school. School hours are not negotiable by parents employing LSA.

### **Assessment/Testing within the school for students with SEND**

- Teachers and SENCO need to discuss the requirements of each student before assessments to ensure students with SEND are given a fair test.
- For external tests, early discussion is critical so accommodations can be applied for.

### **Record Keeping**

- Every student with SEND will have an individual file.
- Class teachers will keep records of baseline assessments, results of standardised testing and all other records that every student needs to have in their file.
- Records of any medication taken and support therapy received will be recorded.
- Observations/concerns will be recorded regularly in the Observation Record Book with SENCO.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents during the academic year.

Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire at the end of the term.

Students' progress will be monitored on a daily basis and observations will be recorded.

### **Complaints Procedure:**

If a parent has any concerns or complaints regarding the progress of the child, an appointment can be fixed with the Supervisors and SENCO who will be able to offer advice on formal procedures for complaint if necessary.

Further feedback from parents can be given at any time through mail. Contact is available on the school website.

If the SENCO finds abnormality in a child's behaviour and the child requires one to one attention and the parent is not cooperating with the school there is a cell in KHDA which deals with these cases. The school can approach the KHDA and they will intervene and counsel the parents.

The following are provided as contacts and are not specifically endorsed by the school. We request parents to please contact them to find the most suitable service for you.

### **Child Early Intervention Medical Centre**

FZLLC Al Razi Building, Block B, Suite 2010, Dubai Health Care City, P O Box 505122

Tel: 04-4233667

### **Reach out**

Tel +971 4 4489173

Senses Tel +971 4 394 8765

### **Genesis Dubai**

Tel: +971 4 335 5578 +971 50 4853160

### **Special Families Support (SFS)**

Tel: 04 360 5654/04 3349818

Web: [www.sfs-group.net](http://www.sfs-group.net)

### **Rashid Paediatric Therapy Centre**

Tel: +971 4 3400005

### **Kids In Motion Therapy Services (Shadow Support)**

Block C, Building # 64 Street # 20, Oud Metha Road – Dubai

Phone: 04 422 9147



### Declaration by Parent / Guardian

I, \_\_\_\_\_ (Name of Parent / Guardian#), understand that my child, \_\_\_\_\_ (Name of Child), \_\_\_\_\_ has special educational needs and has been recommended to apply to a mainstream school.

\_\_\_\_\_  
Name of Parent / Guardian                      Signature                      Date

Signed \_\_\_\_\_ (Principal) \_\_\_\_\_ Date

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Primary Supervisor / KG Supervisor)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Special Educator)

## Home learning Policy

### SCOPE/INTENT

To provide students, teachers and parents broad guidelines on administration of student home learning related to scholastic and co-scholastic areas.

Home learning is a part of the continuous learning process and in GIS where we regard home learning as important for the following reasons:

- It offers pupils the opportunity to revisit, revise and consolidate skills learned in class.
- It provides pupils an opportunity for independent learning and study.

### RESPONSIBILITY & AUTHORITY

#### Responsibilities of Parents

- Provide a study area that is quiet, comfortable and free from disturbances.
- Turn off the television/ radio/ or any other gadgets which causes distraction to the child until the home learning is finished.
- Set rules (when, where, how) for your child.
- Make available resource materials such as reference books, magazines, newspapers, personal computer or a tablet with internet connectivity.
- Assist the student with drill, such as learning how to spell. Check the finished product for neatness and legibility. Consider home learning as non-negotiable (extracurricular activities should not interfere with timely completion of home learning).
- Encourage reading for pleasure.
- Show confidence in your child's ability; never do your child's home learning for him/her.
- Hold your child accountable for getting home learning to and from school.
- Let the teacher know if your child is experiencing difficulty with the home learning.

### Responsibilities of Students

- Know the home learning assignments before leaving school.
- Take home learning assignments and all necessary supplies home.
- Jot down a home learning buddy's phone number to use if a day is missed or if there are questions.
- Spend the necessary time on home learning each evening.
- Know that the best effort is demonstrating pride in home learning.
- Seek help from parents only when needed.
- Submit finished home learning to the teacher, neatly done and on time.

### Responsibilities of Teachers:

- Ensure home learning assignments are assigned with clear expectations.
- Plan home learning that is meaningful and relates to specific instructional purposes.
- Make home learning as interesting as possible.
- Plan home learning tasks that are appropriate to student's ability levels.
- Give parents specific suggestions on how to help their children with home learning.
- Give children a sufficient amount of home learning only so as to meet the time guidelines for your grade.
- Check home learning daily or as often as appropriate (for example, a long-term project would be checked on or around its due date).
- Provide students with feedback on their progress, or with comments that are specific to the assignments. This can occur as direct written comments on the assignments, as part of in-class discussions or through connections made with in-class assignments.

Supervisors are responsible for ensuring adherence to the policy by all teachers.

Supervisors are authorized to make appropriate amendments to the policy keeping all stakeholders well informed.

### Goals for Home Learning

- To reinforce classroom instruction
- To develop good work habits, responsibility, self-direction, and organisational skills
- To extend and enrich curriculum
- To assess independent work
- To provide parents with an opportunity to become informed of and involved in the students learning

### Time Allotments

Time allotted to homework will increase gradually from Grade to Grade. The guidelines remain flexible. Individual differences among children may be taken into consideration by parents and teachers. Some of their tasks may be designed to consolidate the child's classroom learning experiences, while other tasks will encourage the child to work independently taking their own initiative. Reading practice is a priority for all students.

The approximate time required for home learning (written) varies by class as follows:

Grades 1 & 2: 20-30 minutes

Grades 3 to 5: 45 min- 1 hr.

Grades 6 & 7: 1 hr. – 1.30 hrs.

Grades 8 & 9: 2 hrs

The mentioned time slots are the guidelines. Some children may complete their work in less time. However, if your child is taking more than the mentioned time, please feel free to discuss the same with the class teacher. Home learning is assigned Monday to Thursday. However, pupils may be asked to complete unfinished work during the weekends. Students are encouraged to read for pleasure every day and parents are encouraged to read to younger children every day.

**Teachers can give up to 15 minutes of reading time for kindergarten and Grade 1 students which may increase up to 45 mins as the academic year progresses. Reading together with or by an adult may be included in the time.**

### **Types of Home learning/Assignments**

Home learning/assignments will be consistent in most things, such as Mathematics, Spelling and Reading. Other assignments will vary. There are several types of home learning assignments you may expect to see over the course of the year:

#### **Practice Home learning**

Practicing homework helps students master skills and reinforce in-class learning. Learning spelling words and completing math worksheets are examples of this type of homework.

#### **Preparation Home learning**

Preparation assignments prepare students for upcoming lessons or assessments. Reading a chapter in preparation for discussion, pre-tests, and surveys are examples of preparation home learning.

#### **Extension Home learning**

Extension home learning helps students take what they learn in class and connect it with real life. It requires students to transfer specific skills and concepts to new situations. Journal writing and conducting experiments at home are examples of extension home learning.

#### **Creative Home learning**

Creative home learning helps students integrate multiple concepts and promotes the development of critical thinking and problem solving skills. This type of home learning often takes the form of open-ended questions and long term projects that allow students a choice.

#### **Vacation Home learning Guidelines**

Home learning given during vacation needs to be completed by ward (with the guidance of parents) and returned to the school on the first day school reopens or the date assigned. If your child will miss school for a significant amount of time, please let the teacher know before you leave. However, please be aware that teachers cannot accommodate requests for homework in advance. Missed home learning will need to be made up upon return.

The Home learning schedule for the Academic Year 2020 - 2021 will be shared with the parents through mygiis or any other communication channel informed prior.

# Policy on External Competitions and Events

## AIMS -

GIIS encourages its students to participate in various events and competitions being organised within and outside GIIS. The conduct of external school events and competitions shall be governed by following guidelines:

### Inter-School Competitions:

- Students shall be selected based on set criteria and at the discretion of the teachers-in-charge. Equal opportunity shall be provided to eligible students to compete and get selected for representing the school in various events/competitions.
- A consent form for external competitions/events shall be sent by the respective office for parents to provide their consent for their child's participation in external school events. Students, who do not submit the consent form to the office/teacher-in-charge by the due date, shall not be included for the event.
- The School shall, on best case basis, arrange transport facilities for students for these events. However, in cases where such transport cannot be arranged, parents shall drop their child/children to the venue and pick them up at the stipulated time. Prior intimation regarding this will be sent.
- Students may be required to stay overtime or come to school on holidays as a part of rehearsals and preparations for inter-school events. Parents shall make appropriate arrangements for dropping and receiving their child/children on such occasions.
- All students shall abide by the student code of conduct and instructions accompanying school teacher/staff members while representing school in various competitions/events.
- Students may not enter an external competition in which a fee is charged without prior school approval.



# Child Protection Policy

## Scope/Intent

This policy shall provide to all the students of the school. The policy aims to provide broad guidelines to ensure safety, security and well-being of all the students of the school.

## Responsibility & Authority

Teachers shall be responsible for students in the classrooms and play area.

Bus attendants and staff travelling in the bus shall be responsible for students while commuting.

## Application

This Policy is applicable to all students studying in the school.

## Policy

### Student Protection

Every student has to feel safe especially, when they are at school. Protection of children and young people is of paramount importance for the school. The school has developed a security policy to guide school staff, volunteers and the visitors of the school, their responsibilities are to recognise and report all matters of likely abuse or suspected harm to any student.

The school shall be responsible for the care and protection of students while they are in the school premises, or travelling to and from the school using school-provided transportation means, and while moving between the activities organised by the school. We will take all the possible measures to protect students from any forms of exploitation, abuse, oppression and insult and/or any other physical, sexual or emotional threat, danger or harm.

The School shall be responsible for the supervision of students travelling by school bus from the time they enter the bus till they are dropped back to their designated drop off points after the school hours. School shall be responsible for students availing own transport 15 minutes prior to the school time and 30 minutes after school hours. Parents/guardians shall be notified of their responsibilities toward their children outside of these two periods. School staff shall be available on telephone call for parents to contact in case of any need till 60 minutes after the school end time.

School has implemented the following measures to ensure the well-being of children while they are in the school and in the school bus.

- The presence of security guards at all the entry/exit points of the school ensures that every visitor to the school makes an entry in the visitors register at the entrance.
- High quality cameras are installed in the corridors and outdoor play areas to monitor the safety and security of students at all times. Patrolling of security personnel to various locations inside the school and outdoor play areas are performed on regular intervals. All areas of the school premises are monitored by supervisors and teachers adequately.



- Classroom management is primarily the responsibility of the teacher, and he/she must make sure that all the students are out of the classroom during recess, activity time and school dispersal time.
- School's staff recruitment policy and procedures includes a background check of new recruits along with a police clearance certificate from the relevant authorities if deemed necessary.
- Safety induction is provided to every staff member. Staff members are prepared to ensure that all operations are performed with the utmost regard for safety and health.
- Inspections are carried out on a regular basis to promote a safe learning environment by ensuring that all equipment, furniture and facilities used by the students are safe.
- Students and staff are trained to react to emergency situations including building evacuation. Fire drill is conducted on a regular basis to ensure the safe and speedy building evacuation.
- Students are advised to walk cautiously in school corridors and stairs. They must refrain from running to avoid accidents.
- Adequate number of regular staff are trained to provide First Aid and CPR to students and adults.
- Physical conflicts of any kind are strictly forbidden among the students. In case of any injury in such situations, the teacher calls the supervisor who will accompany the child to the school nurse. The school nurse is responsible to decide whether the child needs only first aid or must be taken to the hospital for follow up and inform the parent in consultation with school authorities.

GIIS believes and protects the rights of the child to grow and enjoy a free, safe and modern life. We involve children in social life activities according to their age, maturity and capabilities. Students at GIIS enjoy a priority right for protection and safety under all circumstances.

Service of a student counsellor is made available in the school who investigates any report of child abuse (physical, mental and emotional) or neglect reported by the teacher. Students are also free to approach the student counsellor to report any incidents of abuse at home or elsewhere.

School has appointed full time experienced Health and Safety personnel to ensure the safety of students and staff as per the standard.

Staff is not allowed to carry or use anything that could harm students such as hot drinks or sharp objects inside the classrooms/corridors or while supervising the students.

Housekeeping staff are instructed to take utmost care while using cleaning solvents and other solutions.

The presence of any visitor in classes or corridors during the school hours is forbidden. If the need arises for any visitor to be there, they shall be accompanied by the security staff or school official.

Workers or maintenance staff who visit school will be always under strict supervision which will ensure that they don't mingle with students or cause any harm.

No students are permitted to leave the school alone and must be accompanied by either a parent or guardian. They can leave with their driver if the parent has informed the school in writing along with the identity details **of the third party – mobile number, copy of Emirates ID.**

Staff or supervisors are not permitted to transport any student in their private cars unless they are asked to do so by school authorities or with permission from the parents.

Designated area has been allocated for the school bus pick up and drop offs. Security personnel individually inspect every bus after dropping children in the school. All buses are equipped with cameras, app notification to parents along with a bus tracking facility available with all school buses. The lady conductor in charge of the bus ensures that every student is wearing a seatbelt and ensures unnecessary movement of students inside the bus.

### **Reporting of Incidents**

The school shall thoroughly investigate and report immediately to the higher authorities about all incidents of abuse which students may face including exploitation, violence and /or any other physical harm, sexual abuse, or any emotional threat, or harm of any kind, all of which will be referred to as "abuse of students".

There is a dedicated Child Protection Officer. If any such incident is proven or suspected, the Principal, The Child protection Officer, Chair of Board of Trustees (or in the case of the abuse being carried out by the Principal, the Chair of Board of Trustees) shall:

- Take immediate steps to safeguard all those involved, such as reporting incidents to the relevant official entities, taking into account other laws that may be related to the incident
- Immediately inform KHDA of the incident by telephone, and in writing within 24 hours of the incident.
- Report the incident immediately to Parents/Guardians concerned.
- Immediately suspend any member of staff who is accused of an offence involving student abuse if the alleged staff abuse involves a crime according to the provisions of prevailing UAE laws, as per article 112 of the Labour law (including notifying the relevant authorities), until an investigation in this matter is completed and a decision is made concerning this member of staff's fitness to continue to work at the school.
- Carry out a formal investigation obtaining written statements from those involved.
- Immediately terminate the employment of anyone found guilty by a competent authority of an offence of student abuse, in accordance with the provisions of United Arab Emirates Federal Law No. (8) of 1980 Labour Law and its amendments.

The school shall conduct thorough investigation and shall maintain scrupulous communication and actions when dealing with relevant government entities such as Dubai Health Authority, the social welfare institutions and police departments. The school shall keep relevant records and inform KHDA of such communications when requested.

# Student Discipline Policy

## **Aims**

GIIS Dubai nurtures a climate in which all students, irrespective of their academic abilities act positively to create an ethos where positive and considerate behaviour becomes the norm.

Scope Important elements of the School Code of Behaviour and Discipline include the following:

- Its context is the school community where mutual respect, co-operation and the practice of humanistic values should be integral features.
- It is in consonance with the rights and responsibilities of all the stakeholders, concerned management, educators, students, parents, and supporting staff.
- Its standards permeate all the phases of the school and create a sense of social cohesion within it.

## **Responsibilities:**

### **Managerial Responsibility:**

The school management is responsible for ensuring that a fair and effective Code of Behaviour and Discipline that includes rules, ways of encouraging and affirming student efforts, rewards, penalties, and implementation procedures, be developed and implemented with the participation of all the stakeholders of the institution.

### **Staff Responsibility:**

Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behaviour and discipline through effective use of Student Council, Islamic Education/ Values Education, Life skill classes and an all-pervading strand of social, moral and spiritual development in our teaching.

School staff should consider themselves responsible at all times for the behaviour of students within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour.

### **Parental Responsibility:**

Parents should provide a conducive home environment as it plays a crucial role in shaping attitudes that produce good behaviour in schools. It is therefore important that parents should be aware of the aims, values and the nature of expected behaviour of the school.

### **Student Responsibility:**

Students should apply themselves to the learning and application of real life enhancing skills as self-control, conflict management, problem-solving, decision-making, and effective intra/inter-personal communication. They should also learn to appreciate that offensive behaviour has its own consequences and that good behavior shapes the desired community environment.

### **Attitudes and Behaviour:**

The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

GIIS Dubai strives to offer all their students a hazard free and emotionally safe environment in which they can achieve their full academic and personal potential. In order for schools to achieve this objective, the responsibilities of students and parents include:

- Adhering to the school's behaviour policy. This policy will cover expected code of behaviour during the school timings, extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.
- Ensuring that the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

The school has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or by cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. The matter will be referred to KHDA for ratification.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums.

- Parents and students in all year levels using any social media forums must, at all times, demonstrate respect for the members of the school community (including all students and personnel)
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community.

Instances of proven and intentional breach of the above will result in sanctions that may include suspension from the school.

### **Unacceptable Behaviour:**

Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside the school premises as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property.

Unacceptable behaviour in such contexts includes repeatedly disrupting the class, shouting, leaving the class without authorisation, showing disrespect for teachers and other students, lingering, failure to do work to the best of one's ability, fighting, using inappropriate language, playing rough, behaving disrespectfully with others, throwing objects at others, bullying someone and indulging in acts of vandalism.

### **Travel on School Buses:**

While travelling on a school bus, students must behave in an orderly and respectful manner.

### **Changing Classes between Lessons:**

When it is necessary to move between lessons this should be done quickly and quietly. No lingering will be allowed. Where a system of student-based classes is in use, teachers and class leaders or prefects should ensure that the class group is not left unsupervised for an unreasonable length of time. Students are expected to abide by school rules.

### **Organised Field trips**

Educational visits and field trips are authorised and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. Students are expected to attend these activities. While on such excursions, students are required to consider themselves as guests and ambassadors of their school. Students must treat teachers, helpers and guides with respect and courtesy. Schools are required to notify parents and to obtain their written consent in advance.

### **Property:**

Students are expected to respect such school property as furniture, buildings, books, materials and equipment. Students have an important role to play in ensuring that the physical environment is kept clean and attractive.

### **Break Time:**

Students are expected to leave the classrooms during the break and keep the school premises eco-friendly by disposing the garbage appropriately.

### **Behaviour in Common Areas**

While in the library, in the laboratories, Study areas, Canteen, Grounds and other common areas, students are expected to behave well as they would in class. Standards of behaviour and hygiene in toilets must be ensured.

### **Behaviour and Sanctions**

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

### **Managing Inappropriate Behaviour:**

#### **Stepped Approach:**

GIIS Dubai has a range of options and rewards to reinforce and praise good behaviour. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. We have a level of measures clearly communicated to school staff, pupils and parents.

#### **These can include:**

- First Warning is filing an Incident Report
- Second Warning is a written warning
- Third Warning is again a written warning and the student is referred to the counselor
- Fourth Warning is Suspension from school
- The last step in extreme cases is exclusion from the school.

The below mentioned categories are outlines for students to be constantly aware of:

- Respect for others
- Personal cleanliness and hygiene
- Discipline-School/Bus/Playground/Outing
- Respect for school property
- Neatness and timely submission of assignments
- Punctuality
- Endeavour

### **School Disciplinary Committee**

The school has a School Disciplinary Committee to review and discuss student's behavioural issues. The disciplinary committee consists of Supervisors, PE teachers and Principal. Disciplinary actions by the committee will 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. A transparent and fair appeals process for sanctions will be available to students and Parents or Guardians. The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response. The school shall treat all information about students' behaviour as strictly confidential.

The Disciplinary Committee empowers teachers, assistant teachers to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to students' behaviour in school and outside school, in certain circumstances. The range of reasonable penalties include:-

- Short informal detentions at lunch time or break time.
- Exclusion from social time e.g. loss of break times and lunch times for a period of time.
- After school detentions for up to 1 hour. Parent/Guardian shall be contacted over telephone or through letter and information of the detention. Confiscation, retention or disposal of a pupil's property.
- For involvement in a serious incident students may receive 'Internal Exclusion.' Students will be removed from lessons and social time for a period of time, the length of which is dependent on the behaviour. Students will have to complete their work separately, under supervision. Parents will always be informed if this sanction is used.
- Students who persistently fall below our behaviour expectations will have a personalised support plan designed by their class teacher. This may include being 'on report' or may involve them taking part in some intervention work e.g. Organisation Support. When there is a serious problem with a learner's behaviour, the class teacher will, where appropriate, involve outside agencies.
- In a small number of cases, a student's bad behaviour or failure to respond to help, support and other sanctions may result in them being excluded from school by the Principal in accordance with statutory guidelines.
- In addition, all members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

# Anti-Bullying Policy

At GIIS Dubai, we believe that all children and young people have the right to an educational environment where they feel safe and is free from harassment and bullying. This policy is implemented in partnership with the school's behaviour policies and serves the entire school from Kindergarten to Grade 9.

## Definition

Bullying is any behavior which is deliberately intended to hurt, threaten, frighten or discriminate against another individual or group. It is usually unprovoked, happens continuously as part of a pattern of behaviour and can continue for a long period of time.

## Bullying includes:

- **Physical:** Pushing, kicking, Hitting, Pinching, Hair-pulling and other forms of violence or threats of violence.
- **Verbal:** Name-calling and sarcasm.
- **Innuendo:** Spreading rumours, persistent teasing.
- **Emotional:** Excluding, ridicule, humiliation.
- **Intrusive:** Email, text messaging, use of Facebook and other social media, designed to upset or abuse.
- **Racist:** Racial taunts, graffiti, gestures.
- **Sexual:** Unwanted physical contact or abusive comments

## Aims

- To inform students and parents of our expectations in order to ensure a productive partnership, where each and everyone has a role to play in eradicating bullying
- To maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and accepted.
- To promote a secure and happy, caring environment where kindness and helpfulness are expected and respected
- To praise and reward positive behaviour which benefits others and the community as a whole.
- To teach students to respect themselves and others, promoting crucial self-esteem
- To reduce the emotional and mental distress of any bullying enabling behaviour causing students' right to enjoy their time at school.

## Strategies

- To have a school wide programme regarding anti-bullying, covering assemblies and co-curricular activities that informs and educates pupils and students about the issues related to bullying and gives them strategies to deal with situations they might encounter

- To help students through advice and counseling, to make the right choices and not succumb to peer pressure
- To listen to all parties involved in incidents and always take allegations from victims seriously
- To reassure students that the school will do all in its power to protect and support all parties involved while the issues are being resolved
- To foster the values in which we, as a school, believe;
- To investigate all incidents as fully as possible
- To use a range of strategies which challenge bullying behaviour
- To include within the curriculum, opportunities to discuss and consider bullying and other forms of anti-social behaviour
- To identify bullying behaviour at the early stages and work towards behaviour modification before the problem becomes more serious.

### **Reporting Bullying**

Warning signs that a student may be a target of ANY bullying:

- Decreased interest in school or reduced quality of work.
- Erratic school attendance.
- Avoiding break time or returning early.
- Avoiding breaks, choosing areas where adults are.
- Going to the nurse's office regularly.
- Avoiding after-school activities.
- Difficulty concentrating in class.
- Sudden mood or behavioural changes.
- Seems isolated, withdrawn, anxious, fearful, self-blaming.
- Uses 'target' body language – hunched shoulders, head down, avoids eye contact.
- Lack of sense of humour or uses inappropriate humour.
- Poor or few social skills.
- Few or no friends.
- Suddenly starts to bully others.
- Frequent illnesses or unexplained injuries.
- Low self-esteem.
- Physical signs such as weight loss.
- Depressive signs.



## Responding to Bullying

Staff members understand and appreciate how difficult it is for students to come forward with bullying issues – they often fear retribution or have concerns they may not be taken seriously, so it is important that staff:

- Listen to them without interruption.
- Maintain eye contact and demonstrate attentive body language.
- Encourage them to tell their story.
- Ask questions for clarification.
- Involve them in the actions that need to be taken, and agree with them that you will follow up with them within a short timescale.
- Reassure the student that you care and they were absolutely right to come and talk to you.
- Send a clear message that bullying is not their fault.
- Make sure they know not to retaliate or return the message.
- DO NOT act as if bullying is no big deal.
- Take all bullying problems seriously
- Deal with each incident individually and to access the needs of each student separately
- Regard all incidents as potentially serious and investigate them thoroughly
- Ensure that bullies and victims are interviewed separately
- Obtain witness information
- Keep a written record of the incident, investigation and outcomes which should be recorded on e1 and copied to the relevant staff
- ensure that action is taken to prevent further incidents.

### Such actions may include:

- Imposition of sanctions such as detention and removal of privileges
- Obtaining a sincere apology
- Informing parents of both bully and bullied
- Provide support for both victim and bully.
- Regularly review the Anti-Bullying Policy.
- Provide information and training for all members of staff to prevent bullying, manage incidents and create and maintain a culture of mutual respect free from bullying behaviour.

# Parent Code of Conduct Policy

In order to support a peaceful and safe school environment the school cannot tolerate parents, guardians and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area, reception or any other area of the school grounds.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Abusive or threatening emails, phone calls or other written communication.
- Defamatory, offensive or derogatory comments regarding the school or any of the students/parent/staff, at the school on social media sites.

Any concerns you may have about the school must be made through the appropriate channels by speaking to the Heads of Sections and Principal so they can be dealt with fairly, appropriately and effectively for all concerned.

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even suspend the offending adult from entering the school grounds.

School has the right to refuse re-enrollment of the child whose parent has been disrespectful to the school authorities and the staff in spite of receiving repeated warnings.

## Student Attendance Policy

### **Scope/Intent**

This policy shall cover all the students of the school. The policy aims to provide broad guidelines for the uninterrupted attendance of the students at the school.

### **Responsibility & Authority**

The teacher shall be responsible for marking the attendance of the student's daily. KG, Primary and Secondary Heads shall be responsible for monitoring the attendance of students for their respective levels. KG, Primary and Secondary Supervisors shall be responsible for maintaining late arrival data of students.

Principal shall be reviewing the attendance of the students every week.

### **Application**

This policy is applicable to all students studying in this school.

## Policy

The school believes that regular and punctual attendance of the students at the school will result in greater benefit to the students. The school encourages all its students to be regular and punctual for their daily classes and shall appreciate the students with maximum attendance.

### All students shall be governed by the following policy guidelines regarding the attendance:

- Students are expected to attend School every day as specified in the School calendar.
- Students shall arrive at School punctually every day, attend morning assembly, and attend classes on time.
- Parents will 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 must inform the School accordingly.
- When a student returns to School following an absence, parents must send a signed note or an email on the school intranet to the School indicating the reason for the student's absence. Students must get approval from Principal in writing for leave of absence exceeding 2 days consecutively.
- Students are responsible for completing all assignments missed during their absence. Parents should seek to ensure that family vacations take place during scheduled School holidays only.
- It is mandatory as per the school regulatory guidelines that every student should achieve minimum 95% attendance in an academic year (excluding medical leave which shall be supported with an approved medical certificate).
- A student who remains absent for more than 20 days (consecutive) or for more than 25 days (non-consecutive) in an academic year without prior approval by Principal may not be promoted to the next grade.

## Teaching Learning Policy

**Scope/Intent** - To provide all students and parents with an understanding of teaching and learn-ing practices at GISS Dubai.

**Responsibility & Authority** - Academic Supervisor and Subject Heads of respective Departments shall be responsible for the implementation of this policy. This policy will be reviewed and updated as needed by the school and in line with KHDA guidelines from time to time.

**Application** - This Policy is applicable to all teachers and students of GISS.

**Policy** - At GISS, we are committed to high quality teaching and learning to raise standards of achievement for all students. This policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires.

### **Aims and objectives**

- We believe that people learn best in different ways. Therefore, we provide a rich learning environment that allows students to develop their skills and abilities in ways that suit them.

### **With our rigorous teaching, we seek to:**

- Enable students to become confident, resourceful, enquiring and independent learners
- Help students to reach the highest possible level of personal achievement
- Help students develop their innovation skills
- Foster students' self-esteem, and help them build positive relationships with people
- Develop students' self-respect, encouraging them to understand the ideas, attitudes and values of others, and teach them to respect other their feelings
- Show respect for a diverse range of cultures, promote positive attitudes towards different people
- Enable students to understand their community and help them feel valued as part of it help students grow into reliable, independent and positive citizens.

Roles and Responsibilities - Learning and teaching is a shared responsibility and each member of the school community has an important part to play. The school community should work towards the school's aims by:

- Treating children as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging one another.

### **Teachers will strive to:**

- Provide a challenging and stimulating curriculum designed to encourage all children to reach their highest standard of achievement
- Recognise and be aware of the needs of each individual child according to their ability and aptitude
- Ensure that learning is progressive and continuous
- Be good role models, punctual, well prepared and organised
- Keep up-to-date with educational matters
- Provide clear information on school procedures and pupil progress
- Have a positive attitude to change and the development of their own expertise
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

### Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment
- Providing support for the discipline within the school and for the teacher's role
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme
- Participating in discussions concerning their child's progress and attainment
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Support the school's homework policy and give due importance to any homework
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Allowing their child to become increasingly independent as they progress throughout the school
- Informing the school of reasons for their child's absence

### Students are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep
- Attending school regularly and punctually
- Being organised, bringing necessary equipment, taking letters home promptly, etc.
- Conducting themselves in an orderly manner in line with the expected behaviour policy
- Taking increased responsibility for their own learning.

### Understanding How Learning Develops

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn. Students are encouraged to report on what helps them learn and what makes it difficult for them. Teaching is structured to maximise learning opportunities. Activities are planned in accordance with the following principles:

**The teaching:** builds on previous learning and is instigated/designed by our knowledge of the learner gives pupils the 'big idea' and purpose of the work being pursued makes success criteria explicit and indicates what the next step in the learning will be. Success criteria based on the key aspects of learning are used to audit the learning. Success criteria are essential and are shared in the classroom through lessons. The teacher explains the success criteria, and why the activity is important in achieving the learning objectives.

**Planning** - The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff, and approved by Section Heads and the Principal.

At GIIS, we are committed to following the programmes of study as required by the CBSE, India and the Ministry of Education, UAE.

Planning takes place before the beginning of the academic session in April every year. Implementation is monitored throughout the year through a variety of mechanisms.

**Senior Leaders have a variety of roles to play. These include:**

- Taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities
- Monitoring progress on their levels and advising the Principal to certain action needed
- Taking responsibility for the purchase and organisation of central resources for their subjects
- Using release time to support colleagues
- Keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

The learning environment will be managed in such a way that it facilitates different styles of learning. Opportunities will be made for:

- Whole class teaching
- Group work, organised according to appropriate criteria - [Content – what the student needs to learn or how the student will get access to the information, Process – activities in which the student engages in order to make sense of or master the content, Products -culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit, and Learning environment – the way the classroom works and feels]
- Collaborative learning in pairs or groups
- Independent learning.
- Research based learning and so on

All areas of the learning environment will be planned (including appropriate outside areas), in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

When teaching, we focus on motivating all the students, and building on their skills, knowledge and understanding so that they reach the highest level of personal achievement. We use the school curriculum maps and medium term planning drawn from the CBSE curriculum to guide our teaching. These set out the learning objectives in terms of key areas of learning and detail which skills are taught in each year group.

**Teachers will endeavour to:**

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- Recognise and be aware of the needs of each individual child according to ability and aptitude
- Ensure that learning is progressive and continuous
- Be good role models, punctual, well prepared and organised
- Keep up-to-date with educational issues

- Provide clear information on school procedures and pupil progress
- Shows a positive attitude to change and the development of their own expertise
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

In Kindergarten, the classroom will be organised to facilitate learning and the development of independence like -

- Resources in each area will be grouped according to curriculum subjects
- Labels and posters will be used wherever possible/appropriate to reflect the language diversity in the school
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- Pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Classroom helpers assist with the many aspects of school life. Students are welcomed into school and certain standards of dress and conduct are expected.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, 1:1 Tuition or our inclusion champion where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Teachers set individual targets each term per child in all core subjects -English, Mathematics, Science, Arabic, Islamic studies and UAE Social studies. These are shared with the child and parents to encourage partnerships in learning.

Teaching Strategies and Styles -In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- Provision of an integrated curriculum
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Interactive teaching
- Listening
- Brainstorming
- Providing opportunities for reflection by students
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgments and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all students with opportunities for success
- Using a range of communication strategies – verbal and non-verbal.
- The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus, investigative work is used
- Children are encouraged to communicate findings in a variety of ways
- Opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

Each classroom and special rooms are appropriately equipped to meet the curriculum needs and achievement of learning outcomes by students.

## Assessment Policy

School Guidelines on Assessment and Examination

- Pre KG, KG 1&2 – Continuous assessment through classroom interactions and observations. Assessment reports are sent to parents twice a year.
- Grades 1 & 2 – 4 assessments in a year comprising written tests, assignments, work sheets, classwork, homework. Each assessment carries 25% weightage for calculation of final marks and grades.
- Grades 3 to 9 – Assessment pattern as prescribed by CBSE. Our school Assessment Policy gives you a detailed view of the Assessment pattern which can be seen in this document



**Assessments:** Our curriculum incorporates innovative teaching methodologies, regular assessments and consistent reporting strategies while constantly recognising and rewarding student's achievement. Our students undergo regular assessments using in-school and third-party assessment systems. We assess, track and benchmark our student attainment and progress against criteria of the curriculum which we also use to continuously improve our own education practices.

### **Objectives**

The objectives of assessment in our school are:

- To enable students to demonstrate what they know, understand and can do in their work
- To help students recognise the standards to aim for, and to understand what they need to do next to progress in their work
- To use a range of assessment strategies such as: oral, interaction, questioning, observing, discussion, peer and self-assessment
- To give equal opportunities to students with varied learning styles
- To allow teachers to plan work that accurately reflects the needs of each student
- To provide regular information for parents that enables them to support their child's learning
- To provide School Leaders with information that allows them to make judgments about the effectiveness of the school.

**Planning For Assessment:** We plan our lessons with clear learning objectives. We strive to ensure that all tasks set are appropriate to each student's ability. Our lesson plans make clear the expected outcomes for each lesson. Teachers always share the lesson's learning objective(s) with students as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully. Teachers ask well-phrased questions and analyse students' responses to find out what they know, understand and to reveal their misconceptions.

**Target Setting:** We set targets for all students using assessment data throughout the academic year. We discuss individual targets and communicate these to parents. Students are encouraged to set their own targets alongside their teachers and be made fully aware of how they can progress within their learning to achieve their learning targets. This is to encourage students to become active learners who take responsibility for and manage their own learning (as opposed to passive recipients of the knowledge offered by the Teacher).

### **Feedback To Students:**

We believe that positive and constructive feedback to students is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We give students on-going verbal feedback on their work. We usually do this when students are working during the lesson. The teachers write constructive feedback /diagnostic comments on the children's work during marking. Having students assess their own or each other's work is an integral aspect of AFL in the school. Book scrutinises are conducted throughout each academic year with regard to consistency in terms of marking, presentation, progression, differentiation, assessment policy and target setting.

## Types Of Assessment:

### Grades 1 to 10:

**1) Baseline:** To understand a child's different abilities, an entry level test is carried out at the beginning of the academic year where questions are framed on the basis of the previous year's knowledge. These tests help the teachers to understand the child's level of understanding of the subject. A target is set for the students based on the performance of the Baseline for Assessment 1 / Periodic Test 1. This target is reviewed at the end of the term and proper intervention takes place if the student fails to meet his/her Target.

**2) VARK Test** - ( Grades 1 - 10 ) At the beginning of the academic year to identify the child's preferred learning style.

**2) Assessments (Grades 1 & 2)** – 4 times in a year – June / October / January / March.

**3) Periodic Tests (Grades 3 onwards)** – Twice a year - June and January.

**4) Half Yearly Exam** (October) and **Yearly Exam** (March) – Grades 3 up

**5) Ongoing AFLs** in the form of quizzes, projects, presentations etc.

**6) The Detailed Assessments** – 2 times a year. – Grades 3 and up. DA is a futuristic assessment tool conducted by Educational Initiatives that formulates customised assessment programs in accordance with the school curriculum and presents immediate detailed feedback on individual student performance.

All students from Grades 3 onwards will write the Detailed Assessments in English, Math and Science. These tests will be held along with the Periodic tests and Exams and will be based on the same portions. This helps us to compare the student performance when tested internally and externally on the same portions and identify learning gaps. Appropriate interventions will be done based on the learning gaps identified.

**7) International Benchmarking Tests:** All students from Grade 3 onwards will take the CAT 4 and ASSET Exams to benchmark their performance against International standards.

### Assessment of Students of Determination

Required support will be provided for the SoD students for taking their assessments. They will be given a separate room for taking assessments (if required) under the direct supervision and support (reading, comprehending and scribe) of the Counsellor/ Special Educator. Modified papers with pictorial support, multiple choice questions and clues for answering questions will be the other accommodations provided to the SoD.

### Promotion

A child who fails in three or less than three subjects in the Final Overall Gradation is given a re-test while a child who fails in four or more than four subjects in the Final Overall Gradation remains ungraded for that class from Grade 4 and above. Also, it is mandatory that the students need to score a minimum of 50 % marks to pass in Arabic and Islamic and a minimum of 40% marks to pass in Social Studies.

**Absence – In case a child remains absent for any reason, no retests or rescheduling of tests will be done. However, the average marks obtained by the child for the other tests in the subject that he was absent will be taken for promotion to the next Grade.**

**Record Keeping:** The school maintains the electronic records of all Internal and External Assessments.

**Result Analysis:** The result data collected is analysed in a number of ways. The following types of analysis are done in the school to help the teachers plan further steps to enhance the performance of students:

- Subject Wise
- Gender Wise
- Phase wise
- SEND Students
- Individual Student
- Strand wise performance
- Triangulation of ASSET - CAT4 - INTERNAL ASSESSMENTS

**Impact of Result Analysis:** Once the results have been analysed the teachers use this to identify the under-performing students. Remedial Classes /Intervention Plans are organised for identified students under the guidance of Section Heads / HODs. A Special Intervention Plan is also drawn for the very low performing students where the parents come and meet the Section Heads and the teacher concerned and strategies are drawn out to improve the performance of the child. An Extension plan is drawn for the students with advanced academic abilities. Curriculum differentiation is made through changes in pace, depth, complexity and teaching methods. In case of children with learning difficulties, these students are first monitored by the subject teacher and class teacher and then a Referral Form is filled up and then the child is referred to the School Counsellor.

**Reporting To Parents:** We have a range of strategies that keep parents fully informed of their child’s progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child’s work. We offer parents the opportunity to meet their child’s teacher formally after each Assessments/tests are conducted.

A consolidated written report for each child is sent to parents at the end of each term which shows grades as well as teacher’s comments and overall comments and suggestions for improvement. These reports outline the child’s progress within all areas of the curriculum, including their strengths and talents. On a continuous basis parents get feedback via notebook correction, continuous evaluation and, where necessary, notes in the student’s school diary. If children are underperforming, teachers inform parents either by phone, through mail or a note in the diary. If a child is consistently underperforming, the Supervisor calls the parents for a discussion and follow up action. In certain cases children may be advised to see the School Counsellor for assistance.

**Subjects:**

Scholastic – General	Scholastic – UAE Specific	Co Scholastic
English	Arabic	Art / Craft
Mathematics	Islamic (Only for Muslim children)	PE / Swimming
Science	UAE Social Studies	Music
Hindi / French	Moral Education	Dance
		Life skills
		Robotics
		Photography
		ICT

## Assessment Types and Weightage of Marks

Grades 1-2 Term 1		
Name of Assessment	Weightage of marks	Co Scholastic
Assessment 1 and 2 Tests will be held in the month of May /June	25	Min marks for all General Scholastic subjects will be 35% ie 9 marks  Min marks for Arabic and Islamic and Moral Ed will be 50% ie 12 ½ marks  Min marks for UAE S St will be 40% ie 10 marks

The same pattern will be repeated in Term 2 for assessment 3 and 4 (with January and March being the testing months)

### Consolidated Marks at the end of the year

Assessment 1 June	Assessment 2 June	Assessment 3 June	Assessment 4 June	TOTAL
25	25	25	25	100

Grades 3-8 Term 1		
Name of test / Month	Weightage of marks	Remarks
<b>Periodic Test 1</b> Tests will be held in the month of May/ June	25	Min marks for all General Scholastic subjects will be 35% ie 7 marks Min marks for Arabic and Islamic and Moral Ed will be 50% ie 10 marks Min marks for UAE S St will be 40% ie 8 marks
<b>Half Yearly Exams</b> Tests will be held in the month of October	25	Min marks for all General Scholastic subjects will be 35% ie 28 marks Min marks for Arabic and Islamic and Moral Ed will be 50% ie 40 marks Min marks for UAE S St will be 40% ie 32 marks
<b>Subject Enrichment</b>	5	Will be evaluated in October
<b>Notebook Upkeep</b>	5	Will be evaluated in October
All Non Scholastic subjects will be awarded Grades and will be evaluated at the end of each term.		

### Consolidated Marks for Term 1

Periodic Test 1 20 marks	Subject Enrichment	Notebook Upkeep	Half Yearly 80 marks	TOTAL
Converted to 10 %	5	5	80	100

**Absence – In case a child remains absent for any reason, no retests or rescheduling of tests will be done. However, the average marks obtained by the child for the other tests in the subject that he was absent will be taken for promotion to the next Grade.**

**Record Keeping:** The school maintains the electronic records of all Internal and External Assessments.

**Result Analysis:** The result data collected is analysed in a number of ways. The following types of analysis are done in the school to help the teachers plan further steps to enhance the performance of students:

- Subject Wise
- Gender Wise
- Phase wise
- SEND Students
- Individual Student
- Strand wise performance
- Triangulation of ASSET - CAT4 - INTERNAL ASSESSMENTS

**Impact of Result Analysis:** Once the results have been analysed the teachers use this to identify the under-performing students. Remedial Classes /Intervention Plans are organised for identified students under the guidance of Section Heads / HODs. A Special Intervention Plan is also drawn for the very low performing students where the parents come and meet the Section Heads and the teacher concerned and strategies are drawn out to improve the performance of the child. An Extension plan is drawn for the students with advanced academic abilities. Curriculum differentiation is made through changes in pace, depth, complexity and teaching methods. In case of children with learning difficulties, these students are first monitored by the subject teacher and class teacher and then a Referral Form is filled up and then the child is referred to the School Counsellor.

**Reporting To Parents:** We have a range of strategies that keep parents fully informed of their child’s progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child’s work. We offer parents the opportunity to meet their child’s teacher formally after each Assessments/tests are conducted.

A consolidated written report for each child is sent to parents at the end of each term which shows grades as well as teacher’s comments and overall comments and suggestions for improvement. These reports outline the child’s progress within all areas of the curriculum, including their strengths and talents. On a continuous basis parents get feedback via notebook correction, continuous evaluation and, where necessary, notes in the student’s school diary. If children are underperforming, teachers inform parents either by phone, through mail or a note in the diary. If a child is consistently underperforming, the Supervisor calls the parents for a discussion and follow up action. In certain cases children may be advised to see the School Counselor for assistance.

**Subjects:**

Scholastic – General	Scholastic – UAE Specific	Co Scholastic
English	Arabic	Art / Craft
Mathematics	Islamic (Only for Muslim children)	PE / Swimming
Science	UAE Social Studies	Music
Hindi / French	Moral Education	Dance
		Life skills
		Robotics
		Photography
		ICT

## Consolidated Marks for Term 2

Periodic Test 2 20 marks	Subject Enrichment	Notebook Upkeep	Half Yearly 80 marks	TOTAL
Converted to 10 %	5	5	80	100

### Islamic education and Arabic

MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
55 – 60	C
50 – 54	D
Below 50	E

### UAE Social Studies

MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C
40 – 50	D
Below 40	E

### Other subjects

MARKS RANGE	GRADE
91 – 100	A1
81 – 90	A2
71 – 80	B1
61 – 70	B2
51 – 60	C1
41 – 50	C2
33 – 40	D
32 & below	E

### Co scholastic grades

Scale	Grade	Description
3	A	Outstanding
2	B	Very Good
1	C	Fair

# 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 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 teachers 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 programme 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 Student of Determination is not to be retained.** If a student of determination 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 the KHDA. 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.

## Policy on Parental Involvement and Engagement

### Scope/Intent

Parents and guardians should be at the heart of any child's education. While teachers are there at the front of the classroom, it's the family you come home to who provide an essential foundation for academic success. That's why we believe that parental involvement in school is so important.

Research regularly demonstrates just how essential parent and caregiver engagement is to an excellent education. To make sure our pupils are given the very best start, we work hard to develop strong partnerships with the parents and guardians of our diverse body of students. We're committed to encouraging supportive, hands-on parenting in all our schools.

### Responsibility & Authority

The receptionist shall be a member of the Parent Support Group and shall coordinate the parent engagement initiatives. The Supervisors shall be responsible for Parent Teacher Meetings for their respective levels.

Principal shall be the final authority in approving the parent engagement programme.

### Application

This Policy is applicable to all teaching and non-teaching staff of the school and all the parents of the students studying in the school.

## Policy

The school considers parents as partners and important stakeholders in the schooling of the students and thus wholeheartedly encourages parents to take active part in the education of their children. Following shall be the policy regarding parent engagement at GIIS.

## Communication

School has dedicated intranet for the use of parents. This intranet is the one stop solution to a parent's two way communication needs. All circulars and important information from the school such as curriculum document, school calendar, Parent Teacher Meeting schedule etc. shall be facilitated through the school intranet. The portal also facilitates SMS communication to parents when needed.

- **Parent Orientation Programme:** The school shall arrange a Parent Orientation Programme at the beginning of each academic year to familiarise the parent with regards to the curriculum, grade specific activities and expectations from the school. All new parents are expected to attend the orientation. Parents of the continuing students shall be called for specific sessions where needed.
- **Email Communication:** Each parent shall have a unique user id on the school intranet and shall be able to communicate with the teachers, administrative staff and the school leadership. All teachers teaching a particular grade shall have access to email the parent to keep them informed of any or all matters related to the student's education.
- **Parent Teacher Meetings:** School shall arrange minimum three formal parent teacher meetings to facilitate interaction between the parents and the teachers to discuss matters pertaining to progress of the students. Parents shall have access to the large majority of teachers teaching their children during the PTM.  
Besides the formal PTMs, parents can seek appointments with the subject teachers or class teachers or any administrative staff of the school during the school hours to discuss any matter they may concern them with.  
Teachers shall not be available for meeting without appointment on regular school days.
- **Regular Academic Updates:** School, at its discretion may send out weekly or monthly reports or newsletters to parents on the academic and co-scholastic work happening in the classrooms. Besides formal academic reports, parents shall be updated on the academic and non-academic activities happening in the school from time to time.
- **Newsletters and Social Media:** School shall make extensive use of the official school website, school intranet, official school Facebook page, Twitter account to keep the parents and students updated on the various happenings at the school such as special assemblies, celebration of events like UAE National Day, School Annual Day and Sports Day, etc. **Grievances posted on the social media by parents will not be addressed or entertained and shall be removed. Parents must use school intranet to communicate their grievances or concerns.**

On special occasions, school shall make efforts to send out special newsletters to all parents through school intranet.

- **Parents as Guest Speakers:** School believes that many parents are individuals with expertise in some specific area. It shall invite selected parents to deliver lectures and



demonstrations to students under the supervision of the school faculty and school leadership.

- **Parents as partners:** Whether it's volunteering in the classrooms or planting new greenery in our grounds, there are all sorts of opportunities for parental involvement at GISS Dubai. We regularly welcome parents and guardians at our campus to help nurture a sense of community among teachers, parents and students.
- **Parents Support Group:** School shall facilitate parent Support groups from among the volunteering parents who shall work in collaboration with school and other parents to support the school in it's initiatives as well as bring up common concerns of parents to the attention of the senior leadership team for their intervention and appropriate action.

## Health and Safety Policy

GIIS Dubai believes that ensuring the health and safety of staff, pupils and visitors is essential to the success of the school. We are committed to:

- Preventing accidents and work related ill health.
- Compliance with statutory requirements as a minimum.
- Assessing and controlling risks from curriculum and non-curriculum work activities.
- Providing a safe and healthy working and learning environment.
- Ensuring safe working methods and providing safe working equipment.
- Providing effective information, instruction and training.
- Consulting with employees and their representatives on health and safety matters.
- Monitoring and reviewing our systems and prevention measures to ensure they are effective.
- Setting targets and objectives to develop a culture of continuous improvement.
- Ensuring adequate welfare facilities exist throughout the school.
- Ensuring adequate resources are made available for health and safety issues, as far as is reasonably practicable.

### THE PRINCIPAL

The Principal ensures that -

- This Policy is communicated adequately to all relevant persons.
- Appropriate information on significant risks is given to visitors and contractors.
- All staff are provided with adequate information, instruction and training on health and safety issues.
- Risk assessments of the premises and working practices are undertaken.
- Safe systems of work are in place as identified from risk assessments.
- Ensure appropriate health and safety notices displayed as identified.
- Emergency procedures are in place.

- Machinery and equipment is inspected and tested to ensure it remains in a safe condition.
- Records are kept of all relevant health and safety activities e.g. assessments, inspections, accidents, etc.
- Arrangements are in place to monitor premises and performance.
- Accidents are investigated and any remedial actions required are taken or requested.
- A report to the Governing Body on the health and safety performance of the school is completed annually.

### **The School Operations In Charge**

#### **Is responsible for:**

- Co-coordinating and managing the risk assessment process for the school.
- Co-coordinating the termly general workplace monitoring inspections and performance monitoring process.
- Making provision for the inspection and maintenance of work equipment throughout the school.
- Keeping records of all health and safety activities.
- Advising the Principal of situations or activities which are potentially hazardous to the health and safety of staff, pupils and visitors.
- Ensuring that staff are adequately instructed in safety and welfare matters in connection with their specific workplace and the school generally.
- Carrying out any other functions devolved to him/her by the Principal or Governing Body.
- Unsafe conditions being reported and dealt with to agreed timescales

### **Teaching / Non-teaching Staff Holding Posts/positions Of Special Responsibility**

#### **They must:**

- Apply the school's Health and Safety Policy to their own department or area of work and be directly responsible to the Principal for the application of the health and safety procedures and arrangements.
- Carry out regular health and safety risk assessments of the activities for which they are responsible and submit reports to the Principal or the School Health and Safety Co-coordinator.
- Ensure that all staff under their management are familiar with the health and safety procedures for their area of work.
- Resolve health, safety and welfare problems that members of staff refer to, or refer to the Principal or Manager any problems to which they cannot achieve a satisfactory solution within the resources available to them.
- Carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required.
- Ensure, as far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own health and safety.
- Ensure all accidents are investigated appropriately.
- Include health and safety in the annual report for the Principal.

## **SPECIAL OBLIGATIONS OF CLASS TEACHERS**

### **Class teachers are expected to:**

- Exercise effective supervision of their pupils and to know the procedures with respect to fire, first aid and other emergencies, and to carry them out.
- Follow the health and safety procedures applicable to their area of work.
- Give clear oral and written health and safety instructions and warnings to pupils as often as necessary.
- Ensure the use of personal protective equipment and guards where necessary.
- Make recommendations to their Principal or Head of Department on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery.
- Integrate all relevant aspects of safety into the teaching process and, where necessary, give special lessons on health and safety in line with KHDA requirements for safety education.
- Ensure that personal items of equipment (electrical or mechanical) or proprietary, substances are not brought into the school without prior authorization.
- Report all accidents, defects and dangerous occurrences to their Principal or Head of Department.

## **OBLIGATIONS OF ALL EMPLOYEES**

### **Apart from any specific responsibilities which may have been delegated to them, all employees must:**

- Act in the course of their employment with due care for the health, safety and welfare of themselves, other employees and other persons.
- Observe all instructions on health and safety issued by the School or any other person delegated to be responsible for a relevant aspect of health and safety.
- Act in accordance with any specific H&S training received.
- Report all accidents and near misses in accordance with current procedure

## **Risk Assessment**

Regular and systematic inspections and risk assessments of all potential hazardous substances and work activities will be made by, or under the authority of, the executive responsible for health and safety and will take into account all the relevant regulations and code of practice. Specialist advice will be obtained if necessary and the risk assessment will be reviewed periodically. Any significant findings will be recorded and appropriate preventative and/or protective measures taken as necessary.

## **Temporary Staff, Contractors And Visitors**

Temporary staff, contractors and visitors will be required to conform to all health and safety requirements whilst on the School's premises. They will either be accompanied by a responsible permanent employee at all times OR, in the case of frequent visitors, will be issued with the relevant rules, procedures and specific hazard information.

## First Aid And Accident Reporting

### First Aid

We will ensure that there are an adequate number of trained and certified staff on the school premises to ensure a safe environment, and prompt first aid treatment for students, visitors and staff members, should an emergency arise using the guidelines and observations below:

#### General Observations

- There is a need for first aid kits in school. These will be placed in strategic positions including the Canteen, Sports hall, Swimming pool area and each block and will be checked by the School Nurses at least once a term.
- There will be fully equipped first aid bags for the use by PE staff on sports fixtures which will be checked by the School nurses at least twice a term, and they will replace and restock as required.
- New staff will have regular training by the nurses on the use of supplies in first aid bags.
- The School nurses will be present at certain high risk after school activities.
- Up to date serious medical conditions with photographs are posted on the medical board in the staff room and are updated as required.
- Records kept on any injuries incurred at school must be reported to the School Nurses
- Accident forms are completed by the School nurse and kept on file
- Emergency Procedure Policy and information to be displayed in every block
- In the event of a medical emergency the School Nurse/Doctor can be contacted on the school landline number.
- Accident Reporting
- All accidents, however minor, must be reported to the School Nurse and Principal /Supervisors.. The School Doctor / Nurse will complete an accident report form (near misses, potential hazards and any damage must be reported immediately). All accidents (near misses, potential hazards and damage) will be investigated by the head of department who will be responsible for ensuring that corrective action is taken where appropriate to prevent a recurrence.

### Emergency Procedures

Discovering a Fire or Other Emergency The priority in the event of a fire is the safe and rapid evacuation of pupils and staff. If any staff member notices signs of a fire or other emergency which could place employees or pupils in danger, they must sound the alarm. If safe to do so, they should attempt to control the fire or other emergency, with assistance if available. Employees should never put themselves at risk even with the smallest fire. No attempt should be made to move burning objects. Report to the Principal who will ensure that the appropriate emergency services are summoned.

### Evacuation Procedures

On hearing the alarm, or if instructed, switch off any central control switches and/or switch off any equipment this is being used. If safe to do so, close windows and doors and secure cash and confidential documents. If closed doors feel warm, do not open them. Leave the building by the nearest available exit. Ensure that any visitors you have also leave the building. Do not run. Do not collect personal belongings.

Do not hinder roadways and routes that may be used by emergency vehicles. Do not return to the building until the all clear has been given and until instructed by your fire warden. Never assume the evacuation is a drill.

### Fire Precautions

Potential fire risks need not be dangerous provided that some simple but important precautions are observed by all employees:

- Memorise the evacuation procedure, and the emergency exits and assembly points
- Become familiar with the position of firefighting equipment and the correct method of operation of extinguishers and never interfere with, or misuse, the fire equipment
- Keep fire exits, routes and access to firefighting equipment clear of any obstructions; do not wedge fire doors open
- Keep all working areas free of waste as far as possible and in particular those areas which are not easily accessible, e.g. under desks, behind radiators etc. Keep all combustible materials at safe distance from heating appliances and do not place anything on heaters
- There is to be no smoking on the premises
- If anything is noticed that could be a fire hazard, it should be corrected if easy and safe to do so, or reported to the Assistant Facilities Manager

### Code Of Safe Conduct

#### All staff must:

- Conform to the 'health and safety at work' policy, all health and safety rules and signs, fire precautions and emergency procedures;
- Ensure that they understand and follow the safe operation of their duties; if in any doubt they should seek further explanation from their Department Head
- Report all accidents, near misses, potential hazards and damage immediately
- Wear any personal protective equipment or clothing that is provided, and ensure that it is properly looked after
- Not interfere with or misuse anything provided for the health and safety of employees
- Not act in a way that could endanger themselves or others and not play practical jokes which may introduce risk
- Not run, especially on stairs or steps.
- Use handrails
- Never read while walking
- Keep their work area tidy and clear of obstructions and not leave things lying around
- Clean up any spilt liquids, tracked in rain, etc. immediately
- Adopt safe lifting methods if required to handle bulky or heavy objects, only lift or move what can easily be managed and always bend the knees and keep the back straight. If in any doubt, assistance must be obtained
- Not overreach or climb on anything not meant for the purpose; use a ladder, ensuring that it is good condition
- Ensure electrical equipment is used safely:
- Never touch electrical equipment with wet hands
- Always disconnect electrical equipment before moving it

- Never attempt electrical repairs unless authorized
- Always keep electrical supply cables and wires away from wet areas or from areas where they could be walked over, etc.
- Always switch off equipment if not in use
- Disconnect from the mains outside normal working hours unless instructed otherwise
- Make themselves aware of any specific hazards and precautions (e.g. Coshh, dse) as appropriate. Training in dealing with hazards will be conducted as required.

### **Smoking:**

This is a non-smoking school. Smoking constitutes a fire hazard and can be unpleasant and dangerous for the smoker and colleagues. Smoking on the premises is against the code of conduct and therefore an offender will be subject to the disciplinary procedures. Employees seen smoking in an area where there is a particular fire risk will be liable to dismissal without notice.

### **Medical procedures at GHS:**

In the case of any emergency or concern with the health or well-being of a student, the injured/sick child should not be left unattended at any time and help should be sought by sending a responsible (TA/ pupil) with the appropriate details to the Medical Room. The school nurse will then assist with a First Aid kit and should an ambulance be required this will be summoned immediately by liaising with the main office.

When it is necessary to summon an ambulance, every effort will be made to contact the parents/guardians immediately. If necessary, a member of staff (preferably the Medical Officer) will accompany the injured child in the ambulance and will remain with him/her until the parents/guardians have been located.

### **Administering Medicine to Students:**

Where possible the need for **medicines to be administered at school should be avoided**. Parents are therefore requested to try and arrange the timing of doses accordingly.

### **Children with Special Medical Needs:**

**A Care Plan will be put in place for any child with a medical or physical condition (Asthma, Allergies, Diabetes, Epilepsy etc.).** This should be completed by the child's parent/ guardian and returned to the School nurse who will then circulate copies to the Principal/Section Heads where applicable.

It is of paramount importance that several contacts are included and at least three mobile numbers given when completing the forms. All care plans will be revised at the start of each new academic year and it is the parents'/guardians' responsibility to inform the school of any immediate changes in their child's condition.

The school operates on a 'need to know' basis and therefore believes that the care plans in place for children with special medical needs should be accessible to all the teaching staff in order to ensure that any incident is managed safely. This will only be carried through with the written consent of the child's parents/guardians.

### **Allergies**

It is the responsibility of the parents to ensure that all medicines required in school are reached to the doctor in clearly labeled containers. The condition must be discussed with the doctor for the appropriate medication to be administered by the doctor.

### **Asthma:**

Children requiring an inhaler should carry one on them at all times and a spare inhaler, clearly labelled and on date, should be provided to be kept in the Medical Room.

### **Diabetes:**

Children with diabetes are encouraged to supply emergency diabetic supplies to the Medical Room in case of an emergency. Fast-acting sugar in the form of Dextrosol (glucose tablets), Hypostop (glucose gel) or fruit juices and slower-acting sugar carbohydrates (biscuits) will be stored by the Medical Officer and made available to the child in the case of a hypoglycaemia reaction. Please allow students who are diabetes to snack if they need to.

### **Red Emergency Medical Cards:**

Any child suffering from one or more of the above medical conditions or indeed any other special medical condition will be issued with a red card giving a brief description of their condition. This acts as a red alert to the teacher and permits the child to administer medication or, in the case of a diabetic child, eat a snack without leaving the classroom. In the case of an emergency, the child should not be allowed to leave the classroom alone. The school nurse should be summoned to the classroom to assist.

**First Aid Boxes:** First Aid boxes are located throughout the school and it is the responsibility of each section of the school to ensure they are fully stocked.

### **Field trips:**

- The Educational Visits co-coordinator will supply First Aid Kits to staff when taking children off site if/when no First Aid facilities are available at the destination.
- He/she will also ensure that a member of staff is solely responsible for carrying the First Aid kit and any special medication that children may need to administer during the trip implementing a Medicines In/Out tally sheet to be signed by both the child and the teacher.
- It is the parents'/guardians' responsibility to provide all medication in its original packaging, with the child's name clearly labeled and with clear instructions on the required dosage.

The school has the health and safety committee which regularly meets and reviews the health and safety provisions at school and introduces necessary changes as and when needed.

# School Lockdown Policy

Implemented on :1st April 2020 | Next Review Date : 1st March 2020

## Rationale:

On rare occasions, if there is a threat to the school from external sources, it may be necessary to seal off the school so that it cannot be entered from the outside. This is called a 'lock-down'.

## School Lockdown Procedure

- Siren will sound continuously.
- Staff in classrooms to secure doors and windows (draw curtains) and calm pupils.
- Admin staff to secure the main door and window (draw curtains).
- Any student or staff who is outdoors but within the campus should go to the main hall immediately.
- Any student who is in the playground should go to the nearest hall or library.
- NO ONE SHOULD MOVE AROUND IN THE SCHOOL.
- Any student in corridors, toilets etc should be directed by staff to the nearest classroom.
- Teachers in the Staff room should stay in the staff room only.
- Staff should record names of all pupils in their room.
- Ali/Security will lock the building gates.
- If the school is under attack, stay in your room, you will be evacuated by the authorities. Do not under any circumstances leave your room or keep doors/windows open.
- If practical, staff should notify the front office who will then inform the Principal and Deputy Principal that we have entered lockdown. In case of any serious threat, the Admin staff will then call the police and inform them accordingly.
- Stay in your rooms until further notice.



# Outside Visitors Policy

**Visitor Guidelines:** The safety and security of staff and students at GISS Dubai is of utmost importance. Visitors are very welcome to our school. However, it is our school's responsibility to ensure that the security and well-being of our pupils is uncompromised at all times. School administration must know at all times who is on campus and reserves the right to refuse entry to any visitor.

**Closed Campus:** All students are required to remain on school grounds during the regularly scheduled school day, including the break. It is unlawful for anyone to take a student away from school during the regular school day without first obtaining proper permission from the respective Section head and the Principal.

## Visitor Protocol and Procedures

The following outlines the required protocol for visitors on GISS School's campus:

- All visitors will enter the school only through the Main Gate. They will be requested to sign the Visitor's Record Book with the Security Guard making note of their name, who they are visiting and deposit an identification document (Emirates ID etc).
- If parents / guardians wish to meet the teacher or other staff of the school at any time they are requested to make a prior appointment with the respective Section Heads.
- All visitors will be required to wear a Visitor badge which must remain visible throughout their visit. This will be provided to them at the gate after signing in.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor.
- The visitor is not allowed to move about the site unaccompanied.

## Visitors Departure from the School

- On departing the school, visitors MUST leave via the same gate.
- Enter their departure time in the Visitor's Record Book alongside their arrival entry.
- Return the identification badge to the Security Guard and
- Collect their identification document from the security guard.

Parents and care providers are requested to comply with drop off and pick up arrangements in the morning and afternoon as impromptu meetings with the staff disrupt the class routine and safety of the students.

Students availing school transport shall alight and board at the bus bay area.

## **Own Transport Students must be dropped off and picked up from the School Main Entrance.**

Parents / guardians collecting their students from KG at 12:10 pm are requested to wait at the lobby area. Please refrain from disturbing teachers and students in other grades during this time.

If parents wish to participate in special events in their child's classroom between the hours of 8:00 am and 2.45 pm, the parent will have to schedule this directly with the teacher and the administrative team. Parents are asked to respect the decision of the staff on the frequency, duration and type of visits that the teacher will approve of, based on the teacher's knowledge of the needs of the students in his / her classroom. The classroom staff will fill out the Volunteer Form, located in the front office. Volunteers will be required to wear the Volunteer badge throughout their visit in the school.

If an unknown / uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

In case of a fire drill or any emergency evacuation, visitors are requested to report to the reception immediately.

#### **Staff Development**

As part of their induction, new staff will be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures at all times

## Mobile Phones and other Digital devices Policy

#### **Responsibility of the Student**

The school does not allow students to carry or use hand phones or any digital devices within the school premises without prior permission. In case of emergency, if a parent needs to communicate with his/her ward during school hours, they can call the school reception.

#### **Responsibility of the Management**

- The teacher will clearly state equipment/devices permitted in school.
- The teacher will regularly remind students about safe-keeping of their personal items.
- The class teacher/coordinator will check periodically for any equipment that is not permitted in school.
- Any behaviour that interferes with the primary objectives of the policy will be considered as infringement of the school policy.

#### **School Digital Devices usage:**

The school believes in the power of digital devices as learning tools. Students shall be using Desktop Computers, Microphones, Headsets, 3D kits, VR Kits and I-Pads as a part of the learning process. Students are expected to use these devices responsibly and avoid any willful damage to them.

#### **Corrective Measures**

- If a student is found using a phone while in class or outside the class within school premises, the student will be issued a warning card for a first-time offence.
- The warning card will be recorded in the student's profile for Grade 5 and above.
- Violations of the rules and the unauthorised use of the hand phones or electronic devices during school hours for the second time will result in confiscation of the phone and issue of notifications to parents, until parent/s come to retrieve it.

- A receipt, stating the date of collection, will be issued to the student after the confiscation and the parent will be notified. This receipt is to be presented by the parent when they visit the school to retrieve the hand phone.
- Repeat of offense, even after issuing of notifications to parents, will result in confiscation on a non-returnable basis.
- **The cost of repair/replacement of any digital device that belongs to school which has been willfully damaged by the student shall be borne by the parent of the student concerned.**

In the event that a student brings a hand phone, with or without approval, and loses it within the school premises, he/she is advised to report the incident immediately to a teacher or staff member. The school reserves the right not to conduct an extensive investigation or search that may lead to a loss of valuable curriculum time.

## Policy on Social Media & School Network

Social media is an evolving and rapidly growing communication platform, allowing for two-way social interaction between people and organisations. In short, social media is about people. Use of social media is reflective of individuals and of organisations they are associated with. The spread and reach of content posted on social media channels is vast. Postings are available and can be viewed by people worldwide in seconds.

Social media is changing the way we use the internet to interact with one and another. It is rapidly becoming a part of our daily lives. Social media refers to online community sites including Facebook and LinkedIn, file sharing sites such as Google Pics and YouTube, blogs, forums and micro-blogging sites like Twitter. These guidelines would be updated from time to time as new social media platforms, communities, trends and cultures develop.

The Global Schools Foundation's (GSF) Marketing & Communications Team, along with assigned staff co-ordinators, are authorised to post content on behalf of Global Indian International School (GIIS) on its social media channels. GIIS recognises that social media is a two-way engagement and interaction platform, which facilitates an open dialogue and discussion of ideas that are beneficial for the organisation, and/or individuals in their learning capacity.

Always be considerate and transparent about your engagement on social media channels, as you represent GIIS as an employee or student. Your online behaviour impacts the organisation's reputation and we encourage you to positively engage in sharing views and ideas on social media channels. As employees and students of GIIS, it becomes critical for us to stay connected and relevant.

**Parents are advised against posting any grievances, complaints or derogatory comments about any post/student/employee or any other parent on social media.** All grievances have to be addressed to the school through school intranet portal [www.mygiis.org](http://www.mygiis.org) using the helpdesk option. Any post/comment considered inappropriate will be removed from the school official social networking sites and action may be initiated as deemed fit.

## **Keeping the above in mind, remember to:**

### **Protect your own Privacy**

Do not upload posts or divulge any information that will compromise your privacy or professional confidentiality. Beware of scammers and identity thieves. Only accept invitations to share information from people you know. Utilise privacy settings to control access to your network, web pages, profile, post blogs, etc.

### **Identify with your own Identity**

Always use your real name to post or share content on social media. If you are sharing or posting content on behalf of GIIS, and wish to promote school activities or achievements identify yourself as a student or staff member.

### **Maintain respect**

Sharing content, thoughts and views with others is the ideal of engaging in social media. Always be respectful and avoid inflammatory, racist or offensive language. Do not upload offensive or explicit written, audio and video content.

### **Be responsible online**

You are responsible for any content or comments personally made by you. Always maintain a clear and calm-minded approach for sharing any content online. Ensure that you always protect your privacy and do not insult, threaten or deride anyone on the grounds of caste, religion, race, nation, gender or circumstances in a manner that goes against GIIS' code of conduct.

### **Think before making any post**

Social media has a strong 'viral' quotient, making any comment, post or sharing of thoughts, ideas or events reach out to people worldwide in a matter of seconds. Be mindful of what you post. Search engines and archival systems save information, which can be retrieved years after the post has been made.

### **Cyber Bullying**

Cyber bullying is considered as an act of harassment. Do not indulge in this crime in any manner whatsoever. Please refer to GIIS Student Handbook for detailed information.

### **Maintain Personal and Organisational Confidentiality**

Do not post any information that is confidential personal or commercial information about GIIS, its students, teachers or staff members. Posting the same may breach legal obligations or GIIS' policies and procedures.

### **Privacy Settings**

Only accept invitations to share information from people you know. Utilise privacy settings to control access to your network, web pages, profile, posts blogs, etc.

### **Manage your time spent online**

Users should allocate a certain amount of time to using social media to avoid over usage and manage time for studies, co-curricular activities and other important work.

### **Plagiarism**

Publishing your opinions, art, writing and other works makes them subject to plagiarism. Although an effective way to share your work, content online is public and can be used without prior permission and knowledge of the user. Users must be cautious of what is published to maintain the genuineness of their work.

### **Precautionary use of photo uploads**

Social media involves photo-based communication, and a large number of images. These can be manipulated and used in other areas without the user coming to know. Hence, caution should be exercised to protect your identity, and above all, integrity.

Schools shall be regularly posting photographs and video clips of school activities involving Students unless specifically requested by parents not to post their child/children's photographs or video clips, they will be posted on school's official facebook page, Youtube channel, Twitter, Instagram etc.

### **Guidelines For Posting On Facebook/social Media:**

Any post that is offensive, defamatory, off subject, abusive, or selling external services, events or activities will automatically be marked as spam and removed.

No parent or student shall give misleading facts / opinions or any blogs / websites / social media channels about the school or any teacher. If they are defamatory in nature, or deemed to be so by the Internal Review Committee (IRC), it would be considered as a serious breach.

Students and parents should use the official school communication channels such as emails of school officers or the school intranet to send any feedback/grievance or complaints. Any complaint or negative comment mentioned on the school Facebook post will be treated as defamatory and appropriate action would be initiated against the person concerned.

Use of school logos, images or photographs on personal social profiles is strictly prohibited. If a user has any question or feedback to share in relation to classes, activities or any school-facilitated service, he/she is requested to contact the respective teacher-in-charge or Campus Principal through the official GIIIS web portal, [www.myGIIIS.org](http://www.myGIIIS.org)

### **School Internet**

Global Indian International School provides internet access as a facility to supplement the delivery of its learning programmes. The benefits of having access to the internet are invaluable for both educators and students.

Amongst the vast resources on the internet are some materials that are not suitable for school-aged children. It is not appropriate to locate material that is illegal, defamatory, or offensive. Such conduct will lead to the immediate loss of network access and disciplinary actions.

#### **Users Can:**

- Participate in projects using the Internet in a directed manner to support curriculum and research activities.
- Use the internet to locate materials to meet educational requirements.
- Access a variety of information including news resources, information databases, the holdings of other libraries, etc.

#### **Users Cannot:**

- Locate material that is illegal, defamatory, or offensive.
- Use the network for commercial or for-profit purposes.
- Use the network for any illegal activity, including violation of copyright or other contracts.
- Resort to cyber bullying or harassment.
- Use the network to access obscene or pornographic material.
- Damage computer, computer systems or computer networks.
- Invade the privacy of other network users.
- Gain unauthorized access to computer networks, resources or materials.

# Feedback and Complaint Management Policy

## Feedback And Complaint Management

School is open to receiving feedback, suggestions and complaints from parents, students and staff members. School has constituted a Complaints Management Committee as per the following details:

Grades 3-8 Term 1		
Designation	Name	Email ID
Chairman (Principal)	Mr.Antony	principal.dubai@globalindianschool.org
Section Head – KG	Ms.Anjum Ali	anjum.ali@globalindianschool.org
Section Head – Grades 1-5	Ms.Jaya Ramesh	jaya.ramesh@globalindianschool.org
Section Head- Grades 6-9	Ms.Jaya Ramesh	jaya.ramesh@globalindianschool.org
Operations Manager Member	Mr.Lokesh Parwani	lokesh.parwani@globalindianschool.org
Student Registrar Member	Ms.Mohana Kelkar	Mohana.kelkar@globalindianschool.org
HR - Member	Ms Bincy Varghese	hr.dubai@globalindianschool.org
Student Counselor		

### Purpose:

To address all complaints made against the school and its operations, and dealing with them professionally, effectively and promptly.

### Responsibility

The Principal is responsible for the entire Feedback management and Complaint process and ensures that feedback is collected timely and the complaints are attended to.

### Authority

- The Principal with the heads and related process owners analyses the feedback and the complaint management system.
- The three Section Heads are responsible for all teaching related feedback and complaints for their respective sections.
- The Operations Manager is responsible for all transport related feedback and complaints.
- The Principal is responsible for all admissions related feedback and complaints.
- The Complaints Management Committee will review and evaluate the complaints and their resolutions once a week.

## Procedure

- All written complaints received will be recorded in the complaints tracker in soft copy format and action taken/resolution is recorded in the same file with closure intimation to parent/student concerned.
- All written complaints shall be acknowledged within 24 hours of receipt.
- The School Complaints Committee shall review and respond to all complaints in writing within ten working days.

# Withdrawal and Fee Refund Policy

**SCOPE/INTENT** - This Fee and Refund Policy (Policy) only intends to determine and provide broad guidelines for collection of Fees and establishes a framework for Refund of Fees at GIS Dubai.

## CLASSIFICATION OF FEES:

- Tuition fees are those sums that are directly associated with educating students.
- Other fees include textbooks, uniforms and transportation fees.
- School fees refer to both tuition fees as well as other fees which a School charges to Parents/Guardians.
- Extra-curricular Fee is associated with optional, extra-curricular activities or related curricular activities which incur separate charges and can not be included as part of tuition fees.

## QUANTUM OF FEES:

The quantum of fees charged by the School is in accordance with the Private School Fee Framework issued by KHDA and its applicable provisions and is compatible with the School's academic infrastructure.

We have a clear and transparent approach to the regulation of fees to ensure fees that mirror the quality of education and that other charges/fees are reasonable in accordance to facilities or curricular or extracurricular activities offered by us towards overall growth of our students.

## COLLECTION OF SCHOOL FEES:

### Registration or Re-registration Fees:

School has enabled provisions to collect registration or re-registration fees up to four months ahead of the commencement of the school year, however such amount is deductible from School fees and does not exceed the quantum or percentage of the tuition fees as approved by KHDA. The registration or re-registration fees are charged only when the student is enrolled in the school and is not charged when the student is applying in the school.

Registration or Re-registration fees once paid remains non-refundable under all circumstances

### Tuition Fees and Other Fees:

There are three equal instalments for tuition fees in each academic year. The School collects the first instalment not earlier than one month preceding the beginning of the school year and for second or third installment, the amounts are collected not earlier than one month preceding the beginning of term 2 or 3 respectively.

**Refund Eligibility and Calculation:** This information shall be made available in the Parent School Contract.

### **Non-payment Of School Fees:**

School has clear, transparent policy for non-payment or late payment of School fees. School encourages Parents to clear their dues in a timely manner. School puts reasonable efforts, when dealing with non-payment issues, to protect the student from unnecessary embarrassment. If a Parent does not make fully and timely payment of dues within prescribed days mentioned on invoice, School shall take following actions:

School shall suspend a student for up to three days after sending three fee payment reminders, each of these reminders being sent at a gap of one-week to the student's Parent. The School shall also terminate provision of transportation services if entire dues are not cleared during student suspension period. Legal notice shall be issued to the parent.

Further, School shall withhold examination report cards, transfer certificates, block transfer on KHDA portal, and/or not re-register a student until all outstanding dues are settled.

Any part payment done by Parent shall be first adjusted against tuition fee and then against transportation fee.

## **Library Policy**

### **Circulation:**

- Materials for students are checked out for a one-week period. Materials for staff are checked out for length of use needed.
- Students can issue only one book at a time.
- Library users (Students & Staff) are responsible for the safekeeping and return of library materials issued in their name.
- Library materials shall be returned on or before the due date or earlier if the member is notified that an item is required by another reader

### **General Rules and Regulations:**

- Students must settle any outstanding fines and payments at the end of each semester
- Food and drinks are not allowed inside the library
- Moving library furniture from its designated place is strictly prohibited

### **Lost/damaged Books:**

- The students shall be responsible for the loss or damage to the books issued to him/her.
- Underlining, marking, folding of pages in the book etc. are strictly prohibited Losses or damages must be reported promptly.
- In the event of a book lost or damaged, the student has to pay the cost of the book along with the library fine without fail.



# School Clinic Policies

## APPENDIX

- Medical and Hazardous waste management
- Health examination and screening policy
- Policy on minor injuries first aid and emergency
- Policy on Notification to parents
- Policy on Diabetes Care Management and Glucagon Administration
- Policy on Medications
- Emergency Patient transfer and referral Policy
- Fire and Safety Plan
- Health Record Management and Retention Policy
- Staff Orientation and Training Program
- Lost and Found Items Policy
- Policy on Immunization
- Infection Prevention and Control Policies and Guidelines.
- Policy on Food Allergy Management
- Policy on Head Lice

### **The School Clinic and the Medical Team**

Global Indian International School is committed to continuous effort in upholding the excellence of the guidelines and policies of the Dubai Health Authority.

The school has a part time doctor and a full time nurse.

**The Doctor:** The doctor is duly licensed from the competent authorities, and the duties are as per the Dubai Health Authority.

#### **Duties:**

- Complete check-up of the students when joining the school.
- Cooperate with the competent medical authority in coordinating the vaccination of the students against contagious diseases.
- Prepares a medical report for each student in the light of the regular check-up.
- Prepare a standing Medication order.
- Conduct the routine checkup as per DHA standard.
- Conduct health education for the students.

**Nurse:** The School nurse holds a DHA license as a registered nurse and has experience of working with children in a Dubai school.

#### **Responsibilities:**

- Liaise with and support the school staff in implementing the school health activities.
- Ensure that all medical supplies and equipment needed for first aid and emergency care are available and in working condition in the school clinic.
- Assess needs of students (examine/ observe/ measure vital signs) who require first aid care and administer appropriate care.

- Refer to the School Doctor for advice when needed.
- Inform parents, through the school authorities, about the student's condition.
- Transfer the student to the Accident/Emergency unit of the nearest hospital as per the standard procedure in cases required.
- Provide privacy to the student during medical examination.
- Monitor students who are frequently absent from school due to health related problems.

**Coordinate with classroom teachers to:**

- **Observe and report students with unhealthy practices.**
- **Refer promptly to students who are showing signs of visual, hearing and learning difficulties.**
- **Refer to students with fever, rashes or unusual behavior.**
- **Report presence of potential hazards in the classroom.**
- **Motivate students to enhance healthy practices.**
- **Report sanitary and safe environment deficits to the school administration.**
- Measure height and weight of students and calculate BMI on an annual basis for all students.
- Refer to the school health doctor, students whose growth and development measurement show deviations from normal.
- Plan and conduct health education sessions for parents of students with chronic illness to assist them to understand their child's disease and needs.
- Conduct health education sessions to meet the learning needs of students (e.g. topics on: personal hygiene, proper nutrition, accident prevention, etc.)
- Plan the immunization schedule of every student as per guidelines in immunization and conduct immunization under the supervision of the school health doctor.
- Update knowledge, skills and practices related to school health requirements.

**Orientation of New Hire- School Nurse :** GIIS provides training and orientation to all newly hired personnel regarding the School Policies and Government Policies dealing with roles and obligations of Employees. In the School Clinic orientation, this procedure follows:

- When a new nurse commences in the clinic it is ideal there be a two week – 1 month handover period.
- Outgoing staff or current staff are to train the new hire.
- For the first week new staff are to review policies, DHA clinic regulations and guide lines to ensure they have a firm knowledge base prior to treating students.
- Support will be provided from the other staff of the school clinic, HR and the school principal as needed.
- A review will be completed after 3 months of employment to see if the employee has met conditions of the probationary period.

# The Policies and Procedures

## Student Health Examination and Screening Policy

In accordance with the guidelines of Dubai School Health Authority, the school is required to perform Medical Examinations to the following:

- All new students
- Grade 1
- Grade 5
- Grade 9
- Leaving students

Annual Growth Screening and BMI are required to be taken annually to all the students

- The school notifies the parents prior to the medical examination.
- Parents who prefer to avail the examination from their family doctor are requested to provide a medical examination report which will be attached to the student's medical file.
- The welfare and safety of the children are the utmost priority and they are supervised by the school nurse at all times during examination.
- Parents are informed of any abnormalities seen during examination and referral is made accordingly.

## Policy On Minor Injuries, First Aid and Emergency

The school will provide as far as practical a safe and healthy environment. All reasonable steps will be taken to ensure that:

- The premises are kept safe and clean to prevent risk to all users.
- The equipment is safe and manufactures' instructions for use are followed.
- Staff are instructed in all matters of health and safety.
- All cuts, bumps and falls as well as other more serious accidents are recorded in a First Aid log kept with the nurse in the clinic.
- Incident forms are to be completed for incidents and accidents.

## Rationale

The formulation of this policy enables our school to effectively-

- Provide for the immediate needs and requirements of students who have sustained either a serious or a minor injury.
- Ensure that adequate resources and arrangements are in place to deal with Injuries/accidents as they arise.
- Ensure lines of communication with parents/guardians are in place if required.
- Activate a plan of action with which all staff are familiar.

## First Aid Kits

The School Nurse will regularly check the first aid kits in assigned areas (e.g. Labs, swimming pool area and school buses) and will add new supplies when needed.

## Activities and trips outside school premises:

First Aid Kits will be checked out and returned back in using the First Aid kit Log in the clinic and must be in good condition.

### **Procedures:**

- Safety of pupils and staff is a priority for the school, and robust measures have been put in place to ensure no children or staff are put at risk.
- Each classroom teacher regularly instructs his/her class on issues relating to safety in the Class/ground
- Dangerous practices such as climbing goalposts, throwing stones, running fast in the yard, engaging in “horseplay”, fighting etc. are subject to severe sanctions.
- There are teachers and staff on break duty during break time and dispersal.

### **Minor Accident/Injury**

- The injured party is initially looked after by the teacher. If deemed necessary, the child will be taken to the clinic.
- First aid is administered after cuts are cleaned with water and bandages/plasters applied

### **More serious Accidents/Injury**

- If considered safe to do so, the injured party is taken to the clinic by wheel chair or stretcher is immediately arranged
- Parents/Guardians are immediately informed, particularly if there is a suspicion of broken bones/head or eye injuries and the child is moved to the nearest hospital or as advised by the parent.

**Very Serious Injuries:** In the event of serious injury, parents/guardians are immediately contacted. If the considered opinion of the medical staff is that immediate professional help is required, an ambulance is called.

### **Accidents/Injuries while travelling in the school bus**

- Drivers/ conductors to take maximum precaution to minimise injuries while students are travelling on the buses.
- Drivers drive safely, avoid speeding and sudden braking.
- Teachers/Conductors to monitor students and enforce bus discipline to avoid Accidents/injuries
- In case of minor injuries, First Aid Box is available in the bus and injured should be moved to the school clinic on arrival at school.
- In case of major accidents, Police, Ambulance, Civil Defense and the School should be immediately informed by the driver & conductor.

### **P.E. EXCUSE NOTE.**

A note will be sent with the student, to give to their P.E. teacher, if the nurse deems it necessary.

### **Policy on Parent Notification**

In case of any emergency, parents will be informed verbally by phone. This gives parents advice of any occurrence that requires follow up or monitoring and to inform them of any medication administered.

The School Medical Team is in constant communication with DHA in coordination to disseminate accurate information in cases of any communicable diseases thus parents are notified as guided by the DHA.

### **Discharged Home.**

#### **If a student is required to go home for medical reasons, the nurse will:**

- Contact the parents/ guardian and request that they collect the student.
- No student can go without adult supervision.
- No student will go home in a taxi unaccompanied.
- For medical reasons, the student will be given a 'gate pass' (signed by the nurse) for the security gate. An early leaving logbook will be completed with the child's information and will be countersigned by parents or accompanying guardians in the admin office.
- The nurse will inform the appropriate teachers.
- All discharges home will be documented.

## Diabetic Care Management and Glucagon Administration

Dubai Health Authority requires schools to take specific actions to ensure that the students with diabetes are able to manage their disease while at school and to ensure the health and safety of the student and the school community.

### **Purpose**

Diabetes requires management 24 hours a day. Students with diabetes must balance food, medications and physical activity while at school. School nurses coordinate care and educate school staff to provide a safe, therapeutic environment for students with diabetes.

### **Goal**

Optimal Student Health and Learning.

All school staff members should have to know whom to contact for help.

### **As DHA Requires:**

- The nurse requests for an Individualized Health Care Plan and Emergency Health Care plan from parents duly completed by the child's attending physician.
- Annual written authorization for the provision of care.
- Authorization for release and sharing of certain medical information. Serves as conduit for sharing of medical information and communications with parents.
- Develops and updates the student's Individualized Health Care Plan

### **The Individualised Health Care Plan must include:**

- Symptoms of hypoglycemia for that student and recommended treatment.
- Frequency of glucose testing.
- Insulin and glucagon orders

## Administration of Glucagon

The School nurse has primary responsibility for emergency administration of glucagon.

It will be administered only with parent's permission if the student passes out, loses consciousness and does not regain it or has a seizure.

The student is to then be transferred to the nearest emergency centre for further assessment.

### **Students with diabetes may need**

- Unlimited access to water such as use of a water bottle in the classroom.
- Unrestricted access to bathrooms
- Access to food given by parents on a regular schedule

### **School should**

- Not deny the student access to food
- Consider food and exercise issues when scheduling physical education, recess or

### **dance classes**

- Notify parents well in advance of field trips and school activities.
- Develop policies to serve only healthy foods at school functions and activities
- Develop procedures to address the needs of students with diabetes during emergency evacuations or lock-downs including access to medication, food and emergency care.

### **Accommodations for Self-Management**

The school nurse, parents/guardian and the student should consult to determine the most appropriate location for glucose checks and insulin administration should consider;

- The age and developmental level of student
- Privacy concerns
- The length of time since diagnosis
- The child's capacity to implement procedures, including cleanup and disposal of medical waste, in a consistent, correct and safe manner and in accordance with district blood borne pathogens protocols.

### **POLICY ON MEDICATIONS**

All school medications and those brought to school by students will be kept in the school clinic in a locked cupboard or locked refrigerator. As per the DHA School Health, all medication required by students in school must be accompanied by a doctor's prescription. The cupboard will be locked at all times and the keys will be kept out of students' reach. A list of all medications and their expiry dates, recommended dose, side effects will be kept in the cupboard. Epi-Pens are to be stored in a dark place at room temperature. Each Pen will be clearly labeled with the student's name and expiry date. The refrigerator temperature will be kept between 2 and 8. Degrees Celsius, medication requiring this temperature will be stored there e.g. insulin.

### **WRITTEN REQUEST**

- The parent / guardian must complete a Medication Authorization Form prior to administration of any medication within the school, and must be accompanied by doctor's prescription.
- A separate request form must be completed for each medication.
- A new request form must be completed for any change in the original request.
- A medication request form is valid for the current school year and must be renewed at the beginning of each year.
- Requests forms will be maintained by the school nurse and kept in the student's medical file.
- All information requested on the form must be provided before any medication may be administered.

### **This information includes:**

- Students name.
- Name of medication.
- Dosage of medication.
- Route to be given.
- Time and dates of administration.
- Date request made.
- Reason for the medication.
- Parent/ guardian and nurse's signature.
- Contact telephone numbers.

### **Medication Container And Labels**

- Medications, prescribed and non-prescribed, must be in the original, properly labeled container.
- All open medications will contain a label stating the date of opening.
- A new label is required for any dose change.
- Any Pro Re Nata (as needed) medication must include written clarification of dose and frequency e.g. Panadol.

### **Administration**

- The 10 R's of drug administration will be used at all times when administering medications i.e. right person, right medication, right time, right dose, right route, right documentation, right reason, right to refuse, right client education and right assessment.
- Prescribed and non-prescribed medications required by students should be administered at home wherever possible. Parents are encouraged to set medication times to outside of school hours.
- Where home administration is not possible, the school nurse may administer medication in accordance with the school guidelines.
- The school nurse or trained staff member designated by the nurse, may administer an epi-pen for Asthma inhaler if necessary e.g. on school trips if the nurse is not present.
- Volunteers and on call staff may not administer medications.
- The school nurse will not administer expired medications.
- Medication will not be administered in a dose that exceeds the recommended maximum dosage.
- Parents or guardians must pick up all medications after they are discontinued.
- Nontraditional forms of medication e.g. herbal or home remedies will not be administered in the school (as dosage and action cannot be determined).
- All school supplied medication will be signed for by the school doctor, this includes oxygen.

## **EMERGENCY MEDICATIONS**

**Children with special medications that require medicines to be kept in the clinic are asked to obtain an Individual Health Care Plan and a prescription from their doctor. This will be attached to their file for continuity of care and safety.**

# Patient Transfer and Referral

## Accident And Medical Emergencies.

### Accidents That Do Not Require Hospital Transfer -

In The Event A Student Is Involved In An Accident Or Incident That Requires More Than Basic First Aid Intervention The Following Steps Should Be Followed

- The First Responder Will Assess And Stabilize The Student.
- The Second Responder Will Contact The Nurse And Will Call Administration If Emergency Services Are Required.
- If Possible, Move The Student To A Quiet Area, Once Assessed By The Nurse
- Instruct The Teachers To Reassure The Other Students.
- The Student Must Be Kept Under Adult Supervision Until Recovered Or In The Care Of An Appropriate Medical Serviced, The Emergency Treatment Response Protocol Form Will Need To Be Filled In And Sent With The Student.
- Parents Or Guardians Are To Be Contacted.
- The Appointed Staff Member Will Stay With The Student Until The Parent/ Guardian Arrives.
- All Accidents And Emergencies Are Documented In The Accident And Incident Book In The Nurses' Clinic.
- An Incident Form Must Be Completed By The Nurse And The Person Who Saw The Incident For Documentation Which Will Be Signed By The Head Of Section And Principal Within 24 Hours.

### EMERGENCIES THAT REQUIRE HOSPITAL TRANSFER

As per the Dubai Health Authority policy, in the event of an emergency when a student needs transfer to a hospital, the following procedure is followed:

- The School Administration should inform parents of the student, and arrange for an ambulance on 998 and the child will be transferred to a government hospital as per their policy (Rashid of Dubai Hospital).
- If the school has two nurses, one nurse should escort the child in the ambulance to the hospital.
- If the school has only one nurse, the school Administration should arrange a staff member to escort the child in the ambulance to the hospital.
- If a student needs to be transferred to an emergency facility and no ambulance is available the school nurse, plus a designated driver will transfer the student to the hospital.

#### Emergency Service.

The following information needs to be brought to the hospital with the child

- The student's name, age, address and telephone number.
- The parents/ guardian's name, address and telephone number.
- Any known allergies and any relevant medical history.
- Date, if possible, of last tetanus immunization.
- An accurate account of the accident.
- Details of any medication and first aid administered in the school.



# Health Record Management and Retention

## Introduction

Medical records are a combination of both self-reported student's information and a physician's notes on diagnoses, care, and treatments. These histories involve a variety of information about a child's health history and personal habits including:

- Significant illnesses and medical conditions, including documentation on lab findings, diagnosis, and treatment plans.
- Physical exams, allergies, medications, and any adverse reactions.
- Preventive therapies such as immunizations and screenings.

A personal School Health Record is regularly maintained for each student, where all scheduled vaccinations annual check-ups (height, weight, BMI etc..) and any other visits to the school clinics are recorded. As part of our policy to promote a healthy lifestyle the school conducts various examinations like vision test, oral check-ups. Parents will be notified in advance about any forthcoming examinations that their child may be involved in. Students Health records will be handled confidentially at all times.

**Parents are required to fill and submit medical detail forms, consent forms of Vaccination. Parents are requested to complete all due doses of vaccines for their children and required to provide their children updated vaccination cards to the school clinic.**

## Medical Reports and Medical Alert Forms

A medical report must be submitted to the School Clinic where there is any change in health condition or a new medical condition for your child and any treatment given by the school clinic. If your child has a pre-existing condition, (allergies, asthma, convulsions, and diabetic emergencies) the school clinic needs to be notified in advance.

Essential record and reports in the school clinic are

- Clinic daily report
- Incident report
- Students medical condition & allergy report
- Students referral report
- School health report.
- Individual health care plan

**Clinic daily report:-** The student clinic daily report is maintained by the school nurse which includes the student's name , grade, class ,time of the clinic entry, time of leaving, chief complaints ,provided intervention etc. .These reports should be used for future reference and identify the particular students visiting the clinic with specific complaints. In case of any students visiting the clinic frequently, it is notified to the parents as well as the class teacher.

**Incident report:-**The school clinic maintains a separate Incident log book which records any accident or health incidents which may have occurred during the day. This should be brought to the notice of the Principal / Sections heads immediately and should include all details of the incident including place, date, time, witness to the incident etc. This form should be signed by the Principal within 24 hours and kept confidential unless for any further medical or enquiry purposes. The report should also include details of the injury, first aid administration and whether hospitalization was provided.

**Student medical condition & allergy report:-** After receiving the health history from the parent, the school nurse should verify the forms and find out the students with medical conditions and are allergic to any medicine or any other substances. These health information should be handled to the class teacher as well. If the child is using school transportation, it should be handed over to the driver as well.

If this child is brought to the clinic with any other condition, the nurse should be vigilant about the child's condition and allergy background. If any abnormalities are found during school hours, the parent as well as class teacher should be informed immediately. If this child is receiving any medication for the conditions, a nurse should be requested to fill up the school medication authorization forms and provide the medication in the clinic with stated child name, name of the medicine, dosage, frequency etc. Nurses should be notified of the expiry date and inform the parent prior one month of the medicine expiry.

**Student's referral report:-** Any student's health condition is not improving after giving care in the school clinic or if need any additional health care rather than the available health services or if the condition is worsen, should transfer the child to the advanced health care area. Referral reports should include the details about the treatment provided, Time of the child arrived in the clinic, Time of the client leaving from the clinic etc and relationship of the accompanied person etc.

**Individual healthcare plan:-** Individual healthcare plan is essential for any child in the school with medical conditions like asthma, diabetes, epilepsy and other diagnosis. In this case, the nurse should formulate an individual health care plan as per the child's condition and inform the class teacher as well as Principal and Supervisors. This should be updated at regular intervals.

**Immunization register:-**

As per the rules of DHA, every school should maintain an immunization register which includes student name, grade & name of the vaccine which he/she received in school and outside of the health centre. Each student has one number, it should not be changed until she /he leaves the school. Nurse should update this register and find out if any vaccine is missed according to the age .If any vaccine is missed to date, the nurse should contact the parent and inform them prior.

### Principles of Medical Record

- The medical record should be complete & legible
- The documentation of each student record should include
  - The date
  - The reason for the clinic visit
  - Appropriate history and physical exam in relationship to the student chief complaints
  - Assessment & plan of care.
- Past and present diagnosis should be accessible to the treating or consulting pediatrician
- Relevant health risk factors should be identified.
- Child's progress, including response to treatment, change in treatment, change in diagnosis, child non-compliance should be documented.
- The written plan for care should include, when appropriate:
  - Treatment & medications, specifying frequency & dosage,
  - Any referrals and consultation
  - Health education and specific instruction for follow up.
- The documentation should support the intensity of the patient evaluation and or the treatment, including thought process and the complexity of the medical decision making as it relates to the child's chief complaints.
- All entries to the medical record should be dated.

### Student Medical Records:

- A legible, complete, comprehensive, and accurate student medical record is maintained for each student.
- A record includes a recent history, physical examination, any pertinent progress notes, and laboratory reports, imaging reports as well as communication with parents.
- 3 Records and highlight allergies and untoward drug reactions.
- The clinic maintains an Immunization record of all students and prescribes and administers immunization in case applicable as per the DHA guideline
- Documentation of the health care provider's orders, if any, and parental permission to administer medication or medical treatment to be given in school by the school nurse.

Appropriate steps shall be taken for the protection of all student health records, including the provisions for the following:

- Secure records at all times, including confidentiality safeguards for electronic records.
- Establish, document and enforce protocols and procedures consistent with the confidentiality requirements.

This record shall be sent in a manner consistent with upholding confidentiality. This protocol entails the Health Record guidelines which is given by DHA website [www.dha.gov.ae](http://www.dha.gov.ae).

# Immunization

## Introduction

Immunization is one of the most cost effective health interventions known to mankind. This policy will pledge the improvement of immunization as well as provision of technical guidance to health care providers to ensure that they follow best practices in terms of administering and strong vaccines.

## Purpose

The DHA is the sole responsible entity ensuring that all healthcare facilities and professionals in the emirates of Dubai provide the highest level of safety and quality immunization services at all times, through the development, establishment, and enforcement of minimum required standards of vaccine qualified clinics.

## DHA immunization schedule for children between 0-6 yrs.

- At birth: BCG, Hep B
- Two months: DTAP, Hib, Hep B,IPV,PCV
- Four months:-DPT, Hib, Hep B, OPV,PCV
- Six months:-DPT, Hib, Hep B, opv, pcv
- 12 months: MMR, Varicella.
- 18 months: Dtap, Hib, OPV,PCV
- Five to six years:-DPT, OPV, MMR, Varicella.

## DHA immunization schedule for persons aged 7-18 years

- TD/Tdap at age 11-12 years for those who have completed the recommended childhood DTP/DTap vaccination series.
- Meningococcal conjugate vaccine at age 11-12 yrs and at age 13-18 yrs if not previously vaccinated.
- Hepatitis B –3 dose series to those who were not previously vaccinated.
- Varicella 2 doses series if not previously immunized.
- MMR 2 doses at least 4 weeks apart if not previously immunized.
- Human papillomavirus vaccine is recommended for girls 11-16 years of age.

## Vaccine Storage Equipment

- The Refrigerator
- Vaccine carriers
- Ice packs
- Cold box

## Types of Vaccine Thermometer

- Bar type
- Digital type
- Dial type

## Immunization Information System

- Basic recording tools
- The main recording tools that each health facility must use are
- Immunization register
- Child immunization card
- Tally sheets

### Immunization Adverse Events

Common minor vaccine reactions include local & systemic reactions. These reactions can result as part of the immune response or reaction to some of the vaccine components such as aluminium adjuvant, stabilizers or preservatives. These reactions occur within a day or two of immunization. And they only last one to a few days.

Local reactions

Local reactions include pain, swelling, and redness at the injection sites.

### Prevention & Treatment of Vaccine Reactions

Vaccines are contraindicated if there is serious allergy to the vaccine or its components.

Live vaccines should not be given to immune deficient children. Advice on managing the common reactions should be given to parents. A feverish child can be cooled with a tepid sponge or bath, and by wearing cool clothing. Extra fluids need to be given to feverish children. For local reaction, a cold cloth applied to the site may ease pain.

## SCHOOL HEALTH VACCINATION

### Routine immunization schedule

Grades 3-8		Term 1
Vaccines	Child Age	Interval
DPT/OPV 2ND BOOSTER	5-6	2 ½ years interval from the first booster
MMR 2ND dose	5-6	5-6 4 years
TD/OPV 3rd booster	10	5 years from 2nd booster
TD 4th booster	15	5 years interval
HBV 1ST dose	5-12	
HBV 2nd dose	5-12	1-2 months
HBV 3rd dose	5-12	4 months

### IMPORTANT NOTES

If the child was never vaccinated (up to 15 yrs) give Mantoux test.

- If Mantoux reading is negative give BCG and one dose of MMR,TD & OPV
- TD & MMR can be given up to 18 years of age
- No opv after 15 yrs. of age
- No DPT after 6 yrs. of age
- No DPT for children with epilepsy or febrile convulsion. DT can be given.
- 3 doses of HBV should be finished before 12 years of age.
- No vaccination shall be planned utilizing photocopy of vaccination records. The original vaccination card should be available or a letter signed by the parent stating the original vaccination card was lost.

Students should be prepared for vaccination with consideration for their age and stage of development. Parents/guardians and patients should be encouraged to take an active role before, during and after the administration of vaccines.

# Infection Prevention and Control Policy Guidelines

The school reserves the right not to admit any student onto the premises who appears to be suffering from an infection or contagious disease. A student who is unwell on arrival to school will be sent home to minimize the risk of cross infection.

Any student who has any of the following symptoms should be seen by a physician or remain at home until fully recovered.

- Fever (must not return to school for 24 hours after fever has resolved without medication).
- Diarrhea.
- Vomiting.
- Eye or ear discharge.
- Red eye.
- Rash of unknown origin.
- Ringworm.
- Known contagious infections.

The school guideline is that all students are symptom free, prior to returning to school. Parents/guardians are required to contact the school if their child will be absent for a period of time. Any parent requesting any medical or health information will be referred to the nurse. 10.6 If a student needs to be assessed by the nurse during the school day they must have permission from their class teacher to come to the clinic bringing with them a Nurse pass. Students who are to be sent home must be collected. The school will not send the child home by bus.

Children diagnosed with communicable disease may come back to school provided they are symptom free and have a medical certificate given after a follow up with the doctor and was checked by the nurse in the school clinic.

**DHA list of communicable diseases are as follows but not limited to the following**

Disease or condition	Incubation period (Approximately)	Exclusion cases	Exclusion contacts
Chicken pox	From two to three weeks; Usually 13-17 days	Exclude from school until vesicles become dry or 10 days from appearance of rash	Not excluded
Conjunctivitis		Until discharges from eyes has ceased	Not excluded
Diphtheria	Two to five days	Until cultures are negative, until receipt of a medical certificate of recovery from infection	Domiciliary contacts excluded until investigated by medical officer and shown to be clear of infection
Giardiasis (Diarrhoea)	One to three weeks or longer; or average seven to ten days	Until diarrhea ceases	Not excluded
Hepatitis A	Fifteen to fifty days; the average twenty eight to thirty days	Exclude from school or work for one week after the onset of illness or jaundice. Until receipt of a medical certificate of recovery from infection or on subsidence of symptoms	Not excluded
Hepatitis B	Sixty to ninety days: the range is forty five to one hundred eighty days	Until recovered from acute attack	Not excluded

<b>Impetigo(school sores)</b>		Until sores have fully healed. The child may be allowed to return earlier provided that appropriate treatment has commenced, and that sores on exposed surfaces such as scalp, face, hands or legs) are properly covered with occlusive dressings	
<b>Measles(Rubella)</b>	Appropriately ten days, but varies from seven to ten days and may be as long as fourteen days until the rash appears	Until at least five days from the appearance of rash, or until receipt of medical certificate of recovery from infection	Non-immunized contacts must be excluded for thirteen days from the first day of appearance of rash in the last case unless immunized within 72 hours of contact
<b>Meningococcal infection</b>	Commonly three to four days, but can vary from two to ten days	Until receipt of a medical certificate of recovery from infection	Household contacts must be excluded from school or child care until they have received appropriate chemotherapy for at least 48 hours
<b>Meningitis(Viral, Aseptic)</b>	Varies with specific agents. Twelve to twenty five days; commonly eighteen days	Exclusion from school, child care or workplace until nine days after the onset of swelling. Until fully recovered.	Not excluded.
<b>Pediculosis (Head lice)</b>		Until appropriate treatment has commenced	Not excluded
<b>Pertussis (Whooping cough)</b>	It is commonly seven to ten days; rarely more than fourteen days.	Until two weeks after the onset of illness and until receipt of a medical certificate of recovery from infection	Household contacts must be excluded from attending a children's services centre for twenty one days after last exposure to infection if the contacts have not previously had whooping cough or immunization against whooping cough.
<b>Poliomyelitis/Acute flaccid Paralysis(AFP)</b>	Seven to fourteen days the range is Thirty five days for paralytic cases	Exclude from schools and children's settings until at least fourteen days after onset of illness and until receipt of a medical certificate of recovery from infection	Not excluded
<b>Rubella(GERMAN MEASLES)</b>	Sixteen to eighteen days	Exclude from school for at least five days after onset of the rash	Not excluded
<b>Scabies</b>	Two to six weeks before itching occurs in a person not previously infected if a person is re-exposed it is one to four days.	Until appropriate treatment has commenced.	Not excluded.
<b>Shigellosis (Diarrhoea)</b>	From twelve hours to four days (Usually one to three days)	Until diarrhea ceases	Not excluded
<b>Streptococcal infection including scarlet fever</b>	One to three days	Exclude from schools and children's settings until a medical certificate of recovery from infection has been obtained	Not excluded
<b>Trachoma</b>	Varies	Until appropriate treatment has commenced	Not excluded

<b>Tuberculosis</b>	From infection to the primary lesion or significant tuberculin reaction; about four to twelve weeks.	Until receipt of a medical certificate from a health officer of the department that child is not considered to be infectious.	Not excluded
<b>Typhoid fever</b>	One to three weeks (depending on the infective dose from three days to three months)	Until receipt of a medical certificate of recovery from infection	Not excluded unless the medical officer of a health of the department considers exclusion to be necessary.

## Food Allergy Management Policy

This policy is concerned with a whole school approach to the health care and management of those students & staff of the school community suffering from specific allergies.

### Rationale

GIIS is not to guarantee a completely allergen free environment, rather to minimise the risk of exposure, encourage self-responsibility, and plan for effective response to possible emergencies. The intent of this policy is to minimize the risk of any student suffering allergy-induced anaphylaxis whilst at school or attending any school related activity.

The common causes of allergies relevant to this policy are nuts (in particular peanuts), dairy products, eggs, wasps, bees and ants. An allergic reaction to nuts is the most Common high risk allergy, and as such demands more rigorous controls throughout the policy.

### Background

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame and certain insect stings (particularly bee stings). The key to prevention of anaphylaxis in schools is knowledge of the student who has been diagnosed as at risk, awareness of allergens, and prevention of exposure to those allergens. Partnerships between schools and parents/guardians are important in helping the student avoid exposure.

### Purpose

- To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling.
- To raise awareness about anaphylaxis and the school's anaphylaxis management policy/guidelines in the school community.
- To engage with parents/guardians of each student at risk of anaphylaxis in assessing risks, developing risk minimisation strategies for the student.
- To ensure that staff have knowledge about allergies, anaphylaxis and the school's guidelines and procedures in responding to an anaphylactic reaction.

### The underlying principles of this policy include:

- The establishment of effective risk management practices to minimise the student, staff, parent and visitor exposure to known trigger foods and insects.
- Staff training and education to ensure effective emergency response to any allergic reaction situation.
- Age appropriate student education on allergy awareness and self-responsibility.



## Scope

This policy applies to all members of the staff

- School Staff
- Parents / Guardians
- Teachers

Students' Medication will be kept in a secure place, out of the reach of pupils. Unless otherwise indicated all medication to be administered in school will be kept in a medicine cabinet.

The school will keep records of all medication administered. If children refuse to take medicines, staff will not force them to do so, and will inform the parents of the refusal, as a matter of urgency, on the same day. If a refusal to take medicines results in an emergency, the school's emergency procedures will be followed.

### It is the responsibility of parents to:

Notify the school in writing if the pupil's need for medication has ceased.

Renew the medication when supplies are running low and to ensure that the medication supplied is within its expiry date.

### Parental instruction

- The school will not make changes to dosages on parental instructions.
- School staff will not dispose of medicines. Medicines, which are in use and on date, should be collected by the parent at the end of each term.
- Date expired medicines or those no longer required for treatment will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.
- For each pupil with long-term or complex medication needs, the Principal will ensure that a Medication Plan and Protocol is drawn up, in conjunction with the appropriate health professionals. .
- Parents will be asked to confirm in writing if they wish their child to carry their medication with them in school.
- Inhalers should be kept in the medical cupboard but senior pupils may take responsibility for keeping their own inhalers.

The nurse will organize a school allergy list that will be given to the teaching staff, admin staff and supervisors; it will include a photo of the student and specific information about their allergy and symptoms.

All students with life threatening allergies will have their photo attached to the allergy list, and will be identified at registration; if the student requires an Epi-pen its location will also be documented on the list.

### Life Threatening Allergies

- While it is impossible to create a totally risk-free environment, school staff and parents will take every precaution to minimize potentially fatal allergic reactions.
- An emergency response treatment protocol will be completed for all students with life threatening allergies. A copy will be given to the parent/ guardian. The protocol will be reviewed annually to ensure that it is still current.
- The Parents are requested to provide an Individual Health Care Plan from their doctor and will be attached to the child's file.

### **Individual Healthcare Plan will include:**

- A plan for transport to the nearest emergency facility.
- Telephone number for parents and alternate emergency contacts.
- Students' photo.
- Specific information about the student's allergy.
- Authorisation and direction for administering emergency medications.
- Treatment protocol form will include parental authorization for emergency protocol.
- Emergency medication will be stored, in a location which is known to all staff e.g. Epi-pens. Epi-Pens are only designed to give you a grace period to seek medical help. From the time of injection, you have 15 minutes to get an ambulance or get to an emergency facility.

### **Safe Classroom Management For Children With Allergies**

- Students with allergies must only eat the food they bring from home.
- Trading and sharing food is not permitted.
- Students are reminded not to share cups and straws.
- Hand washing is required before and after eating.
- Desk and other eating surfaces are kept clean after food.
- Information regarding the students' allergies is kept in the file of each staff members privately.

**Outdoor Heat Exposure:** In conjunction with the nurse and academic faculty, when the heat index reaches 40 degrees Celsius all KG and Primary children will remain indoors for the breaks and will have indoor physical education (PE). An email will be sent, as early as possible, to all teachers advising them that a red break has been called.

## Head Lice Policy

Whilst parents have the primary responsibility for the detection and treatment of head lice we work in a cooperative and collaborative manner to assist to manage head lice effectively.

- No routine lice checks are needed. There is no requirement for the schools to undertake routine "head lice inspection" programmes. However, if a case of suspected head lice is reported to the school nurse a head inspection is carried out, by the school nurse.
- If the teacher suspect, the nurse should check and the doctor if available should confirm
- Head lice and nits can be visible with the naked eye, It's recommended to use the conditioner/fine toothed combing detection method, although use of a magnifying lens may be necessary to find crawling lice or to identify a developing nymph inside a viable nit. Nits are often confused with other particles found in hair such as dandruff, hair spray droplets, and dirt particles.
- Only exclude children from school with live lice.
- No need to send kids who were infested immediately home from school
- Send kids home at the end of the day with a note if a school nurse discovers lice
- Children found to have nits are allowed to come to school
- Children are allowed back in school with nits provided they've been treated with a medicated shampoo to remove lice
- Repeat treatment one week after the first shampoo to ensure that any bugs that hatch from the eggs — which treatments don't destroy — will be eradicated

**Parents' Responsibilities:** Mass screening of all pupils in a classroom and/or school does not control the spread of head lice. Rather, the spread of head lice can be minimized with routine inspection for live head lice and nits by all parents and full treatment of those pupils with live head lice.

**Parents and guardians are responsible for:**

- Knowing head lice signs and symptoms.
- Routinely checking their child's head for head lice once a week.
- Telling their child's school, close friends, etc., that their child has head lice.
- Ensuring that full, proper treatment has been completed before the pupil returns to school.

**Advice to Parents:**

How to Find Head Lice: Severe itching is the most common sign of head lice.

Look for head lice and tiny white or grey coloured eggs called nits. Nits look like tiny water drops and are stuck on the hair. They are hard to remove. While nits might signal a live infestation, they don't necessarily mean that live head lice are present; the eggs may have already hatched.

- Check your own head and the heads of everyone who lives in the home.
- Advise school that your child has head lice, also tell the parents of your child's friends to check their child for head lice.

**How to treat Head Lice :**

- Information about special medicated treatments is available from the pharmacist or doctor.
- Only use medicated treatments on your child's head if you find live, moving head lice. Follow the manufacturer's instructions carefully.
- Do not use medicated treatments if you just find eggs or nits.
- After treating your child's hair, make sure there are no live head lice. If you still find head lice that are moving, go back to the pharmacist or doctor for help.
- You can choose to remove nits from the hair by pulling them off with your fingernails or a special lice comb, but this is not necessary. After the first treatment parents should:
- Check the child's head to make sure the treatment was successful. It was successful if no live lice are found.
- Speak to a pharmacist about another chemical treatment if you still find live lice.
- Continue to check the child's head every day for 10 days. This is important as eggs that you are unlikely to have seen will continue to hatch.
- Do a second treatment 7 to 10 days after the first successful treatment. Chemical treatments do not completely kill eggs. The second treatment will kill lice that hatch after the first treatment.

**After the second treatment parents should:**

- Visually inspect the child's head to make sure the treatment was successful.
- Parents can remove any nits if they choose.
- Inspect the child's head every two days for 10 consecutive days.
- After 10 days of inspecting without detecting more live head lice, return to checking the child's head once a week for nits and lice.

**How to Prevent Head Lice:** Knowledge is one of the most important steps to both prevention and treatment. Parents and school staff both play key roles in preventing head lice. It is important that parents regularly check their child's head and encourage their child to follow the advice below.

- Do not share personal items, such as combs, hats and scarves.
- Keep hats and scarves in a coat sleeve or pocket instead of in a spot with other hats and scarves.
- Tie long hair back.
- Check your child's head every week for head lice.

### **Important Dates - Academic Year 2022-2023**

Month	Date	Events
March 28	28	The extra classes for Grade X [AY 2021-22]
April 2022	1	Orientation for Parents (KG - Grade 8)
	4	First academic year for students
May 2022	2-4	<i>*Eid Al Fitr (tentative)</i>
May	23	Grade 1-10 Assessments Begin
June	3	Grade 1-10 Assessments End
	18	First PTM
July	4	Summer Break Begins
	4-15	Summer Classes for Grade 10 and 11
	4	<b>Summer Camp Begins</b>
	11-13	<i>*Eid Al Adha (tentative)</i>
August 2022	4	Summer camp ends
	22-26	Professional Development for Teachers
	29	Students Return from summer break
September 2022	26	Grade 1-10 Assessments Begin
October 2022	7	Grade 1-10 Assessments End
		<i>*Prophet Mohammad's (PBUH) Birthday</i>
	10	(Non instructional Working Day) , Professional Development for Teachers
	22	Second PTM
	24	Family Day (Diwali)
November 2022	8	(Non instructional Working Day) , Professional Development for Teachers
December 2022	1-2	Martyr's Day and National Day
	12-30	Winter Break
January 2023	16-30	Grade 1-10 Assessments
	26	Republic Day
February 2023	11	Third PTM
	27	Grade 1-9 Assessments Begin
March 2023	10	Last Academic day for Pre-primary Students
	13	Grade 1-10 Assessments End and last day for Grade 1-10 students

*\*Eid Al Fitr (tentative) : \*All Islamic holidays are subject to confirmation from the Ministry of Education*