GCS

Parent Handbook

2022-2023

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Dear Parents,

It is with pleasure that I welcome you to **GEMS Cambridge International Private School – Sharjah (GCS)**. Our mission is "To enable our students to realise their full potential in a multicultural, caring and positive learning environment. We endeavour to develop responsible, globally conscious citizen. We will support all of our students to develop their skills as lifelong learners with a strong sense of self-worth."

We are delighted to go into our fourth year of opening a brand new school in the heart of the "Cultural Capital of the Arab World." This is an ideal opportunity for us to build on the success and legacy of the GEMS Cambridge Schools in Dubai and Abu Dhabi, which span over more than three decades. Not only do we implement the best practice from our family of schools, but we also create a unique school with its own identity and strengths. We create a learning environment that enhances academic achievements by instilling values, which guide the daily lives of our students.

GCS prides itself as a values-driven community where children feel happy and safe. We place a strong focus on design thinking and problem solving in whatever we do within and outside of the classroom. Students have daily opportunities to explore innovative solutions to complex challenges. Through appreciative inquiry, we acknowledge the good in everyone we meet and everything we see.

The size and structure of our school allows each student to be treated as a unique individual. We carefully recruit staff who demonstrate a genuine passion and imagination for learning, who can inspire, engage and challenge each student. The staff at GCS take their role as mentors very seriously. They seek to guide and mentor students as they begin to take responsibility for their own decisions, determine their own attitudes and form their own opinions as to what life is all about. Support is provided to students to achieve academically and grow physically, socially and spiritually in a happy, secure environment.

School should be a place where each student gains memories that will be cherished forever, friendships that will last a lifetime and knowledge and experiences that will prepare them for their adventurous life ahead. It should also be a place, that when the time comes for students to leave school, they are happy to be moving on, but also sad as they are leaving a place they love.

Albie Huyser
Principal/CEO
GEMS Cambridge International Private School – Sharjah

1. Our Vision

Vision Statement

Our vision is to support high quality education for the diverse and wider community of Sharjah by offering an affordable GEMS school with an international environment delivering the National Curriculum for England.

At the GEMS Cambridge International Private School, we foster an environment of respect and trust and we treat every child as an individual personalising the approach to their learning. Our aim is to build confidence and develop initiative in our students within a safe, happy and inclusive school. The GEMS core values of Always Learning, Care, Excellence and One Team lie at the heart of the GEMS Cambridge International Private School.

Mission Statement

GEMS Cambridge International Private School, will enable students to realise their full potential in a multicultural, caring and positive e learning environment. Through our broad and balanced curriculum, we will endeavour to develop responsible, globally conscious citizens. We will support all our students to develop their skills as lifelong learners with a strong sense of self-worth.

We understand that helping develop global citizens who can achieve what they dare to dream requires strong and effective partnerships with parents. We recognise that education and learning are ongoing shared responsibilities between home and school, and we provide a full programme of parental consultation evenings, coffee mornings and parental engagement workshops.

Together we can provide the best support for children throughout all stages of their education.

GCS Values

| KINDNESS | HONESTY | INTEGRITY | RESPECT |

2. The GEMS Core Values

ALWAYS LEARNING

My open minded curiosity fuels my love for learning. I ask questions &listen so that I continuously learn &improve.

CARE

I respect the needs of my stakeholders. I will ensure they feel listened to and cared for.

EXCELLENCE

I dream big, setting ambitious goals, aiming to be the best at what i do.

ONE TEAM

I am a team player. I work with the bigger picture in mind. I put the team's needs ahead of my own.

3. The Education Team at GCS

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<table>
<tr><td colspan="3">GEMS Cambridge International Private School Staff Directory</td></tr>
<tr><td>No.</td><td colspan="2">The Executive Leadership Team</td><td>Email ID</td></tr>
</table>

No.	The Executive Leadership Team		Email ID
1	Albie Huyser	Principal/CEO	a.huyser_gcs@gemsedu.com
2	Darren Mumford	Vice Principal	d.mumford_gcs@gemsedu.com
3	Keiron Tucker	Head of Secondary	k.tucker_gcs@gemsedu.com
4	Michelle Motley	Head of Primary	m.motley_gcs@gemsedu.com
5	Charne Rossouw	Whole School Teaching & Learning Coach	c.rossouw_gcs@gemsedu.com
6	Walaa Elsayed	Head of MoE Subjects	w.elsayed_gcs@gemsedu.com
The Senior Leadership Team			**Email ID**
1	Shahana Salman	Whole School Culture & Community Coordinator, Head of Sixth Form	s.salman_gcs@gemsedu.com
2	Sheillie Chaudhary	Innovation & UAE Agenda Lead	s.chaudhary_gcs@gemsedu.com
3	Ceanlia Vermeulen	Head of Inclusion	c.vermeulen_gcs@gemsedu.com
4	Helen Mumford	Assistant Head of Secondary	h.mumford_gcs@gemsedu.com
5	Lisa Latham	Assistant Head of Primary	l.latham_gcs@gemsedu.com
6	Tim Friend	Assistant Head of Primary	t.friend_gcs@gemsedu.com
7	Nicola Newing	Assistant Head of Primary	n.newing_gcs@gemsedu.com
8	Charlotte Brookes	Head of Early Years	c.brookes_gcs@gemsedu.com
9	Asha Fernandes	Design Thinking Lead Practitioner	a.fernandes_gcs@gemsedu.com
Front of House Team			**Email ID**
1	Swaraj Veettil	Manager of School Operations	s.veettil_gcs@gemsedu.com
2	Diana Raichel	Assistant Manager of School Operations	d.raichel_gcs@gemsedu.com
3	Laji Surendran	HR Executive	l.surendren_gcs@gemsedu.com
4	Neeti Gorde	Registrar	n.gorde_gcs@gemsedu.com
5	Nisrein Alnajjar	Parent Relations Executive (PRE)	n.alnajjar_gcs@gemsedu.com
6	Zara Khan	Executive Secretary	z.khan_gcs@gemsedu.com
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11	Shivani Jain	Librarian	s.jain_gcs@gemsedu.com
12	Salman Ahmed	Stationery Store Officer	s.ahmed_gcs@gemsedu.com
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14	Jelin Johnson	Cashier	j.johnson_gcs@gemsedu.com
15	Muhamed Rafeeq	IT Engineer	m.rafeeq_gcs@gemsedu.com
16	Johny Kondra	Assistant IT Engineer	j.kondra_gcs@gemsedu.com
17	Nitin Chaudhary	Technology & Marketing Specialist	n.chaudhary_gcs@gemsedu.com
18	Dhivya Vinothraj	Data Manager	d.vinothraj_gcs@gemsedu.com

4. Summary of Term Dates 2021-2022
- all dates subject to final SPEA approval

Term 1 2022	
Start of term for students	Monday 29 August 2022
Last day of term for students	Thursday 8 December 2022

Term 2 2023	
Start of term for students	Monday 2 January 2023
Last day of term for students	Thursday 23 March 2023

Term 3 2023	
Start of term for students	Monday 10 April 2023
Last day of term for students	Thursday 29 June 2023

5.   School Day Timings

School Timings:
Monday – Thursday 7:45am – 2:40pm
Front of House and the Registrar's Office: 7:30am – 4:30pm
Fee Counter: 7:30am – 4:30pm
Book Store: 7:30am – 4:30pm

6.1 Visiting Hours
Parents may meet the Principal and members of the Executive and Senior Leadership teams on all working days during school hours once a prior appointment has been confirmed.
Parents may meet teachers after school by prior appointment. If you wish to meet a teacher please email him/her and they will arrange an appointment accordingly.

6.   Attendance and Punctuality

7.1 Routines for the beginning and end of the school day

Entrance to the school begins at 7:30am. We ask that all parents park their cars at allocated parking zones and follow the school's safeguarding safety policy and the road safety laws on the commercial road outside the school. Common courtesy and consideration of everyone's safety and wellbeing is expected at all drop off and pick up times.

7.2 Adult to Adult Policy

All FS1 – Year 2 students must be handed from an adult to an adult. Students should be taken to their class by the parents and handed to the class teacher.
All students from Year 2 – 10 and Year 12 must go to their class ready for the National Anthem and important announcements, which will take place at 7:45am.

6.3   Drop Off and Collection Procedures for <u>non-bus users</u>

Entrance to the school starts at 7:30am. All students must be on site by 7.45 am at the latest.

Students will be marked late if they arrive after 7:45. If students arrive after 7:50am am he/she must go to the Reception desk to sign in before joining his/her class. This ensures that the reception team marks your child as 'present' on the register to ensure that the school has an accurate record of which students are on site in case of an emergency.

We expect students to arrive punctually at school and we place great importance on developing punctuality as a sign of respect towards others in the community. Persistent lateness will be followed up by the Senior Leadership Team and where necessary, the Principal. We understand that there may be infrequent situations when you are unavoidably delayed and if this is the case, please call the school by 7:30am to inform our reception team of your child's lateness.

6.4   Collection

Mondays – Thursdays the school ends at 2:40pm and buses depart at 2:45pm.

FS1 to Year 2 parents must collect their children from their class at the end of the day if they do not use the bus service.

Year 3 – Year 13 students will gather at the daily collection point(s) to be met and collected by their parent/adult at the end of each school day. In the event that another adult needs to collect your child they must inform the teacher of the child's individual safe word or present the Parent ID.

6.5   Lateness

All students have to be collected on time at the end of the school day. In the unlikely event that you are going to be late to pick up your child, you must call the school. Any students who have not been picked up on time will be referred to the senior leadership team, who will deal with them accordingly. In an emergency when you are unable to collect your child on time, he/she will be placed with a member of the leadership team who will only release him/her once you provide the safe word or proof of ID.

6.6 Afternoon Drop Off Procedures for <u>bus users</u>

Upon arrival at the allocated drop off point, all students **must be met by an adult**. If an adult isn't there to pick up the child, then he/she will be brought back to the school where the parents will be called and asked to collect them.

6.7 Early Departure from school

The process to remove your child from school early is as follows:
- Regular attendance and punctuality are required, the minimum expectation being 98%. Early departure from school is not acceptable without a valid reason, due to the disruption to not only your child's learning, but also that of their peers.
- All requests for an early departure must be emailed to reception and the class teacher at **least three days** in advance, with details and an explanation of the valid reason with an explanation. In the event of an emergency, the parent must contact reception in order for us to support the family's needs.

- In the event that your child has to leave school early on the day, please ensure that you report at reception where the receptionist will give you an exit pass in order to leave the site.

6.8 Early Departure from school (emergency):

In the case of an emergency, if you do wish to collect your child early from school, the class teacher must be informed and a response received **before 12:30pm on that day.**

6.9 Sickness:

If your child is unwell, please keep him/her at home until they are well enough to return to school. This is particularly important to prevent the spread of communicable diseases.

Please call the school office before 7:30am explaining your child's illness and reason for absence.

All students are required to do PE unless there is a valid medical reason and a doctor's note should be provided. Should a note not be provided, they will be expected to take part in the lesson assisting the class teacher with coaching and officiating (where possible). If the parent feels their child should not take participate in a PE lesson, they should provide a note to the teacher to explain why.

6.10 Student Absence

Regular attendance and punctuality are a pre-requisite for pupil achievement and a vital preparation for adult life. Absence is monitored carefully and all unexplained absences are followed up.

Parents should not automatically expect that leave will be permitted by the school. The leadership team of the school will carefully consider a parent's request, and considered the child's current educational needs and attendance record.

If a child is absent for any reason, parents should email their child's class teacher before the start of school or telephone the reception.

6.11 Planned Absence:

- Planned absence from the school is actively discouraged. Medical appointments for example, should happen outside of school hours.

- Applications for absence for more than three days should be made to the Principal/CEO by letter well in advance. The letter should be signed, dated and a contact telephone number and email address provided. The letter should be handed into the school reception desk **at least two weeks** before the leave has been planned otherwise it will be considered as unauthorised absence.
- A member of the school leadership will contact the parent to discuss or confirm the approval of the request.
- Permission will only be given for valid reasons such as a serious medical issue or a family bereavement. Other requests will be evaluated on a case by case basis.
- A student's attendance record will be monitored closely and included as part of the interim and end of year reports. If a student's attendance record falls below 98% then a member of the Senior Leadership Team will arrange an appointment with the student's parents.

6.12 Un-notified Absence:

If your child is away from school for whatever reason, please ensure that you inform the class teacher by email. If we do no hear from you, the first day of absence, shall result in a courtesy email to you to enquire as to the reason why. The second day will result in a phone call from the class teacher and the third day shall be a follow up call by a senior leader.

6.13

GEMS Cambridge International Private School Sharjah Attendance and Punctuality Policy

Last Amendment: August 2022
Policy Review Date: August 2023

Rationale:
GEMS Cambridge International Private School Sharjah (GCS) believes that regular attendance and punctuality are vital in enabling students to make the most of their learning opportunities and thus prepare them for the demand of their adult life. SPEA's commitment to good attendance as outlined in the Parent-School Contract has been taken into account in drawing up this policy.

As a school we will do all we can to maximise attendance for all students. Any problems that impede punctuality and regular attendance will be identified and addressed as speedily as possible. To this purpose, we give high priority to conveying to parents/guardians and students the importance

of regular and punctual attendance. We recognise that parents/guardians have a vital role to play and there is a need to establish strong home-school links and communication systems that can be utilised whenever there is a concern about attendance and punctuality.

Aims:
Through this policy we aim to:
- Encourage our students to strive for a 100% attendance record
- Keep the school's attendance above 96%
- Outline the steps the school will take to promote positive attendance and punctuality
- Outline absence procedures for parents to follow

Purpose:
To recognise that:
- Regular and punctual school attendance is vital if students are to benefit fully from the opportunities the school offers them
- Regular attendance makes learning easier
- The Curriculum underlines the importance of continuity and progression in the learning process
- Students who develop good patterns of attendance and punctuality early on at school tend to continue in this pattern throughout their school life and beyond
- With good attendance and punctuality students will achieve better results, greater confidence, have increased self-esteem and develop useful skills for the workplace
- Students may become vulnerable through events such as bereavement, divorce or separation and we have support systems in place to guide our students

Expectations
We expect that all our **students** will
- Attend school regularly and attend all lessons
- Arrive on time to school and to all lessons
- Be properly prepared and equipped for the day's learning
- Be fully involved in all lessons
- Follow correct procedures for attendance and punctuality
- Carry out any work provided by the school during an authorised absence period

We expect that **Parents/Guardians** will
- Place a high priority on attendance and achievement
- Not allow their child to have time off school unless it is unavoidable
- Endeavour to keep health appointments out of school hours where possible
- Endeavour to keep holidays out of term time

- Inform a member of staff (usually Tutor or Class Teacher) of any reason or problem that may hinder their child from attending school
- Work with the school to resolve issues and ensure good attendance and punctuality
- Ensure their child is punctual to school
- Parents should be aware that it is unacceptable to take students out of school for the following reasons:
    o Because it is their birthday
    o To buy new shoes / clothing
    o To visit a relative
    o To entertain visiting relatives and friends
    o To leave school early to travel for the weekend
    o Other non-essential reasons
- Contact school, by emailing the Form Tutor/ Class teacher, or by telephoning Reception on the first morning of absence, preferably before 7.45am, whenever their child is unable to attend school
- In the event of the child contracting an illness or suffering an injury which would make an absence of 3 days or more likely, parents should inform the school immediately and subsequently keep the school informed on progress.
- Complete a leave of absence request via the Parent Portal
- Parents who fail to co-operate with the school to ensure good attendance may have the school place withdrawn at the end of the academic year – As per Article 48 of the Bilo of Federal Law, concerning Private education

We expect the **Tutor/Class Teacher** will
- Set an example by having good attendance and arriving on time to registration – teachers should be in their classroom by 7.30am
- Take the register at 7.45am after the National Anthem has played.
- Take the register verbally and with the class in silence apart from answering to their name
- Explain the need for and promote habits of regular attendance and punctuality with the group and individuals
- Accurately mark the register
- Ensure absence notes are received
- Record reasons for absence accurately on the register
- To contact home if a student is absent from school without a reason **– by the end of the first day of absence, <u>via email.</u>**
- If there's no response by the end of the second day the Form Tutor/ Class Teacher calls home.
- Alert the Head of Year if a student has been absent for 3 days and parents have failed to contact school or answer email, or phone call requests. The HofY will then follow up.
- Alert the HOY regarding any concerns about absence and punctuality if action they have taken proves ineffective
- Keep a record of all intervention

- Celebrate attendance and punctuality appropriately for the year group e.g. Displays, certificates, letters home, assemblies, newsletters etc.
- Refer to attendance and lateness when writing reports using the following language

Attendance percentage	UAE Framework judgement
At least 98%	Outstanding
At least 96%	Very good
At least 94%	Good
At least 92%	Acceptable
Less than 92%	Weak
Less than 90%	Very weak

We expect the **Head of Year** will:
- Promote good attendance and punctuality within his/her year group to ensure targets are met
- Ensure all tutors /class teachers are familiar with and apply the policy consistently
- Provide support for teachers as required
- Monitor and supervise the work of their team in promoting and ensuring good attendance and punctuality
- Use half-termly data analysis to identify individuals and groups. The HOY will be looking for -
  a) unauthorised absence
  b) frequent short absences, particularly where a pattern emerges; e.g. every Thursday
  c) Persistent lateness
- For students with persistent lateness/ absence the HOY will decide on the best intervention method according to the individual circumstances of each student. Interventions may include:
  a) A priority mentoring session with the tutor
  b) The HOY meets with the students to discuss any issues
  c) The school counsellor to meet with the student
  d) Letter home outlining concerns
  e) A parent meeting with tutor/HOY/Pastoral leader/ Assistant Head
- The HofY will keep a record of all interventions and monitor improvements in attendance and punctuality

Lateness procedures
- A student is late if they arrive to registration after 7.45am (after the national anthem has played).
- If a student is late but the register is still open, the student will get a late mark
- If the student arrives after registration (later than 7.50am) then they must sign in at reception and receive a late mark they will be scanned or marked in at reception

- An email will be sent to parents to confirm that a student has arrived to school late.
- The lateness will be recorded and parents will be contacted as per the school lateness/punctuality flowchart. This is for both mornings drop off and afternoon collection.
- The school has a clear line of consequences for any student who is consistently late, with a final meeting being held with the Principal.
- The absence procedures and consequences of being consistently late are shared with all stakeholders at the start of the year as well as timely reminders throughout the year via various communications channels (e.g. parent handbook, newsletters and the school website)

Rewards
Students who have improved attendance and/or punctuality will receive a letter home

Students with 100% attendance and no lateness will be rewarded at the end of each term and tutor groups with the best attendance will also be rewarded.

Heads of Year will decide on appropriate rewards for their year group, which may include
- Certificates
- Mention in the school news letter
- Mention in a school assembly
- A letter home
- A gift certificate
- Prizes such as stationery items, or tutor group parties.

Attendance and Punctuality procedure—Morning

All students must be in their classroom for the National Anthem at 7:45am

⬇

If your child arrives after this time they will be marked as late on the school register.

Students that are late to school miss out on valuable learning and class activities.

⬇

You will receive an email notifying you that your child has been registered as late.

⬇ **If your child is late three times in a term.**

You will be contacted by:
The Assistant Headteacher Primary/Secondary.
The consequences will be discussed with you.

⬇ **If your child is late again.**

You will contacted by:
The Head of School Primary/Secondary.
The next step will be discussed with you.

⬇ **If your child is late again.**

You will be contacted by the Vice Principal.
The final warning will be issued.

⬇ **If your child is late for a final time.**

You will be contacted by the Principal.
The final step of the school policy will be executed.

Attendance and Punctuality procedure—Afternoon

All students must be collected at 2:40pm.
Students get very upset if their parent is not on time.
Thank you for being on time!

↓

If you do not collect your child on time, they will be moved to the late room.

↓

Your child will be registered as being collected late and you will have to sign the relevant documentation when you collect them.

↓ **If your child is collected late on three occasions in a term.**

You will be contacted by:
The Assistant Headteacher Primary/Secondary.
The consequences will be discussed with you.

↓ **If your child is late again.**

You will contacted by:
The Head of School Primary/Secondary.
The next step will be discussed with you.

↓ **If your child is late again.**

You will be contacted by the Vice Principal.
The final warning will be issued.

↓ **If your child is late for a final time.**

You will be contacted by the Principal.
The final step of the school policy will be executed.

7. Uniform and Dress Code

7.1 Uniform

- Full and correct uniform must be worn in, and whilst travelling to and from the school. This also applies to extra-curricular after school activities and travelling home on all school trips. Full uniform must be worn to all parent teacher consultations and other formal school events.
- Shirts/blouses should be of an appropriate size. All students' shirts should be properly tucked in at the waist at all times.
- Leggings for girls are not allowed. Burgundy tights is a core uniform and is part of the GCS school uniform.
- Ties are worn year-round and should be tied and worn covering the fastened top button.
- Black school shoes should be polished regularly.
- When sweaters are not being worn, they should not be tied around the waist.
- School uniform and personal items are the responsibility of the students and their family. Please ensure that all items of clothing and personal possessions are clearly labelled.

7.2 Footwear

Black formal leather shoes only. Trainers of any kind are not part of the school uniform and are not allowed to be worn with formal school uniform. White trainers should be worn with the school PE uniform.

7.3 Jewellery
- Students may wear a watch.
- Girls may wear one small stud in each ear lobe and these should be removed for PE and swimming. No other piercings are permitted.
- Jewellery items of religious significance may only be worn with prior approval by the school, following a formal written parent request.

7.4 Henna Tattoos
- These are only acceptable for religious/cultural reasons.

7.5 Hairstyles
- Girls – hair should be tied back fully off the face. The sensible use of hair accessories is acceptable to keep hair orderly and neat e.g. school coloured alice band, hairband, clips, slides, elastic bands, scrunchies are permitted.
- No make-up or nail polish are allowed to be worn by any student.
- Boys - hair must be neat and tidy no longer than a number two barber cut) and if your child has long hair long for religious and cultural reasons, their hair must be styled appropriately.
- We request no coloured gel, wax or mousse etc. be used when styling hair and no exaggerated styles or cuts.
- All Students – we request that hair must be of a natural colour and must not be dyed. We also request that the hair style itself is neat and modest. If the student's hairstyle contravenes any of the above requirements, the student will be requested to amend this with immediate effect.

8. Code of Conduct

8.1

<u>GEMS Cambridge International Private School Sharjah Student Code of Conduct and Behaviour Policy</u>

Last Amendment: July 2022
Policy Review Date: July 2023

"No matter how educated, talented, rich or cool you believe you are how you treat people tells all. Integrity is everything. Integrity is doing the right thing no matter who is watching."

At GEMS Cambridge International Private School (GCS) we value and respect one another, irrespective of age, gender, culture, religious beliefs or nationality. This is in accordance with the <u>Ministerial Resolution No.851 of Year 2018</u> Concerning Students' Management. This policy is also in line with SPEA regulations and procedures for behaviour management and should be read in conjunction with the Ministry of Education's Policy regarding Student Behaviour Management Distance Learning 2020.

1. Introduction
This policy underpins the principles, aims and strategies for promoting best behaviour at GCS. It is based on the rights and responsibilities of all members of the school community – students, staff and parents – to provide a safe, positive and cohesive learning environment and community. Our student safety and well-being underlie everything we do.

This is a summary document which references the GEMS student Code of Conduct Policy.
Its fair and consistent implementation is the responsibility of **all** staff.

This policy applies to all students:
- In school
- Travelling to and from school
- On all school-based educational visits and activities
- When representing or commenting on the school in any capacity

This policy should be read in conjunction with the Inclusion Policy, Anti-bullying Policy and E-safety Policy.

2. Aims
The establishment and promotion of the principles and practices of positive and exemplary behaviour are key to creating effective and productive learning environments for all the students and at all stages of their education; therefore, this policy aims to achieve the following objectives:
- Contribute to strengthening the core values of the UAE society and GCS.

- Elevate positive behaviours amongst students within the school community.
- Promote positive and exemplary behaviours through frequent, regular and consistent reward, encouragement and care at all times, and through minimising behavioural offences by the best possible educational means.
- Identify the characteristics of shared social responsibility by clarifying the roles and responsibilities of all those concerned in order to uphold the principles of justice, transparency and accountability.
- Achieve balance in the roles and responsibilities within the school community to ensure the implementation of the student behaviour management policy in a clear, flexible and fair way.
- Promote the principle of holistic education based on the equality and harmony of the cognitive, personal and social attributes that constitute the characteristics of each learner.
- Create an adequate learning environment that is suitable for all students, including people with determination, and school staff to exercise their roles in order to achieve the objectives of the educational process.
- Familiarise students and their parents with their rights and duties, policies and instructions on behaviour and the importance of complying with these in a manner that achieves self-discipline, and enhances their awareness of the UAE society's values and heritage. As well as those values of other neighbouring communities, and their social responsibility towards the current issues, their environment, surroundings and the sustainability of their future.
- Provide a reference to the standards and procedures to be invoked and adopted while dealing with the behaviour of students that is in line with school values and policies.
- Provide reintegration services and programmes appropriate to the student's behavioural and educational needs in order to reintegrate him/her into the school community.

3. Roles and Responsibilities
Managerial Responsibility:
The school Leadership and Senior 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 of 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 Circle Time, Student Council, Values Education, Moral Education 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. These should be logged on Phoenix. Staff need to consistently follow the policy at all times. Where there are any grey areas they should seek the advice of a Senior Member of staff.

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. Parents should support the school in all actions taken and act in a calm manner.

Student Responsibility:
Students should apply themselves to the learning and application of real life enhancing skills such 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 consequence. They should live out the school values in all areas of their lives.

4. 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.

GEMS Cambridge International Private School strives to offer all their students a physical 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:
- Abiding by the school's behaviour policy. This policy will cover the expected code of behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.
- Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

Acceptable Behaviour
Positive behaviours, effort and success will be actively acknowledged, celebrated, communicated and rewarded both in and out of the school through a variety of ways, from Dojo points, achievement points, verbal praise to GEM of the year recognition.

A Positive Reward Scheme
There is a legitimate expectation that 'virtue is its own reward'.

Adherence to the school's expectations should not, in itself, be something for which students should expect to be constantly rewarded. Having said that, we all respond to praise and recognition and it is important that achievement and good behaviour be rewarded and staff should take every opportunity to praise students.

The school House / Dojo point system allows for the awarding of House Points. Staff are encouraged to use them and they should be awarded for:

- Exceptional effort
- Excellent or improved behaviour
- Volunteering
- For outstanding individual pieces of work or contributions in class.
- The number of House Points per student is recorded, and the students in the House with the greatest total at the end of the term/year will be rewarded.

Reinforcing Positive Behaviour
(See Appendix 1 and 3: Rewarding Positive Behaviour)
- Giving praise and positive feedback, verbal and written
- Awards linked to the school's reward system –house points/'I'm a GEM'
- Subject, effort and improvement awards at celebration events
- Celebration assemblies
- Positive letters to parents/guardians from class teachers, lead and subject teachers and SLT
- Extension of school privileges, including trips and award days
- News letters
- School student leadership roles

Assemblies
Assemblies are an essential communication tool. The goal of a successful assembly is to contribute to the development and maintenance of a quality environment for all students that will enable them to enjoy their daily collective experience.

Travel on school buses- See Bus Behaviour Policy
While travelling on a school bus, students must behave in an orderly and respectful manner. The School has the right to issue bus bans in accordance with the Bus Policy and guidelines. Whilst we appreciate that this affects parents and is an inconvenience, it is not fair to the health and safety of all others travelling on the bus, therefore we will not tolerate such behaviour. The expectation is that parents support this decision.

Changing classes between lessons
When it is necessary to move between lessons this should be done quickly and quietly. No lingering should be allowed. Where a system of student-based classes is in use, teachers and class leaders or student leaders should ensure

that the class group is not left unsupervised for any length of time. Students are expected to abide by the school rules at all times.

Organised excursions
Educational visits, field trips and seminars which 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 to consider themselves as guests and ambassadors of their school. Students must treat teachers, helpers and guides with respect and courtesy. The school will notify parents and obtain their written consent in advance.

Property
Students are expected to respect all school property including 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 any rubbish appropriately.

Behaviour in common areas
While in the library, in the laboratories, study areas, canteen, sports 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.
Whole school expectations for moving around the school
- Walking on the left
- Walking quietly
- Walking in an orderly manner
- Being respectful of others by exemplifying the best of manners

Unacceptable behaviour- This is in line with the MOE and SPEA's regulations and procedures
(See Appendix 2 and 4 for unacceptable Behaviour listed in Misconduct Levels 1-4)

Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside and outside the school premises as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property. Behaviour is considered inappropriate if it is not in-keeping with the culture of the GCS Behaviour Policy or Home-School Agreement. Not following a school policy or meeting an expectation is classed as inappropriate behaviour.

Unacceptable behaviour in such contexts includes some examples below:
- disrupting the class

- shouting
- leaving the class without permission
- 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
- throwing objects at others
- bullying someone
- indulging in acts of vandalism
- inappropriate language

5. Behaviour Management Strategies

The School will implement a range of strategies to promote positive behaviour and minimise the occurrence of unacceptable behaviour in the school, taking into account individual circumstances where necessary and that of pupils of determination that will have their own plan, and will include:

- An appropriate and differentiated curriculum
- Meeting and greeting students on time for all lessons
- Well planned and taught lessons linked to student data
- Use of restorative language
- Quiet word with student
- Verbal warnings - linked to the sanctions ladder (but avoiding shouting)
- Use of seating plans
- Referral to class teacher or form tutor
- Letters to parents/guardians
- Meetings with parents/guardians

There is a clear referral route for staff if students do not respond to consequences. The referral route is:
- Class teacher/Form Tutor
- Heads of Year / Heads of Department
- Pastoral Leader
- Senior Leadership
- Head of Primary/Head of Secondary
- Vice Principal
- Principal

Determining a consequence/sanction – Following the MOE and SPEA's guidelines

The School will investigate any inappropriate behaviour related issues. This may involve students being removed from lessons. Written statements will always be taken. Students will often be kept separate to avoid influencing others. Parents will be notified once the matter is fully investigated. Any instance of inappropriate behaviour will be subject to one or more consequence/sanction. These will be determined by the severity and

persistence of the inappropriate behaviour and the circumstances. Consequences/sanctions will range from a simple verbal reminder to a formal report or isolation form peers.

Intervention strategies
A range of interventions may similarly be applied in conjunction with a consequence/ sanction or as an alternative. This may include referral to the counselling or the SEND team.

Record keeping
All staff responsible for children will keep a behaviour communication log to record incidents of positive and inappropriate behaviour. This will be logged on Phoenix. Where appropriate this will be shared with relevant staff and parents. Class teachers are responsible for keeping up to date records regarding behaviour of students in their class.

Behaviour ladders are progressive, fair and have the welfare and well-being of the child as an underlying priority. Students are always made aware of what of they have done, how they can move forward, what the next step consequence maybe and time to reflect.
Consistency
A consistent approach by all staff to the management of behaviour is essential. All staff are expected to follow the Behaviour for Learning policy and procedures.

6. Anti-bullying Guidance
The school has a zero-tolerance policy for bullying in all its forms.

All students have a right to learn in a safe environment without fear. Bullying can undermine and even prevent students from progressing academically and socially and it can have lifelong negative consequences for both the victim and the bully.

- Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. All students involved in bullying will be disciplined and receive appropriate counseling and support from the school, whether the bullying is physical, social, conducted in cyber space, or verbal. In more serious cases, the matter will be referred to SPEA (Sharjah Private Education Authority) for ratification.
- Pupils should be taught and have the necessary skills to know who to go to if they have a concern. They should be taught about online safety and social media on how to keep them self-safe.

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 forum 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;

We ensure that students are aware which member of staff they can speak to. This could be a class teacher or any member of staff in whom they have confidence in.

Should a case of bullying arise, the class teacher will be the initial contact and upon investigation other senior members of the leadership team, may support in resolving the issues.

The school combats bullying in the long term by:

1. Raising awareness of the problem and discussing with children an agreed list of unacceptable behaviour (evidence shows that rising awareness reduces, not increases bullying).

2. Promoting pro-social behaviour. Both (1) and (2) can be discussed in group sessions on a regular basis, or dealt with whenever an opportunity presents itself in normal class teaching time.

See Appendices on Page 100 for our Primary and Secondary Rewards and Sanctions Ladders.

8.2

GEMS Cambridge International Private School Sharjah Anti-Bullying Policy

Last Amendment: July 2022
Policy Review Date: July 2023

This policy should be read in conjunction with the GCS Behaviour Policy, E-safety Policy and the Ministry of Education's Policy regarding Student Behaviour Management Distance Learning 2020.

GCS takes seriously its obligation to ensure that pupils and staff enjoy a safe working environment. We believe that all people in the school community have the right to learn and teach in a supportive, caring and safe environment without fear of intimidation or being bullied. Every individual in school has the duty to report an incident of bullying whether it happens to themselves or to another person. GCS promotes a culture in which students are not afraid to report bullying, actively encouraging the reporting of incidents in order that interventions can be made. We strive to be a community in which everybody feels valued and safe and within which individual differences are accepted, tolerated and regarded positively. Every student has the right to enjoy school. Bullying issues form a key part of GCS' Wellbeing philosophy, along with assemblies, which are underpinned by the UK PSHE curriculum and the UAE Moral Education Programme.

1. Aims and Objectives
- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To promote positive attitudes in students
- To demonstrate to all that the safety and happiness of pupils and staff is paramount
- To develop their Rights and Responsibilities to create a safe and secure for environment
- To have in place established systems that will deal with incidents of bullying
- To develop confident children who will notify staff of any incident of bullying
- To inform everyone connected with the school of the school's anti-bullying policy
- To ensure that all staff are aware of their duty of care and the need to be alert to signs of bullying

Staff at GCS promote a strong community of individuals. We believe in fostering an ethos and environment that encourages individuals' characteristics based on the GCS Values: Kindness, Honesty, Integrity and Respect; the Four Pillars of Islam; the Moral Education Program:
Character and Morality - honesty, tolerant, resilience, harmonious, persevering individuals **Individual and Community –**responsible, empathetic, self-worth, critical thinkers.
Civic Studies - respectful, cultural, collaborative, Cultural Studies- Wise, diverse, consciousness, abiding citizens.

2. What Is Bullying?
"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or

emotionally" (preventing and taking bullying, advice for head teachers, staff and governing bodies, DfE, 2011, P4)

At GCS we recognise that all forms of bullying should be taken seriously and dealt with appropriately we understand that bullying can take place between pupils, between pupils and staff, or between staff. It can involve individuals or groups; facet-to-face, indirectly or through use of a range of digital platforms. We understand that all children have disagreements with each other and friends fall out from time to time. At GCS this is not necessarily considered as bullying. We are aware that bullying can cause deep distress to individuals and in some cases prompt extreme behaviour.

The four categories of bullying are:
- Physical - hitting, kicking, taking or hiding belongings, pulling, grabbing, touching etc.
- Verbal - name calling, teasing, insulting, writing or sending unkind notes or messages
- Emotional - being intentionally unfriendly or unkind, excluding, tormenting looks, rude gestures and spreading rumours
- Cyber – emails and internet chat room/app misuse, threats over text, email, calls, social websites etc.

Specific types of bullying include:
- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special educational needs or disabilities (people of determination)
- Bullying related to appearance or health conditions
- Bullying based on gender
- Bullying using electronic/digital forms of contact

Different roles within bullying:
- Those relaying on social power, dominating others, often with groups (ring leader)
- Others joining in and, therefore, afraid of the ring leader (associates)
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders)
- Those who try to stop bullying (defenders)

Styles of bullying include:
- Causing physical pain or discomfort
- Intimidation and rude gestures.
- The 'look' – this is an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening or offensive texts or messages in social media groups.

3. Signs and Symptoms:

A child may indicate signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is unwilling to go to school;
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Attempts or threatens self-harm;
- Cries herself/himself to sleep at night or has nightmares/ bedwetting;
- Regularly feels ill in the morning;
- Change of pattern in school work or achievement;
- Comes home with clothes torn or books/equipment damaged;
- Has possessions go missing;
- Has unexplained cuts and bruises;
- Stops eating;
- Is frightened to say what is wrong; or
- Changes his/her usual routine

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person. It is important to note that if a student presents with and/many or some of the symptoms listed above it does not necessarily mean that they are being bullied.

4. Staff, Guidance and Roles

The Principal, Vice Principal and Heads of School has a duty to draw up procedures to prevent bullying amongst pupils.

The Principal and Heads of School will:
- Ensure that all staff have an opportunity to discuss strategies and review them;
- Determine the strategies and procedures;
- Discuss development of the strategies with the Senior Leadership Team;
- Ensure appropriate training is available;
- Ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils;
- Ensure that any reports of bullying at GCS are investigated.

Senior Leadership Team. Pastoral Leaders and Heads of Year will:
- Be responsible for the day-to-day management of the policy and systems;
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- Keep the Principal informed of incidents;
- Arrange relevant staff and student training, determine how best to involve parents in the solution of individual problems;
- Ensure proper record-keeping;

- Be responsible for ensuring that the school's positive strategies are adhered to;
- Know the school's procedure and deal with any incidents that are reported.

Teachers will:
- Be responsible for liaising with the Heads of Year and SLT over all incidents involving pupils in their classes;
- Be involved in any agreed strategy to achieve a solution;
- Teach the anti-bullying programme in Moral Education lessons;
- Provide opportunity for students to discuss the importance of including others and taking a stand against unfair treatment of others.

All Staff and Volunteers will:
- Know and follow all relevant policies and procedures
- Be observant and talk to pupils;
- Deal with incidents according to the policy;
- Never let any incidence of bullying go unreported, whether on-site or during an off-site activity;
- Be vigilant and act to reduce the risk of bullying at all times especially in places where it is most likely;
- Inform the Senior Leadership Team if they feel that extra staff might be needed in a particular area;
- Inform the Heads of Year of any incidents occurring that need immediate action.

Role of the Students:
Pupils must understand and engage with Anti- Bullying procedures:
- Use their Rights and Responsibilities to help guide them towards making the correct moral choice • Be aware of and comply with this policy
- Report if they are being bullied
- Report if they see someone being bullied
- Discuss ways of preventing bullying through the school council
- Listen carefully to all instructions given by the teacher
- Ask for further help if they do not understand
- Treat others, their work and equipment with respect
- Talk to others without shouting and will use language which is neither abusive nor offensive;
- Liaise with the school council;

At GCS we do not believe that bullying is an "expected" part of school life. Please trust that any referrals or reports will be dealt with in a discreet manner. Please note that whilst staff at the School are vigilant, incidents can occur that we do not witness, parents and students are encouraged to report incidents immediately so that they can be investigated and resolved as quickly as possible.

5. Dealing with Incidents

1. If bullying is suspected or reported, the incident will be investigated and dealt with promptly by the teacher who has witnessed or been approached.
2. If a more serious and/or dangerous element to the bullying is suspected, the Pastoral Leader, SLT/Heads of School must be informed immediately.
3. The teacher will record the details of the incident on Phoenix and inform the relevant Head of Year and Class Teacher (but in their absence an SLT or Head of School must be informed).
4. The Head of Year will then lead and direct the handling and recording of the incident(s). All parties will be interviewed and a record made using statement sheets.
5. Staff teaching the bullied pupil will be informed. They will monitor the student and report any further concerns to the Head of Year.
6. The appropriate strategy and plan of action to combat the bullying will be decided upon using the behaviour policy.
7. The Head of Year will also decide upon the level of Parental involvement.
8. The follow up and after-care will be coordinated by the Head of Year/Pastoral Leader. This might include a 'watching brief', where staff are asked to report anything of concern from the student(s) highlighted, a call to parents to check the wellbeing of their child.

Parents will be kept informed by the relevant staff appointed by the Head of Year/Pastoral Leader/SLT or Heads of School.
Any sanctions will be determined by the Head of Year/Pastoral Leader/SLT or Heads of School.

In any incident of bullying, staff must be aware of the following principles:

- It is important that students who experience bullying are heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset and/or hurt.
- If a student feels upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time.
- It must be emphasised to the students that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- he most serious incidents are referred to the SLT or the HT.
- Parents may be requested to meet staff members to discuss the incident.
- The incident is recorded on Phoenix.
- Pupils will be encouraged to be vigilant and to report incidents of bullying to the relevant member of Staff.

6. Reporting and Recording

- All incidents must be reported and recorded in full on Phoenix.
- The incident should be dealt with instantly, by the member of staff who has witnessed the behaviour

7. The Curriculum: How We Prevent and Tackle Bullying Through Our Curriculum

Anti-bullying Education in the Curriculum:
- The school will raise the awareness of the anti-social nature of bullying through our Moral Education Program - MEP, as well as in school assemblies, through the Heads of House, whole school events and gatherings and in the curriculum as appropriate.
- The Head of MEP, is responsible for initiating and developing a series of Anti-bullying sessions as part of the MEP course.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school.
- Anti-bullying week, Health and Wellbeing Week as well as many other whole school events that will be organised to educate students and staff on the importance of promoting inclusion and tolerance. There is also a positive emphasis on preventing and dealing with incidents of bullying at GCS.

8. Sanctions

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis, as each individual case will have different circumstances.

Sanctions in line with the GCS Behaviour Policy might include:
- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in a school trip or sports event(s) that are not an essential part of the curriculum.

9. Guidance, Advice and The Role of Parents

Parents should know that the School will not tolerate bullying, and take a positive, active approach to educating pupils in effort to eliminate incidents. be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- Understand the meaning of bullying, not being a 'one off occasion'

10. Monitoring the Effectiveness of Our Approach

The Principal, Heads of School and the Senior Leadership Team together with the Pastoral Leader and Heads of Year will consider case studies to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These case study reports will also enable patterns to be identified.

8.3

GEMS Cambridge International Private School Sharjah   E-Safety Policy

Last Amended: August 2022
Policy Review Date: August 2023

What is E-safety
E-safety is often defined as the safe and responsible use of technology. This includes the use of the internet and also other means of communication using electronic media (E.g. text messages, gaming devices, email etc). In practice, e-safety is as much about behaviour as it is electronic security.

Scope of the Policy

This policy should be read in conjunction with the following polices:
- GCS behaviour Policy
- MoE Distance eLearning Behaviour Policy
- Safeguarding and Child Protection Policy
- Acceptable Use Policy
- Inclusion Policy
- Anti-bullying Policy
- Distance Leaning Policy
- Teaching and Learning Policy
- GEMS Remote Learning and Safeguarding Policy
- GEMS Online Compliance Policies

This policy applies to all members of the school (including staff, students, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of the school.
 The school will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / caregivers of incidents of inappropriate e-safety behaviour that take place out of school.

Purpose

This E-Safety policy enables our school to create a safe e-learning environment that:

- protects children from harm
- safeguards staff in their contact with pupils and their own use of the internet
- ensures the school fulfils its duty of care to pupils
- provides clear expectations for all on acceptable use of the internet.

Why the Internet is Important

- The Internet is an essential element for education, business and social interaction.
- The school has a duty to provide students with quality Internet access as part of their learning experience.
- Internet use is a part of the statutory UK curriculum and a necessary tool for learning for staff and pupils.
- Pupils use the Internet widely outside school and need to learn how to evaluate Internet information and to take care of their own safety and security.
- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions.
- Internet access is an entitlement for students who show a responsible and mature approach to its use. Internet use will enhance learning.
- The school Internet access is designed for pupil use and includes filtering appropriate to the age of pupils.

What are the risks

(As published by EU Kids Online 2020)

- Content; what children and young people see online
- Contact: who they communicate with online
- Conduct; how they act online

These can create a range of harmful behaviours that include:

- Online bullying and aggressive contact
- Access to inappropriate or illegal online content
- Online sexual predation
- Youth produced sexual imagery (sexting)
- Self-harm
- Identity theft
- Over-engagement with technology E.g. gaming, social media, screen time
- Extortion
- Privacy
- Commercialisation and the impact of media on self-image and identity

Leadership

Roles and Responsibilities

The following section outlines the e-safety roles and responsibilities of individuals and groups within the school:

Governors:

Local Advisory Board members are responsible for the approval of the E-Safety Policy and for reviewing the effectiveness of the policy. This will be carried out by the Governors receiving regular information about e-safety incidents and monitoring reports. A member of the Governing Body (Local Advisory Board) has taken on the role of E-Safety Governor. The role of the E-Safety Governor will include:

- Regular meetings with the E-Safety Team
- Regular liaison with the school and parents
- Reporting to relevant Governors / Board / Committee / meeting

Principal and Senior Leaders:

- The Principal has a duty of care for ensuring the safety (including e-safety) of members of the school community
- The Principal and (at least) another member of the Senior Leadership Team should be aware of the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff
- The Principal and Senior Leaders are responsible for ensuring that the E-Safety Coordinator and other relevant staff receive suitable training to enable them to carry out their e-safety roles and to train other colleagues, as relevant
- The Principal will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal e-safety monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles

E-Safety Officer:

- Leads the E-safety Team
- Takes day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the school e-safety policies / documents
- Ensures that all staff are aware of the procedures that need to be followed in the event of an e-safety incident taking place
- Provides training and advice for staff
- Liaises with school technical staff
- Receives reports of e-safety incidents and creates a log of incidents to inform future e-safety developments
- Meets regularly with the IT Engineer to discuss current issues, review incident logs and filtering / change control logs
- Attends relevant meeting / committee of Governors

- Reports regularly to Senior Leadership Team

Child Protection / Safeguarding Designated Safeguarding Lead

Should be trained in e-safety issues and be aware of the potential for serious child protection / safeguarding issues to arise from:

- Sharing of personal data
- Access to illegal / inappropriate materials
- Inappropriate on-line contact with adults / strangers
- Potential or actual incidents of grooming
- Cyber-bullying

ICT Engineer/Technical staff:

The ICT engineer is responsible for ensuring:
- That the school's technical infrastructure is secure and is not open to misuse or malicious attack
- That the school meets required e-safety technical requirements and any SPEA / other relevant body E-Safety Policy / Guidance that may apply.
- That users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
- The filtering policy (if it has one), is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- That they keep up to date with e-safety technical information in order to effectively carry out their e-safety role and to inform and update others as relevant
- That the use of the network / internet / Virtual Learning Environment / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Head of Year / Principal /
- Senior Leader; E-Safety Coordinator

Teaching and Support Staff

Are responsible for ensuring that:

- They have an up-to-date awareness of e-safety matters and of the current school / academy e-safety policy and practices
- They have read, understood the Staff Acceptable Use Policy / Agreement (AUP)
- They report any suspected misuse or problem to the Head of Year for investigation / action / sanction
- All digital communications with students / parents / carers should be on a professional level and only carried out using official school systems
- E-safety issues are embedded in all aspects of the curriculum and other activities

- Students understand and follow the e-safety and acceptable use policies
- Students have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- They monitor the use of digital technologies, mobile devices, cameras etc. in lessons and other school activities (where allowed) and implement current policies with regard to these devices
- In lessons where internet use is pre-planned pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches

Students:

- Are responsible for using the school digital technology systems in accordance with the Student Acceptable Use Policy
- Have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- Will be expected to know and understand policies on the use of mobile devices and digital cameras.
- They should also know and understand policies on the taking / use of images and on cyber-bullying.
- Should understand the importance of adopting good e-safety practice when using digital technologies out of school and realize that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school

Parents / Caregivers:

Parents / Caregivers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. The school will take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, website and information about national / local e-safety campaigns / literature. Parents and caregivers will be encouraged to support the school in promoting good e-safety practice and to follow guidelines on the appropriate use of:
- Digital and video images taken at school events
- Access to parents' sections of the website / newsletter
- Their children's personal devices in the school (where this is allowed)

Community Users

Community Users who access school systems / website as part of the wider school provision will be expected to sign a Community User AUA before being provided with access to school systems.

Acceptable Use of Technology

Infrastructure
Technical – equipment, filtering and monitoring

The school will be responsible for ensuring that the school infrastructure / network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people named in the above sections will be effective in carrying out their e-safety responsibilities:

- School technical systems will be managed in ways that ensure that the school meets recommended technical requirements
- There will be regular reviews and audits of the safety and security of school's technical systems
- Servers, wireless systems and cabling must be securely located and physical access restricted
- All users will have clearly defined access rights to school's technical systems and devices
- The Principal / ICT Engineer is responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations
- Internet access is filtered for all users
- School's technical staff regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the Acceptable Use Agreement
- An appropriate system is in place (to be described) for users to report any actual / potential technical incident / security breach to the relevant person, as agreed)
- Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices etc from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up-to-date virus software
- An agreed policy is in place for the provision of temporary access of "guests" (E.g., trainee teachers, supply teachers, visitors) onto the school systems
- Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured.

Education

Students

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in e-safety is therefore an essential part of the school's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

E-safety is a focus in all areas of the curriculum and staff reinforce e-safety messages across the curriculum. The e-safety curriculum is broad, relevant and provide progression, with opportunities for creative activities are provided in the following ways:

- A planned e-safety curriculum is be provided as part of Computing / PHSE / other lessons and should be regularly revisited
- Key e-safety messages are reinforced as part of a planned programme of assemblies and pastoral activities
- Students are taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information
- Students are taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet
- Students are helped to understand the need for the pupil BYOD Agreement and encouraged to adopt safe and responsible use both within and outside school
- Staff act as good role models in their use of digital technologies, the internet and mobile devices
- In lessons where internet use is pre-planned, it is best practice that pupils are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- Where students are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit
- It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g., racism, drugs, and discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the Technical Staff (or other relevant designated person) can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need.

E-safety in KS 1
In Computing lessons, children are taught to:
- Use technology safely and respectfully.
- Keeping their personal information private.

- Identify where to go for help and support when they have concerns about the content. or contact on the internet.

E-safety in KS 2
- In Computing lessons children are taught to understand that they should never give out personal details to online friends such as: mobile number and any pictures of themselves, email address phone number, address, school they attend and parents' information (E.g., banking details).
- They Should never meet online friends.
- Help them to understand the risks of sharing pictures online
- Explain why they should not meet up with online friends
- They should not respond to spam / junk email & texts,
- People are not always reliable (who they say they are)
- Cyberbullying
- Who to talk to/report to

E-safety in KS 3
- Reiterate all aspects of E-safety topics taught in Key Stage 2
- Staying safe on Social Networking sites
- Privacy Settings
- Age restrictions
- Digital Footprints
- Digital Citizenship
- Cyberbullying
- Who to talk to/report to

Education – Parents / Caregivers

Many parents and carers have only a limited understanding of e-safety risks and issues, yet they play an essential role in the education of their children and in the monitoring / regulation of the children's on-line behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness to parents and caregivers through:

- Curriculum activities
- School newsletters
- School website
- Coffee Mornings/Webinars
- High profile events / campaigns E.g., Safer Internet Day
- Reference to the relevant web sites / publications

Education – The Wider Community

The school will provide opportunities for local community groups / members of the community to gain from the school's e-safety knowledge and experience. This may be offered through the following:

- Providing family learning courses in use of new digital technologies, digital literacy and e-safety
- E-Safety messages targeted towards grandparents and other relatives as well as parents
- The school / academy website will provide e-safety information for the wider community

Education & Training – Staff / Volunteers

It is essential that all staff receive e-safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A programme of formal e-safety training will be made available to staff. This will be regularly updated and reinforced. An audit of the e-safety training needs of all staff will be carried out regularly. It is expected that some staff will identify e-safety as a training need within the performance management process
- All new staff should receive safeguarding and e-safety training as part of their induction programme, ensuring that they fully understand the school e-safety policy and Acceptable Use Agreements
- This E-Safety policy and its updates will be presented to and discussed by staff in staff / team meetings
- The E-Safety Officer (or other nominated person) will provide advice / guidance / training to individuals as required.

Training – Governors

Local Advisory Board members should take part in e-safety training / awareness sessions, with particular importance for those who are members of any subcommittee / group involved in technology / e-safety / health and safety / child protection. This may be offered in a number of ways:

- Attendance at training provided by the school / SPEA / or other relevant organisation
- Participation in school training / information sessions for staff

Standards and Monitoring
Bring Your Own Device (BYOD)
See Appendix 6 – GCS Bring Your Own Device Acceptable Use Policy

The educational opportunities offered by mobile technologies are being expanded as a wide range of devices, software and online services become available for teaching and learning, within and beyond the classroom. This has led to the exploration by schools of users bringing their own technologies in order to provide a greater freedom of choice and usability. However, there are a number of e-safety considerations for BYOD that need to be reviewed prior to implementing such a policy. Use of BYOD should not introduce vulnerabilities into existing secure environments. Considerations will need to include; levels of secure access, filtering, data protection, storage and transfer of data, mobile device management systems, training, support, acceptable use, auditing and monitoring. This list is not exhaustive and a BYOD policy should be in place and reference made within all relevant policies.

- The school has a set of clear expectations and responsibilities for all users
- The school adheres to the Data Protection Act principles
- All users are provided with and accept the Acceptable Use Agreement
- All network systems are secure and access for users is differentiated
- Where possible these devices will be covered by the school's / academy's normal filtering systems, while being used on the premises
- All users will use their username and password and keep this safe
- Mandatory training is undertaken for all staff
- Students receive training and guidance on the use of personal devices
- Regular audits and monitoring of usage will take place to ensure compliance
- Any device loss, theft, change of ownership of the device will be reported as in the BYOD policy
- Any user leaving the school will follow the process outlined within the BYOD policy

Use of Digital and Video Images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and students instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents / caregivers and students need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- When using digital images, staff should inform and educate students about the risks associated with the taking, use, sharing, publication and

distribution of images. In particular they should recognize the risks attached to publishing their own images on the internet E.g., on social networking sites

- In accordance with guidance from the Ministry of Education, parents / caregivers are welcome to take videos and digital images of their children at school events for their own personal use (as such use in not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other students / pupils in the digital / video images
- Staff and volunteers are allowed to take digital / video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment, the personal equipment of staff should not be used for such purposes
- Care should be taken when taking digital / video images that students / pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute
- Students must not take, use, share, publish or distribute images of others without their permission
- Photographs published on the website, or elsewhere that include students will be selected carefully and will comply with good practice guidance on the use of such images
- Students' full names will not be used anywhere on a website or blog, particularly in association with photographs
- Written permission from parents or carers will be obtained before photographs of students are published on the school website
- Students' work can only be published with the permission of the pupil and parents or carers

Data Protection Act- Referenced in Acceptable Use Policy

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act which states that personal data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than is necessary
- Processed in accordance with the data subject's rights
- Secure
- Only transferred to others with adequate protection

The school must ensure that:

- It will hold the minimum personal data necessary to enable it to perform its function and it will not hold it for longer than necessary for the purposes it was collected for.
- Every effort will be made to ensure that data held is accurate, up to date and that inaccuracies are corrected without unnecessary delay.
- All personal data will be fairly obtained in accordance with the "Privacy Notice" and lawfully processed in accordance with the "Conditions for Processing".
- It has a Data Protection Policy
- It is registered as a Data Controller for the purposes of the Data Protection Act (DPA)
- It has clear and understood arrangements for the security, storage and transfer of personal data
- Data subjects have rights of access and there are clear procedures for this to be obtained
- There are clear and understood policies and routines for the deletion and disposal of data
- There is a policy for reporting, logging, managing and recovering from information risk incidents
- There are clear Data Protection clauses in all contracts where personal data may be passed to third parties
- There are clear policies about the use of cloud storage / cloud computing which ensure that such data
storage meets government requirements

Staff must ensure that they:

- At all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse.
- Use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data
- Transfer data using encryption and secure password protected devices

Communications

A wide range of rapidly developing communications technologies has the potential to enhance learning.

When using communication technologies, the school considers the following as good practice:

- The official school email service may be regarded as safe and secure and is monitored. Users should be aware that email communications are monitored. Staff and students should therefore use only the school

email service to communicate with others when in school, or on school systems (e.g., by remote access)

- Users must immediately report, to the nominated person – in accordance with the school / academy policy, the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication
- Any digital communication between staff and students or parents / caregivers' (email) must be professional in tone and content. These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or social media must not be used for these communications
- Students should be taught about e-safety issues, such as the risks attached to the sharing of personal details. They should also be taught strategies to deal with inappropriate communications and be reminded of the need to communicate appropriately when using digital technologies
- Personal information should not be posted on the school website and only official email addresses should be used to identify members of staff

Social Media - Protecting Professional Identity

All schools and local authorities have a duty of care to provide a safe learning environment for students and staff. Schools and local authorities could be held responsible, indirectly for acts of their employees in the course of their employment. Staff members who harass, cyberbully, discriminate on the grounds of gender, race or disability or who defame a third party may render the school or SPEA liable to the injured party. Reasonable steps to prevent predictable harm must be in place.

The school provides the following measures to ensure reasonable steps are in place to minimise risk of harm to students, staff and the school through limiting access to personal information:

- Training to include: acceptable use; social media risks; checking of settings; data protection; reporting issues
- Clear reporting guidance, including responsibilities, procedures and sanctions
- Risk assessment, including legal risk

School staff should ensure that:

- No reference should be made in social media to pupils, parents / caregivers or school staff
- They do not engage in online discussion on personal matters relating to members of the school community

- Personal opinions should not be attributed to the school or SPEA
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information

The school's / academy's use of social media for professional purposes will be checked regularly by the senior risk officer and e-safety committee to ensure compliance with the Social Media, Data Protection, Communications, Digital Image and Video Policies.

Monitoring

Each class and subject teacher are responsible for monitoring their respective teams, groups and channels on a daily basis.

The E-safety team and E-safety Officer will also do spot checks on a weekly basis to ensure that responsible digital citizenship is adhered to at all times.

Should any inappropriate behaviour occur – staff will follow the following procedures:
Responding to Incidents of Misuse

This guidance is intended for use when staff need to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident.

Refer to the GCS Behaviour Policy and MoE Distance Learning Behaviour Policy.

School Actions & Sanctions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with.

See Appendix 5 for our E-safety Sanctions Ladder

Safeguarding Incidents

Incident Description	Action and Reporting
Sharing inappropriate or explicit images	Class teacher reports to DSL following the Safeguarding reporting procedure
Using Teams/Phoenix Classroom after hours or late in the evenings	DSL meets with parents, records it on Phoenix H&E Portal
Sharing personal information	Refer to school counsellor where appropriate
Sharing inappropriate photos of themselves	
Inappropriate use of the camera during online lessons	

Illegal Incidents

If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, incidents will be reported immediately to the police.

Other Incidents

All members of the school community will be responsible users of digital technologies, who understand and follow school / academy policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse.

In the event of suspicion, all steps in this procedure should be followed:

- Have more than one senior member of staff / volunteer involved in this process. This is vital to protect individuals if accusations are subsequently reported.
- Conduct the procedure using a designated computer that will not be used by young people and if necessary, can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below
- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following:
- Internal response or discipline procedures
- Involvement by SPEA or national / local organisation (as relevant).
- Police involvement and/or action
- If content being reviewed includes images of Child abuse then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:
- Incidents of 'grooming' behaviour
- The sending of obscene materials to a child
- Adult material which potentially breaches the Obscene Publications Act
- Criminally racist material
- Other criminal conduct, activity or materials
- Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.

It is important that all of the above steps are taken as they will provide an evidence trail for the school / academy and possibly the police and demonstrate that visits to these sites were carried out for child protection purposes. The completed form should be retained by the group for evidence and reference purposes.

Impact

The school will monitor the impact of the policy using:

- Logs of reported incidents
- Surveys of reported incidents:
- Reporting records
- Lesson recordings and logs
- Meetings with students, staff, parents and governors

9. School House / Values System

School Houses are a way for students to have and develop fun, pride and community cohesion. Throughout the year there are a wide variety of opportunities for students to gain House points and compete in academic, sporting, cultural and fun activities as well as acknowledging the best house at key events, and at the end of the year's prize giving.

All students are assigned to one of our four Houses when they join GCS. Siblings are always assigned to the same House. PE shirts are issued in students' house colours. Students need to wear their GEMS GCS house colour kits for PE and sports days. Once House teams have been allocated, students will not be allowed to change.

Our GCS school houses are named according to our values-driven philosophy.

Respect – Red
Integrity - Blue
Kindness - Green
Honesty - Yellow

10. Student Leadership Opportunities

As the year progresses, our students have the opportunity to develop their leadership skills. Our vision is for all students to be a leader in some way throughout their time at GCS.

Opportunities could include:
- In class leadership and responsibilities for all students
- Head Boy and Head Girl
- House Captains
- Student Prefects
- Class Reps
- Innovation Champions
- Teaching and Learning Champions

11. Extra-Curricular Activities

As a school we offer a range of extra-curricular activities ranging from sport, art, music, innovation, etc. Primary ECAs take place during school hours. We also offer opt-in after school ECAs.
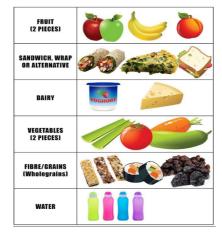We believe that these activities enhance a child's learning and makes them a well-rounded individual.

12. Break and Lunch

- All students have set break times every day for eating and play.
- All students are supervised at all times.
- A range of activities are provided by staff for students during break times.

12.1 Food from home:
- If the child is bringing a packed lunch to school we remind parents that it is essential that they provide them with nourishing, healthy food for their snack and their lunch (refer to the suggestions below).
- To ensure any healthy drink brought into school is in an unbreakable container.
- To ensure their child brings a water bottle to school every day.

12. 2 Food Restrictions:

Nuts (including peanut butter and nut based muesli/snack bars) are not allowed in school, as we have a number of students with severe allergies.

- As we are based in a Muslim country and have a majority of Muslim students and families, we do not permit pork products in our school.

- We encourage a healthy eating policy and consequently do not permit chocolate, sweets, chips/crisps, fast food (hamburgers, pizza, fried chicken), energy drinks (Powerade, Gatorade) or fizzy drinks (coke, Pepsi, Sprite, 7-Up et al.) in school.

12.3 School Canteen

Following COVID regulations, groups of students ranging from KS2 – KS 5 will be allowed to buy a snack and or lunch form the canteen.

Slices is our school food provider. Slices' vision is to positively influence the eating habits of the next generation. Its mission is to educate the next generation on healthy eating through providing access to nutritious food at a young age and through a series of initiatives that enable them to look at food differently.

13. Safeguarding

Safeguarding Protocols

- All staff receive face-to-face training upon induction
- All staff complete GEMS training linked to safeguarding
- Refresher courses are delivered annually
- Confidential safeguarding procedures are adhered to following the GEMS Safeguarding Policy.

Designated Safeguarding Lead
Michelle Motely – Head of Primary

Deputy Safeguarding Leads

Walaa Elsayed	Keiron Tucker	Charne Rossouw	Darren Mumford
Head of MoE Subjects	Head of Secondary	Whole School Teaching and Learning Coach	Vice-Principal

14. Health and Well-being

14.1 School Medical Team / Clinic

We have a HAAD qualified school doctor and nurses who play an active part in the life of the school. All required medical records are to be deposited with the Nurse. You will be informed if your child has visited the clinic and shall be called if you must collect your child from the clinic. If you are asked to pick up your child, it is because they are unwell and may be putting the health of themselves or others at risk. We ask that a family member is at the school within 30 minutes of a call being received from our medical team.

14.2 Medical Needs

It is the parents' responsibility to inform us of all medical needs. Please complete the Medical Information Form (compulsory) and return it to school at least one week before your child's first day. If any medical needs develop while your child is at GCS, it is your responsibility to inform us immediately so that we can ensure that the appropriate provision and care is available.

14.3 Medicine

Should your child need to take some medicine during the school day, this should be handed to the school nurse first thing in the morning and collected from her at the end of the day. The nurse will administer the correct dosage

at the appropriate time. The medicine should be in a plastic bag clearly labelled with your child's name and class.

14.4 Emergency Contact Details

Once your child has started at GCS, it is the parents' responsibility to provide us with all current direct and emergency contact details.

14.5 Personal Wellbeing needs

Should your child have any personal needs that may have an impact on their wellbeing that our staff need to be mindful of such as: family bereavement, parental separation/split. Please contact your child's class teacher or appropriate member of the Senior Leadership team.

14.6 Evacuation and Emergency Management

We have extensive policies and procedures in place for our school with respect to fire, natural disaster and emergency lock down procedures. We have regular emergency drills with all staff and students. For visitors' safety we ask all people to sign in at the front gate/desk and wear a visitor's badge at all times.

In the event of an emergency, parents will be expected to come to collect their child directly from the school or the evacuation point.

15. Student Support Services

15.1
<u>GEMS Cambridge International Private School Sharjah Inclusion Policy</u>

Last Amendment: April 2022
Policy Review Date: August 2023

1 Purpose
The UAE has made tangible efforts to include people of determination in mainstream education. These efforts are reflected in the "*Ministerial Resolution No. 647 for the year 2020 on the policy of inclusive education*". The purpose of this policy describes the way we at GEMS Cambridge International Private School Sharjah (GCS) meet the needs of the students of

determination, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/ social development, or may relate to factors in their environment, including the learning environment they experience in school.

2 Introduction
At GEMS Cambridge International Private School Sharjah (GCS), we are committed to giving all our students every opportunity to achieve the highest standards. This policy is intended to ensure that this happens for all students in our school regardless of their age, gender, attainment or background. This policy should be read in conjunction with our Admissions, Assessment, Anti-Bullying, Behaviour, E-Safety, Gifted and Talented, Teaching and Learning and Well-being policies.

As per MOE, Sharjah Inclusive Education means that "*all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighbourhood school with support provided*".

GCS provides a broad and balanced British curriculum for all students.

We believe that our students, including those identified as having '*additional needs*' have a common entitlement to a broad and balanced academic and personal, social development and that they should be fully included in all aspects of school life.

We pay particular attention to the provision for and the achievement of different groups of learners including:
- Emirati Students
- English as an Additional Language Learners (EAL)
- Gifted and Talented
- Learners with '*special needs*'
- More Able Students

GCS admits students irrespective of their gender, race, ability or special educational needs, provided that the school is able to meet the needs of the student, without unduly prejudicing the education and welfare of other students.

GCS will identify any student with additional learning needs (*if not identified at admission*) through thorough screening strategies and on referral from school staff.

The Head of Inclusion will play a direct role in coordinating such assessments and screenings.

Where students are identified, GCS will amend and enhance the learning programme to support the learning needs of these students with appropriate strategies that will enable them to make progress and achieve success.

3 Aims and objectives
3.1 GCS is an inclusive school and develops an environment where all students can flourish and feel safe.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age and maturity.

We identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve by:

- Continually monitoring the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- Meetings with teachers to discuss the specific learning needs of students and how to best support and challenge these students.
- Promoting positive perceptions of students with additional needs within the school community, so that inclusive provision is positively valued and accessed by peers, staff and parents/carers.
- Enabling students to move on from us as well equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning.
- Forming strong partnerships between all stakeholders so that the students' learning and emotional well-being are optimally supported.
- Giving the students where possible a voice in planning and in decisions that affect them.
- Having an open-door policy in support of staff and parents.
- Sharing information on additional needs available to staff and parents.
- Enabling students to be independent and self-reliant.
- Holding regular meetings with parents.

This means that equality of opportunity is a reality for our students. We make this a reality through the attention we pay to the different groups of students and each and every student within our school.

3.2 The National Curriculum and Early Years Development Matters documents are our starting point for planning that meets the specific needs of individuals and groups of students. We do this through:

- Responding to students' diverse learning needs.
- Setting suitable learning challenges.
- Overcoming potential barriers to learning and assessment for individuals and groups of students
- Providing opportunities to meet the needs of individuals or groups of students.
- Providing a broad, balanced and relevant curriculum, which may be modified to meet the needs of all groups of students.
- Develop a close partnership with the whole school community.
- Providing a healthy, safe and happy environment with celebrations, support, guidance and work opportunities.
- Allowing language exemption in cases where students can benefit from additional learning time for subjects of interest or ability.

3.3 We achieve educational inclusion by continually reviewing what we do.

At GCS, we aim to offer excellence and choice to all our students, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation.

All stakeholders are responsible for the implementation of the Inclusion policy and for using the guidelines provided to ensure that every member of the school community is aware of their responsibilities to ensure that the learning needs of all registered students are met.

School staff are responsible for ensuring the Inclusion policy and procedures are followed in the school in so far as they must ensure that they plan to meet the needs of the students they teach. This may involve working with other adults and support agencies.

3.4 Students with physical disabilities

Some students at GCS have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these students full access to all areas of learning. (*Please refer to our Health and Safety Policy for further information*).

Teachers will modify learning to ensure it is appropriate for these students. In planning, teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum. (*See Teaching and Learning Policy*)

3.5 Partnerships with Parents

GCS works closely with parents in the support of those students of determination. The school encourage an active partnership through an ongoing dialogue with parents.

Parents have much to contribute to our support for students of determination. Parents play a vital role in supporting their child's education. At GCS, we ensure that parents are involved in regular follow-up with the school regarding the identified needs of their child and the progress they are making.

We send weekly reports to the Wave 3 parents that outline progress in relation to targets. We meet termly to share this progress and the parents receive a termly report that encapsulates the whole term's progress.

3.6 Student Participation

We encourage students to take responsibility for their learning journey and to make decisions.

This is part of the culture of the school. The important work of the foundation stage recognizes the importance of students developing social as well as educational skills.

Students are encouraged to contribute to the setting of targets which they will work towards and to make judgements about their own performance against their targets where possible.

3.7 Monitoring & Review

The Head of Inclusion with the Senior Management Team monitors the progress, attainment and provision in place for students with additional needs

in our school. Management and staff are provided with regular feedback on the impact of the policy on the practice of the school.
The Inclusion staff are instrumental in supporting teachers involved in drawing up and carrying out the different plans of the students.

4 Learning and Teaching styles

4.1 We aim to give all our students the opportunity to maximise their potential to achieve and succeed. When planning their work, teachers consider the abilities of all students. Teachers use internal assessment data and International Benchmark assessment data to support their planning using identified strengths, areas to develop and recommended strategies. (*See Teaching and Learning Policy*)
4.2 When the attainment of a student is significantly below the expected level, teachers enable the student to succeed by planning work that is in line with that student's individual needs and provide appropriate challenges.
4.3 Where the attainment of a student significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the student demonstrates a particular aptitude.
4.4 Teachers and staff ensure that students:
- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are taught in groupings that allow them all to experience success.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Are encouraged to participate fully, regardless of disabilities or medical needs.
- Manage their behaviour and emotions to take part in learning effectively and safely.
- Have appropriate support in all their learning and experiences.
- Know what steps to take to make progress in their learning.

5 Inclusion Provision

Senior and Middle Leaders alongside the Student Support Team with Staff across the whole school promote inclusion for all students through:
- Behavioural management strategies
- English as an Additional Language
- Emirati Student Support (*Emirati Learner Profiles*) ELP
- Gifted and/or Talented – Gifted and Talented Profiles
- Learning Support Assistants/ Shadow Teachers
- More Able Group – challenge and independent learning opportunities by respective class/subject teacher – (*Advanced Learning Profile*) ALP
- Pupils needing additional support - Target Group (*Subject intervention group- supported by respective subject teacher*)
- Wave 3 Special Needs Students - (*Individual Education Plan*) IEP

- Wave 2 Special Needs Students - (*Individual Accommodation Plan*) IAP

6 Identification and Assessment arrangements
6.1 Admission Policy

At GCS, we are in line with Federal Law 29 (2006) and Law no 2 (2014) regarding the education and outcomes of individuals with Special Educational Needs and Disabilities.

At GCS we ensure:
- Students are not refused admission based only on their experience of special needs.
- All applicants have the right to sit admission assessment tests.
- All applicants are fairly assessed.
- Collaboration between parents and previous schools to ensure a successful transition.
- Provisions will be made to ensure barriers are reduced or removed during the assessment for applicants experiencing special needs. Access arrangements will be made based on the student's usual way of working.
- Students who experience special needs will receive sibling priority subject to availability of spaces.
- Students who experience special needs will be provided with appropriate waves of support, accommodations and curricular modifications in order to access the same educational opportunities as their peers.

The Admissions Team seeks the support and advice of the Student Support Team to conduct assessments and determine educational needs for new joiners experiencing special needs or barriers to learning. The Student Support Team will use the information gained from the diagnostic testing or educational assessments provided to Admissions by the parents at time of application, together with assessment results, to determine the type and level of support appropriate for each student.

6.2 The school's system for regular observing, assessing and recording the progress of all students is used to identify students who are not progressing satisfactorily and who may have additional/advanced learning/language needs.

The schools' system includes references to:
- Baseline assessment
- Progress measured against development matters and the Early Learning Goals where appropriate
- Progress measures against the objectives with the National Literacy and Numeracy strategies
- International Benchmark, Assessments-Base, Progress Tests, CAT4, NGRT, PASS,

- Progress measured against National Curriculum descriptors at the end of a key stage
- Observations of behavioural, emotional and social development
- Standardised screening and assessment tools
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or educational organisation which has identified or has provided additional needs

7. Referral Procedures:

Once a referral is made, the Student Support Team will meet to discuss the referral with a multidisciplinary team. It will be decided at this point if the pupil needs intervention, support in class or whether you need guidance to help the pupil. An adult will be allocated according to their experience and expertise. The start of this process will include an observation of the pupil where possible.

Emergency Referrals: There will be times when the disciplinary panel needs to meet urgently, due to the nature of the referral particularly if the student is at risk.

Teachers' observation of behavioural, emotional and social development and/or assessment data is recorded in a referral form by the Class Teacher/Form Tutor in consultation with/or other Subject Teachers and Head of Year (HOY) and/or Head of Subject (HOS).

If there is no improvement, then the referral is shared and discussed with the Student Support Team who observes the student in different lessons at different times and days where they will make notes of their observations and share with the Multi Multidisciplinary Evaluation Team to review further actions in the best interests of the student.

Based on school's observation of behavioural, emotional and social development and/or assessment data, a meeting might be scheduled involving the Class Teacher, parent/s, Head of Year & Student Support Team to discuss the needs upon which the student may be recorded as needing.

8. Special Needs Waves of Intervention Model

Waves are determined by the level of provision required to meet those needs.

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

A student who has needs that can be met in class by the teacher within Quality First Teaching (QFT) falls in Wave 1. They would be any profile of need identified as a special educational need, e.g., *Dyslexia, Autism, EAL, Speech and Language.* needs.

Wave 2
Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.
A student who has needs that cannot be met solely by QFT falls into Wave 2. Characteristically these students will have an Individual Accommodation Plan (IAP) and will be a part of a time limited, intervention/enrichment group which addresses their specific need when and where possible.

Wave 3
Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.
A student whose needs require one to one or specialist support falls into Wave 3. These students will have a Shadow Teacher to support them in class and will have an Individual Educational Plan (IEP).

9. Monitoring and review
This policy has been discussed and agreed by GCS teaching staff and leadership teams for implementation.

15.2
GEMS Cambridge International Private School Sharjah
Gifted and Talented Policy

Last Amendment: April 2022
Policy Review Date: August 2023

Introduction
At GEMS Cambridge International Private School- Sharjah (GCS) we aim to provide a curriculum that is appropriate to the needs and abilities of all our students. We plan and implement our teaching and learning in such a way that we enable each student to reach for the highest level of personal achievement. This policy helps to ensure that we identify and support the needs of our students in our school who have been identified as "Gifted and Talented".

Aims and Objectives
At GCS we aim to support our Gifted and Talented students by:
- providing a full balanced curriculum that is stimulating, enjoyable, challenging and takes account of the student's individual abilities and challenges.
- striving for excellence in an inclusive environment
- ensuring that all students reach their potential in all aspects of the curriculum by making sure that there is an efficient system of identification, planning, provision and monitoring

- providing a full balanced curriculum that is stimulating, enjoyable, challenging and takes account of the student's individual abilities and talents
- Creating a rich and stimulating learning environment with many opportunities for enrichment.
- Having very high expectations of what pupils can achieve
- promoting parental involvement and partnership in their child's learning
- developing strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience
- Developing higher order thinking skills
- Encouraging students to reflect on the process of their own learning and to understand the factors that help them make progress.
- Encouraging all students to think for themselves, developing independence and autonomy and supporting students in using their initiative
- Encouraging students to set high targets and evaluate their learning
- Providing homework activities which are open-ended and challenging
- Informing Gifted and Talented students and their parents about relevant activities outside the school, i.e. Summer camps, art camps, stem workshop etc.
- continuously improving classroom-based provision and developing appropriate teaching and learning programmes
- developing an understanding of shared responsibility for Gifted and Talented students
- ensuring both policy and programme are flexible

Definition for Gifted and Talented as per Sharjah Private Education Authority (SPEA)
*Gifted and **Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity.
More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.
*Gifted describes learner who has the ability to excel academically in one or more subjects. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve
**Talented describes learners who have the ability to excel in practical skills or in an area of vocational skill. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

In comparison with their peers, when engaged in their area of expertise, gifted and talented young people will tend to:
- show a passion for particular subjects/ areas of interest and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- make connections between past and present learning
- demonstrate intellectual curiosity
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems.
- In addition, gifted and talented students may develop particular

characteristics as they progress through the secondary/tertiary phase, such as:
- a tendency to question rules and authority
- a well-developed sense of humour and
- growing self-determination, stamina and powers of concentration.

Not all gifted behaviours are exhibited positively. Some of the following traits may cause difficulty for a student:
- Tension
- Anxiety
- Emotional extremes
- Overexcitability
- Emotional reactivity, often perceived as immaturity
- Feelings of inadequacy
- Insistence on doing things on their own – in their own way
- Poor organizational skills; messiness

Identification
A range of strategies will be used to identify children including
- Baseline, SATs, CAT4 data - SAS score of 126 and above.
- discussions* with parents, both when the child starts school and at any later date * *when we or parents suspect the child has some exceptional ability. This may take the form of high levels of attainment in the curriculum or in particular skills or aspects of a subject.*
- Standardised tests. It is worth noting that testing is a measure of achievement rather than potential. However, it is a useful way of comparing children's performance with those of a similar age and identifying those pupils whose high achievement demonstrates high ability.
- Children's work. The ability of some able children is identifiable through the quality of their work or response to activities.

- Involvement of outside expertise such as Educational Psychologists, or Curriculum Advisors etc.
- Note: A child who is academically years ahead of his/her peer group may have the personal maturity of an average child of his / her age – and possibly the social skills of an even younger child.
- Diagnostic assessment based on pupil work and performance in class.
- Staff observations and discussions
- Records from previous schools

In-Service Training

Staff will be encouraged to attend any relevant training in order to foster a greater awareness of the needs of Gifted and Talented students and enhance their knowledge of teaching methods and resources for these students. The effective teaching of Gifted and Talented children is a whole school approach and will in turn enhance the teaching of all children

15.3 Counselling

What is counselling?
Counselling is the opportunity to talk about things that are of concern to a young person, in confidence, with a qualified counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change and loss.

What does the counsellor do?
Counsellors are trained to listen without judging and to help people sort out their thoughts and feelings about whatever is concerning them.

Why have a counsellor in school?
A school based service brings counselling to children and young people in a place that is familiar and safe.

How long will counselling last?
Counselling may only be for a few sessions, or for a longer term., it is reviewed regularly between counsellor and young person.

Where and when does it take place?
Counselling at GCS is in a private counselling room. The sessions can last up to 50 minutes (depending on the circumstances), and appointment times can be varied so that is time is not lost from any one subject.

It is confidential?
A key feature of counselling is that the session is treated confidentially. Counselling is a time when it is OK to talk about concerns without fear of them being discussed elsewhere. This includes not discussing the work with parents, unless the student requests or gives consent for this. This can be hard for parents, unless the student requests or gives consent for this. This can be hard for parents to accept at times, but ensuring the confidentiality of the work is crucial for establishing trust so that the student feels confident to speak openly and freely about what is concerning them. However, if the welfare and safety of the student is considered to be at a risk or harm, then relevant information would be discussed with the nominated senior member of the staff, the counsellor would aim to discuss this with the pupil first.

What if I don't want my child to receive counselling?
If a young person requests counselling and they are able to understand what is involved in the process, then they have the right to access counselling. We would, however, prefer your support for the work and we are happy to talk with you about any concerns that you may have about the idea of counselling.

What if he/she refuses to have counselling?
The decision about whether or not to take up the offer of counselling is entirely voluntary for a student just as it would be for an adult.

Can I support counselling work?
Yes. Parents can help by showing acceptance of counselling as a normal and useful activity, and to show interest if their son/daughter wishes to talk about it, but not to press them if they don't. This isn't an easy task and it is quite natural for parents to feel anxious about what may be being said in the sessions.

If my child wants to receive counselling does this mean I am failing as a parent?
Absolutely not!! We all experience occasions when it feels hard to speak to those closest to us about things which are bothering us. Often this can be because we don't want to worry those we love most or because we want to talk things through with someone else outside of the family. The counsellor will not be judging you or your child, but looking to help them find their way through whatever is troubling them.

How are referrals made to the counselling service?
Referrals can be made through your child's Head of Year, a Senior Leader. Parents also have the option to communicate with the school counsellors to refer their child/children.

15.4 Career Guidance and Counselling

Career Fairs
Students are given the opportunity to meet Universities and Educational centres across UAE, as well as Universities from different countries, throughout yearly fairs. These events will take place within school and off campus, and is at times the responsibility of the student to attend without the counsellor. Students, parents and teachers get an opportunity to meet, interact and extract information about different courses across the globe. This aims at increasing students' awareness about international universities within and outside UAE along with their entry requirements, admission process, etc.

Individual Counselling
One-on-one sessions offered by the Career Counsellor and the Senior Leadership team to help students in creating and implementing their own career plans and in developing a greater sense of self-awareness relevant to the career development process. This includes Year 9 Options counselling, support for personal essays, support when required for the application forms and assisting to ensure all necessary documentation and additional (external) tests required for the application is completed.

Career-related Workshops
Throughout the academic year, the school arranges a range of interactive workshops to equip students with the needed skills and to prepare them for higher education. At times, there will also be opportunities off-campus where it will be the responsibility of the child to attend. Workshops may include:
· University Application Procedure
· Portfolio building (various kinds)
· Professional skills and academic CV development
· Preparing for IELTS, SAT, ACT, UKCAT, EMSAT etc.
· Insight into Admission from University Perspective and Information about UCAS/OUAC/CAO/Common App, etc.
· Entry-level examination.

Universities Presentation
Different universities visit the school to orient students about their universities, the courses and service offered by them. Also, information about eligibility criteria, entrance exams, expenditure and time of application is given to students.

Career Days
Students are given the opportunity to participate in career days where external visitors present to students about their jobs, careers, pathways and personal experiences.

Community service/ Work Experience
Students are involved in a variety of activities like organising events, volunteering at special needs centres and teaching junior students' example, peer tutoring that enables them to get an overview of working in a

professional environment. Participation in extra-curricular activities such as the Model United Nations, community service, internships, etc. are also highly encouraged, where they have the opportunity to hone their interpersonal skills and to put to good use.

In-house Support
Students are assisted if required in their application for UCAS, OUAC, Common Application, etc. Personal statements and essay drafts done by the students go through a process of reviewing and proof-reading to ensure that the documents portray the most accurate representation of each individual student – student organised.

16. Health, Safety and Environment

Health and Safety is a main priority at the school. We aim to ensure this process is in place for all students, staff and visitors.
The school complies with the polices, rules and regulations in accordance with GEMS Education, SPEA HSE and the Sharjah Civil Defense.

16. 1 School Security, Identification Badges and Parking
The School commits to safeguarding its students and staff through issuing new parents/guardians with Access Identity cards which must be on display for the security team to check when leaving or accessing all entrance points. These must be worn at all times whilst on site.

The Access Identity cards carry the family's unique student identity number and remain the property of the School. These items are not transferrable and are valid until such time Parent/Guardian Access cards have been prepared. It is the parents/guardians' responsibility to provide the School with their up to date personal details and photographs prior to joining the School. Replacement items are available if there is a fault, however Parents/Guardians will be charged if they mislay or lose an access card. The School will issue two access cards to parents free of charge and will prepare a maximum of two additional access cards for designated guardians at a chargeable rate of 50 AED each.

16.2 Visitors
- Visitors must ensure that they adhere to the school's health and safety requirements:
- Sign in when entering the school premises and sign out when exiting
- Parents must wear their name tags at all times. Visitors must wear badges/stickers at all times and ensure that they wear the appropriate lanyard, in line with the school's lanyard requirements.

- Remain within their permitted areas and not to approach any children, without prior management approval.
- Be aware and adhere to the school specific emergency procedures.
- Report any health and safety incidents to the school.

16.3 Car parking
- Drive with caution and very slowly at all times in the GCS car park.
- Maximum speed limit 5 km per hour – please look out for children.

17. Birthdays

If your child is celebrating a birthday during term time and you wish to celebrate with his/her class, please provide individually wrapped cupcakes or treats. These will be sent home in the students snack boxes and their parents will decide if they enjoy them or not. Parents can contact the class teacher with regards to their child's birthday celebrations. Celebration food is to be distributed at the end of the day.

18. Home School Communication

18.1 Key Methods of Communication:

- Class teacher/form tutor email communication.
  Emails are a very good method of contacting staff. The staff email addresses are made up of the teacher's initial of their first name, followed by a full stop and then the teacher's surname, followed by **"_gcs@gemsedu.com"** for example,
- " **j.smith_gcs@gemsedu.com".**
- Whole school emails from communicaitons_gcs@gemsedu.com.
- Whole School Newsletter that will be available on the 'Phoenix Classroom' platform.
- Parent Webinars
- Meet the Teacher - Early in the first term, to involve parents in the year's activities.
- Academic Tutoring Days – which are used to provide parents with specific information regarding their child's progress and learning.
- Student End of Term reports - you will be provided with a summary of your child's progress, attainment and achievements at the end of each term.

- Parent Engagement sessions provide opportunities for parents to meet with the Senior Leadership Team and other relevant staff to discuss curriculum, teaching and learning and related issues.

18.2 Managing Compliments and Concerns

See Appendix 7 for our Complaints and Written Appeals Policy

At GCS, we value your feedback and are always open to suggestions on how to improve our school.

The following pages are our detailed communication guides and contact details to ensure that you speak to the right person if you have a question, comment or a compliment. By following the communication routes we will endeavor to resolve any questions or comments that you have as swiftly as possible.

All staff will reply to an email received within 24 hours during the working week.

It is important to note that not all concerns need to go directly to the Principal or members of SLT. However, if you wish to meet one-to-one with the Principal or a member of SLT please book an appointment in advance.

Special/critical cases such as Child Safeguarding should be directed to Heads of School: Ms. Michelle Motley (Head of Primary and Designated Safeguarding Lead): m.motley_gcs@gemsedu.com
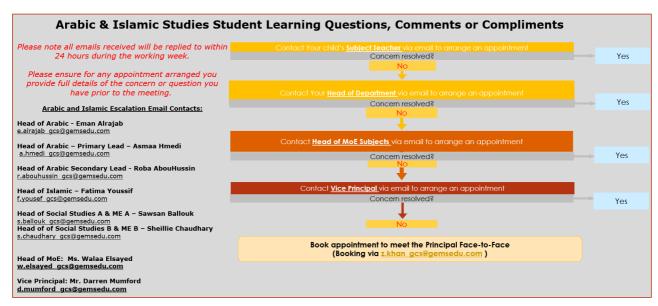
Mr. Keiron Tucker (Head of Primary and Deputy Designated Safeguarding Lead): k.tucker_gcs@gemsedu.com

18. 3 Communication and Escalation Routes

Primary (FS1-Yr 6) Student Learning/General Questions, Comments or Compliments

Please note all emails received will be replied to within 24 hours during the working week.

Please ensure for any appointment arranged you provide full details of the concern or question you have prior to the meeting.

Primary Escalation Email Contacts:

Assistant Head of Primary:
Ms. Nicola Newing
n.newing_gcs@gemsedu.com

Assistant Head of Primary:
Mrs. Lisa Latham
l.latham_gcs@gemsedu.com

Assistant Head of Primary:
Mr. Tim Friend
t.friend_gcs@gemsedu.com

Head of Primary:
Ms. Michelle Motley
m.motley_gcs@gemsedu.com

Contact Your **Class Teacher** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Head of Year** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **a member of SLT** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Assistant Head of Primary** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Head of Primary** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Vice Principal** via email to arrange an appointment
Concern resolved? — Yes
No

Book appointment to meet the Principal Face-to-Face (Booking via z.khan_gcs@gemsedu.com)

Secondary (Year 7-Year 13) Student Learning Questions, Comments or Compliments

Please note all emails received will be replied to within 24 hours during the working week.

Please ensure for any appointment arranged you provide full details of the concern or question you have prior to the meeting.

Secondary Escalation Email Contacts:

Head of Maths: Mr. Cale Hugill
c.hugill1_gcs@gemsedu.com

Head of English: Miss Laura Iacono
l.iacono_gcs@gemsedu.com

Head of Science: Ms. Noorie Bahadur
n.bahadur_gcs@gemsedu.com

Senior Leader: Ms. Sheillie Chaudhary
s.chaudhary_gcs@Gemsedu.com

Senior Leader and Head of Sixth Form:
Ms. Shahana Salman
s.salman_gcs@gemsedu.com

Assistant Head of Secondary: Ms. Helen Mumford
h.mumford_gcs@gemsedu.com

Head of Secondary: Mr. Keiron Tucker
k.tucker_gcs@gemsedu.com

Vice Principal: Mr. Darren Mumford
d.mumford_gcs@gemsedu.com

Contact Your child's **Subject Teacher or Form Tutor** via email to arrange an appointment
Concern resolved? — Yes
No

Contact the **Head of Subject or Head of Year** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Assistant Head of Secondary** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Head of Secondary** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Vice Principal** via email to arrange an appointment
Concern resolved? — Yes
No

Book appointment to meet the Principal Face-to-Face (Booking via z.khan_gcs@gemsedu.com)

Arabic & Islamic Studies Student Learning Questions, Comments or Compliments

Please note all emails received will be replied to within 24 hours during the working week.

Please ensure for any appointment arranged you provide full details of the concern or question you have prior to the meeting.

Arabic and Islamic Escalation Email Contacts:

Head of Arabic - Eman Alrajab
e.alrajab_gcs@gemsedu.com

Head of Arabic – Primary Lead – Asmaa Hmedi
a.hmedi_gcs@gemsedu.com

Head of Arabic Secondary Lead - Roba AbouHussin
r.abouhussin_gcs@gemsedu.com

Head of Islamic – Fatima Youssif
f.yousef_gcs@gemsedu.com

Head of Social Studies A & ME A – Sawsan Ballouk
s.ballouk_gcs@gemsedu.com
Head of Social Studies B & ME B – Sheillie Chaudhary
s.chaudhary_gcs@gemsedu.com

Head of MoE: Ms. Walaa Elsayed
w.elsayed_gcs@gemsedu.com

Vice Principal: Mr. Darren Mumford
d.mumford_gcs@gemsedu.com

Contact Your child's **Subject Teacher** via email to arrange an appointment
Concern resolved? — Yes
No

Contact Your **Head of Department** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Head of MoE Subjects** via email to arrange an appointment
Concern resolved? — Yes
No

Contact **Vice Principal** via email to arrange an appointment
Concern resolved? — Yes
No

Book appointment to meet the Principal Face-to-Face
(Booking via z.khan_gcs@gemsedu.com)

18.4 Parent Teacher Meetings

Parent teacher meetings are an important part of our educational programme and provide an opportunity for parents, teachers and students to discuss and reflect upon progress. There are scheduled meeting days that parents are expected to attend during the school year.
Additionally, parents are invited to schedule individual virtual meetings with teachers during our weekly Tuesday Parent Drop-in Days.

18.5 Mobile Phones

Mobile phones are not to be used by students on the school site or on school buses. If there is an emergency and the child needs to access a phone, they may ask their teacher who will then approve this and send the student down to the administration area to make the call.

1st Offense: The phone is kept with the class teacher/subject teacher until the end of the school day. This will be recorded on Phoenix.
2nd Offense: The phone will be kept by a member of the Senior Leadership Team, parents will be contacted and informed however the child will be able to collect their child's property.
Repeat offense: The phone is kept with the reception until the end of the school day. Parents will be contacted to collect the child's phone from the reception at the end of the school day.

We request parents have their phone on silent when in the school.

19. School Transport Services (STS)

Bright Bus is our service provider for families requiring their child/ren to be transported to and from school by bus.

A Customer Care Executive of Bright Bus is available at our school to support students and parents, and the representatives at the central office are always available to support you.
To find out more about the Bright Bus routes, costs, policies, safety procedures, etc. please visit their website at www.stss.ae or call 800STSS (8007877).

Important:

- GPS and Electronic Attendance System - all buses are installed with this system which monitors the movement of students every day when they board and depart from the buses.
- Video Surveillance System – all buses are fitted with purpose built, durable and tamper-proof Digital Video Recorders.
- Student ID card – it is mandatory for students to carry ID cards and get it scanned when boarding and disembarking from the buses. Students are not allowed to travel on the buses without their ID cards. This is to ensure the safety of the students.
- **The wearing of seat belts is mandatory**.
- Student Bus Behaviour Code – students are expected to adhere to the Bus Behaviour Code under all circumstances.
- The drop off of students during the return trip – in order to ensure the safety of students we will issue Parent ID cards to our parents/ the adult who picks up the child/ren.

GEMS
مدرسة جيمس كامبريدج إنترناشيونال الشارقة الخاصة
Cambridge International Private School
SHARJAH

GCS Bus Policy

Behaviour	Bus Conductor	Action
Level 1 Disturbing other students Using bad language Shouting Spitting	Record and supply CT with copy. Update bus tracking sheet Inform class teacher and Head of Year	1st time email home CT 2nd time phone call CT 3rd time one day ban SLT Bus bans must be approved by a member of Exec SLT to keep all bus records for future reference.
Level 2 Disrespect to staff Refusal to sit safely Standing/ walking on the bus	Record and supply CT/SLT with copy. Update bus tracking sheet Inform SLT.	1st time phone call 2nd time one day ban SLT 3rd time three day ban Exec Bus bans must be approved by a member of Exec SLT to keep all bus records for future reference.
Level 3 Violence Bullying Safety	Record and supply CT/Exec with copy. Update bus tracking sheet Inform Head of School.	Senior leader to deal with it Automatic bus ban X number of days Bus bans must be approved by a member of Exec
Level 4 Any incident warranting a permanent ban. E.g. Fighting/aggression towards staff.	Record	Head teacher / Principal to deal with it Permanent bus ban

20. School Curriculum

GEMS Cambridge International Private School Sharjah Curriculum Policy

Last Amendment: July 2022
Policy Review Date: July 2023

Our Mission Statement

GEMS Cambridge International Private School Sharjah provides a world class, outstanding education whilst ensuring individual and collective excellence in learning, teaching and leadership. We empower lifelong learners for their future.

Our Aims

We provide a high-quality curriculum which will build on the firm foundations created in the Foundation Stage. Each child is valued as a unique individual, and teaching and learning activities are based on the understanding that children develop at different rates.

We aim to:

- Provide an inclusive, welcoming and safe environment in which every student is valued, cared for and supported
- Offer a broad and creative curriculum that recognises the uniqueness of every student and provides challenge and enjoyment through a personalised learning approach.
- Ensure that all students are able to realise their potential through high quality learning experiences that promote and value all achievement and raise self-esteem
- Promote a culture of respect, inclusion and equality whilst celebrating the rich cultural diversity within our school, empowering all students to succeed
- Inform and encourage all students to adopt a healthy lifestyle by promoting healthy eating, regular enjoyable exercise and physical and mental well-being
- Teach all subjects in such a way as to make plain their link with the pupils' own experience and their continuing value in adult life. Develop an appreciation of our community, the world in which we live and an awareness of our environment to encourage students to be responsible citizens of the future

20.1 The Primary Curriculum

The British National Curriculum is organised on the basis of key stages:

Key Stage	Year Groups	Ages
Early Years Foundation Stage	FS1 FS2	3 - 4 4 - 5
Key Stage 1	Year 1 – 2	5 – 7
Key Stage 2	Year 3 – 6	7 – 11

The children in the Foundation Stage classes follow the Early Years Foundation Stage Curriculum and work towards achieving the Early Learning Goals in prime areas: personal, social and emotional development; language and physical development and in specific areas: Maths; Literacy; Expressive Arts and Design and Understanding of the World.

In Key Stage 1 and Key Stage 2 students learn the following subjects:

- English
- Mathematics
- Science
- French
- Computing
- History and Geography
- Art
- Physical Education (PE)
- Moral, Social and Cultural Studies
- Design Thinking/STEAM
- Arabic
- Islamic (for Muslim students only)
- PSHE (for Non-Muslim students only)
- Social Studies

SUBJECTS TAUGHT BY CLASS TEACHERS

Mathematics
Each child is taught numeracy skills and given a wide range of mathematical tasks and problems. Children are taught mental maths and an emphasis is placed on children using and applying their maths in a range of real life situations. We use a variety of software in the classroom to complement the children's maths work as well as Education City – an online learning programme for which each child has a personal account.

Science

All children are curious and have a natural desire to explore their surroundings and our science teaching aims to develop this. Pupils acquire skills of investigation as well as scientific fact and learn by carrying out experiments, observing demonstrations and recording results.

Children develop scientific knowledge of biology, chemistry and physics in the following topics which are taught throughout Primary School:

Plants and animals
Materials
Rocks and Soils
Light and Sound
Electricity
States of Matter
Forces
Physical Processes

History and Geography
In Key Stage 1, history and geography work is integrated into the class topic. In Key Stage 2, these subjects are taught separately.

Moral, Social and Cultural Studies (English)
The School's Moral Education Curriculum covers the four pillars of teaching and learning outlined in the Ministry of Education Framework:
- Character and Morality
- The Individual and the Community
- Civic Studies
- Cultural Studies

The social studies course provides an in-depth systematic study of information, skills and concepts in each of the specialisations of history, geography, political science, economics, anthropology, psychology, law, archeology and social studies, which are majors that focus attention on the links and relations between different peoples and nations and the relationship between science, technology and society, how to practice good citizenship.

SUBJECTS TAUGHT BY SPECIALIST SUBJECTS

English
Many of our children learn English as an additional language. The most effective way to learn another language is to be immersed in it. Children learn to express themselves with growing confidence and are given opportunities to speak to a widening range of audiences; their teacher, the class, to visitors and at formal occasions such as school productions. Listening is an important part of learning and children are taught to listen attentively for increasing lengths of time.

Children read in small groups with their teacher every week. In this way, the teacher can give children individual attention and read books which are suitable to their reading ability. All children in our school have access to our school library and may take home a different book each week. Children learning to read will be given a book by their teacher which is appropriate to their level. We encourage parents to read at home with their children as much as possible and discuss with their child what they are reading. Parents are invited to share their comments in a reading record book.

Phonics is taught once a day to children in Key Stage 1. In the first term, parents are invited to a presentation on phonics by our phonics coordinator to learn more about how phonics is taught in school. Once children have a firm grasp of phonics, they move on to develop a more advanced understanding of spelling strategies, for example understanding more complex letter patterns; understanding how words relate to each other or where they originate from. In Key Stage 2, children are allocated a spelling group and learn ten words every week which they are tested on. Spelling test books may be sent home at a parent's request.

Writing is taught alongside reading to enable children becoming increasingly independent writers. The children write for a wide range of purposes and confidently communicate in a range of genre. Each term, children study poetry, fiction and non-fiction texts.

Physical Education (PE)
Children have two PE lessons every week and develop skills in a variety of areas such as gymnastics, swimming, dance, athletics, fitness, invasion games and net games.

Music
In our music programme, children learn how to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They learn how to play tuned and un-tuned instruments musically as well as developing skills in composing themselves. In Key Stage 2, children develop their understanding of music by learning about the history of music as well as about famous composers and examples of their work.

Art
Through art and design technology children communicate and express themselves. Pupils evaluate their own work as well as that of professional artists and designers. They are given opportunities to investigate the visual world and to develop a wide range of skills and techniques such as painting, drawing and working in three dimensions.

Computing
All children use our computing suites once a week to enable them to use equipment and software confidently and purposefully. The computing curriculum is divided into three main elements of programming, designing

and creating programs and E-Safety and Digital Citizenship (learning how to use technology safely, respectfully and responsibly).

Arabic – from FS2 onwards

Islamic – from Year 2 onwards

Social Studies A (Arabic) / Social Studies B (English) – from Year 2 onwards

Moral Education A (Arabic) / Moral Education B (English)

– from Year 2 onwards

All students will have Arabic and Social Studies and Moral Education lessons which are based on the MOE curriculum. All Muslim students will have Islamic Studies according to MOE regulations.

20.2 The Secondary Curriculum

Our curriculum is designed to provide our students with a wide variety of intellectual experiences. These will bring them the skills they need to succeed and thrive, without neglecting to provide them with the wide and secure knowledge base they will need as both cultural capital and the foundation for further study.

Key Stage	Year Groups	Ages
Key Stage 3	Year 7 – 9	12 – 14
Key Stage 4	Year 10 – 11	14 – 16
Key Stage 5	Year 12 – 13	16+

Pastoral Care
At GCS, we know that pastoral welfare and academic success are inextricably linked: successful learners have positive mind-sets and feel happy and confident in themselves. We have an experienced group of teachers that will work with our students to reinforce the core values of the school. It is our aim to foster young adults who are principled, determined and ready to face the challenges of an everchanging world.

Our tutoring system forms the front line of pastoral care within the school. Your child will form a strong relationship with their tutor, with

whom he/she will meet at least once a day. A key role of the tutor is to mentor the students in both pastoral and academic matters. They will also have the support of our Pastoral Leader.

Compassion, courage, commitment and communication form the bedrock of well-rounded and successful individuals, and all students are encouraged to embrace these attributes as they progress through the school.

Aims of Our Curriculum

The curriculum at GCS aims to create independent learners equipped with the qualifications, knowledge and skills to flourish in the modern world and make positive contributions throughout their lives and in their communities. We aim to offer a broad and creative, Design Thinking curriculum that recognises the uniqueness of every student and provides challenge and enjoyment through a personalised and collaborative learning approach.

The curriculum aims to develop the schools' values of Kindness, Honesty, Integrity and Respect, along with the Islamic Values ensuring the academic, social and emotional progress of all our pupils. The curriculum encourages high expectations and a belief that GCS pupils can achieve in any field they choose but this requires hard work – there are no shortcuts to success. At GCS, we believe in a clear, sequenced curriculum allowing pupils the opportunity to use and commit to long term memory their prior learning, knowledge and skills; this will enable them to access further concepts in both the same academic year, across key stages, and ultimately at GCSE. There is, in all subjects, a strong emphasis on reading and communication.

Key Stage 3 (Year 7- 9) focusses on the learning of key knowledge and skills through high quality engaging teaching. We focus on learning and enthusing our students with the joy of our subjects so they are inquisitive about learning and enthusiastic to learn more. These three years of school allow pupils to acquire a broad and balanced education, introducing them to the widest variety of subjects and engaging them with learning. Specialist teachers who put the passion into their subjects lead our pupils and ensure they become independent, creative learners who are solution focused and can communicate eloquently and effectively. We believe this knowledge and an explicit focus on our key values will give our students both the cultural capital and the academic underpinning they require to make them excel in their lives, at GCSE, and beyond.

At Key Stage 4 the curriculum is designed to meet the needs and future needs of our pupils; their talents and interests. It builds on the breadth of knowledge and skills our students have acquired at Key Stage 3 Throughout all years our pupils' holistic development is promoted through the promotion of Physical Education, student well-being and student leadership. The curriculum aims to equip our pupils with the knowledge and skills to become global citizens who are able to make positive contributions to their communities. Our innovative Enrichment Programme provide pupils with opportunities to explore and develop their talents and serve to broaden

horizons. They form an important part of our curriculum adding to academic success as well as developing the whole child. The curriculum is our most important vehicle to deliver the aim that all pupils from GCS make exceptional progress and are successful in a future destination that is aspirational and in line with their abilities and interests.

In Key Stage 3 students learn the following subjects:

- English
- Mathematics
- Science
- French
- Computing
- History and Geography
- Art
- Physical Education (PE)
- Design Thinking/STEAM
- Arabic
- Islamic (for Muslim students only)
- PSHE (for Non-Muslim students only)
- Social Studies
- Moral, Social and Cultural Studies

Art
Art should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of Art. As students progress, they should be able to think critically and develop a more rigorous understanding of Art and Design every half term. Students will analyse the work an artist or artistic movement that links to the topic covered.
Students will produce creative work, exploring their ideas and recording their experiences using artistic language and vocabulary so that they can demonstrate the artistic process. Students will evaluate their work at consolidation phase of their lessons.
Students will become proficient in drawing, painting, sculpture this will enable our students to accurately realise their intentions and find themselves as artists. Students will gain experience of water colour, acyclic paint, pencil sketching, charcoal drawing, collage, printmaking and sculptural techniques over the course of Year 7 – 9.
Students will evaluate and analyse creative works using the language of art so that they can evidence the link between their own work and the work of artists or artistic movements this will further enhance students' preparation for GCSE.

Computing

Computing or Computer Science is the study of principles and practices that underpin an understanding and modelling of computation, and of their application in the development of computer systems. At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems. This mode of thinking is supported and complemented by a substantial body of theoretical and practical knowledge, and by a set of powerful techniques for analysing, modelling and solving problems.

In Key Stage 3, Computing is deeply concerned with how computers and computer systems work, and how they are designed and programmed. Students studying computing gain insight into computational systems of all kinds, whether or not they include computers. It allows us to solve problems, design systems and understand the power and limits of human and machine intelligence. It is a skill that empowers, and that all students should be aware of and have some competence in. Furthermore, students who can think computationally are better able to conceptualise and understand computer-based technology, and so are better equipped to function in modern society.

The Computing curriculum at Key Stage 3 has been designed to prepare students for Key Stage 4 and beyond, whether this is in the Computer Science and IT field or not.

E-Safety and Digital Citizenship is at the core of all curriculum content (learning how to use technology safely, respectfully and responsibly).

English
The Key Stage Three English Curriculum at GCS has been designed to spark students' interests and creativity, whilst also providing them with a solid basis of preparation to meet the rigours of Key Stage 4 and 5. It is designed to challenge students, promote valid and respectful discussion and debate, as well as introduce them to a wide range of different texts and genres. The overarching intention is that students are able to confidently discuss, analyse and make their own judgements about a piece of writing. Within different units, students will develop a wide variety of skills. These will include analysing language and its impact on the audience/ reader; discussing how structure within a text is used for effect and how context helps to impact writers and their work. Students will also study a wide range of non-fiction texts including newspaper articles and speeches, and learn how to use language and structure to argue their own point of view successfully. Students will also have opportunities to write creatively, both within the texts and genres they are studying and beyond. Through this work students will also learn subject-specific vocabulary to be employed within their own writing, as well as how to structure their work successfully and with flair

Each unit of work focuses students on the specific curriculum areas of either reading or writing. In the reading-focused units, in addition to responding to

a range extracts, students frequently to write their own texts to deepen their understanding of the choices that writers make and the impact these can have on a reader. Similarly, in the writing-focused units, as well as crafting their own texts, students explore a range of extracts in depth in order to emulate the skills exemplified and so develop their own.

Each unit is also sharply focused on a specific text purpose: for example, Reading Information, Writing Description, Reading Narrative, etc. The units are designed to support students in exploring and building the skills essential in either responding to, or achieving, that particular text purpose. Units are unified with an overarching theme, linking the reading extracts and writing tasks, providing an accessible and familiar topic for students to work with, allowing them to concentrate their efforts more closely on developing skills than on familiarising themselves with, or generating, content.

Over the course of the three years' learning that Inspire English International is intended to support, each skill is visited and re-visited as appropriate, each visit building on the last. This recursive, skills-focused approach has been designed to foster and build a cumulative competence and confidence in the application of these essential skills throughout the broader English curriculum and, indeed, the whole school curriculum.

The Skills Boosts that appear in each section have been designed to encourage students to explore and understand the mechanics of spelling, punctuation and grammar, rather than simply to provide rote practice. Embedded within the context of the broader skill focus, the intention is to make the Boosts both relevant and integral to the effective crafting of fluent and accurate responses, both in reading and writing.

Geography
By the end of KS3 we want students to understand the breadth and relevance of geography in their present and future lives. We want them to understand the importance of a good balance between human and physical phenomena and that, being educated in these areas allows them to look at the world from a number of lenses and critically evaluate their observations. We want our students to comfortably use academic terminology when discussing and writing about geographical concepts and use all the knowledge they have gained to inform their future opinions. Our curriculum deliberately includes a balance of units from human and physical geography, which often overlap and layer knowledge within topics.

Every unit has been created with the aim of enhancing students' ability to thrive in their understanding of the key geographical concepts of place, space, scale, interdependence, physical processes, environmental interaction, sustainable development, cultural understanding and diversity.

These are important as they will help our students have a better understanding for the wider world around them, how it functions and the

implications human actions are having on the natural world. By the end of KS3 they will know how migration and globalisation are interconnected and how the concept of interdependence is tied in with this. They will also learn about the causes and impact of flooding and plate tectonics, understanding the delicate balance between human and physical geography.

These concepts are fundamental in becoming a successful geographer and to make the most out of GCSE and A 'level. The curriculum has been written with challenge in mind with the ambitions and expectations that students will take geography further. It has been influenced by the current KS5 and KS4 curriculums with the necessary skills and knowledge they need to be successful through their academic experience of the subject.

History

We encourage a vibrant school community in raising their global awareness and cultural knowledge Stage Three History Curriculum at GCS is a vitally important and challenging phase of students' learning. It is designed to be ambitious, enjoyable and knowledge rich; sparking students' curiosity and passion for learning about the past. The overarching intention is that students become articulate and deeply knowledgeable subject specialists. Students are expected to write, speak and adopt the habits of historians, for example making substantiated judgements, having a deep respect for evidence and using academic vocabulary confidently.

The history curriculum is designed to ensure students develop the crucial subject-specific knowledge and disciplinary understanding and beyond by providing a solid foundation, embedding critical knowledge and skills and providing opportunities for students to problematise the discipline's second-order concepts: change and continuity, causation, significance, interpretations, evidence and diversity. As such, each unit is framed by an overarching, challenging enquiry question and lessons are sequenced and designed to ensure pupils make progress by acquiring the knowledge needed to answer that question effectively as a means of assessment. KS3 as a journey is a process of acquiring the knowledge, skills and habits of an expert historian. By the end of Key Stage Three we expect students to understand the significance of studying history, its relevance for understanding the world today and its importance in key areas such as developing tolerance, respect and understanding towards others.

Mathematics

The Maths Department at GCS follow Pearson's Maths Progress International scheme of learning that is purposefully designed to create a strong foundation of knowledge and allow a seamless transition from KS3 to KS4.

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most

forms of employment. The Maths Department at GCS, in line with the National Curriculum, seeks to provide a high quality mathematics education that therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The aims of the KS3 Curriculum at GCS, in line with the National Curriculum for Mathematics aims to ensure that all pupils: become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Modern Foreign Languages
At GCS, we offer French as a modern foreign language. By the end of Key Stage 3, a successful linguist, will be confident in the receptive skills of listening and reading and the productive skills of speaking, writing and translation. This will enable them to listen for detail, infer meaning, tackle larger texts, speak spontaneously and translate accurately and convey meaning. The most successful linguists will be able to apply existing knowledge to new situations and produce language creatively.
Grammar is the foundation of all language learning and our KS3 topics expose students to the necessary structures and vocabulary needed to be a competent linguist. These topics allow students to develop their understanding in order to further succeed at GCSE level. They also provide the basis for by allowing them to interact with people from a wide variety of backgrounds. Our up to date resources contain current cultural references and students are encouraged to research further. This not only enables them to understand what it is to be a global citizen but also improves their literacy in the English language. Languages are your passport to the world and we offer various routes to travel.

Music
Playing an integral part of everyday life, music should be celebrated and studied thoroughly in school. In Music, students will explore a variety of mediums and genres, including rap, pop, and a variety of cinematic soundtracks, ranging from horror, science fiction, and animation.

In addition, the lessons will provide a strong cross curricular connection, as students will write lyrics to an original song, study and write music reviews and critiques, and finally use professional software to compose their song, resulting in an individual album for each form group.

The journey on which the students will embark will provide a swift transition to Key Stage 4. with the hopes and intentions of preparing a new generation of musicians to inspire audiences in the future.

PSHE

In PSHE (Personal, social, health and economic education), students will learn about life and cover all the topics that they sometimes do not get a chance to cover in other subjects. This is to ensure you leave GCS as responsible citizens. Students will be taught about three main topics and each one will have sub-topics within it. These are: Health and wellbeing; Relationships and community and Living in the wider world.

The PSHE curriculum has been devised to facilitate pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, respect and honesty.

Physical Education

Physical Education aims to create active, healthy, confident individuals who enjoy taking part in physical activity and can make informed decisions about their own and others performances. Students will develop knowledge of what it means to lead a healthy lifestyle as well as being able to work effectively as an individual and within in a team.

By the end of KS3 pupils should have a basic understanding of skills, tactics and rules in a variety of activities. This will enable them to develop competence to excel in a broad range of physical activities. They should also be able to describe/lead a suitable warm up and discuss what fitness components are needed for specific sports. Students will be required to be physically active for sustained periods of time and be engaged in competitive sports and activities.

The KS3 curriculum is designed to allow pupils to develop the skills and knowledge that underpin the GCSE courses in KS4 to ensure they can be successful. In terms of content, pupils will be given the opportunity to experience a wide variety of activities across the three years learning the essential skills for each. Enjoyment and engagement underpin our KS3 curriculum.

Science

The KS3 Science curriculum provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The Science curriculum aims to ensure that all pupils:
- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- In Key Stage 3, students will study organs, tissues, cells and systems; energy; acids and alkalis; electricity; muscles and bones; forces; matter; food and nutrition; the periodic table, fluids; rocks; genetics and reactivity. They will study these topics in detail, providing the perquisite knowledge for iGCSE Science. The KS3 curriculum is designed to robustly prepare students for study at GCSE Science by ensuring they have the knowledge and skills needed to be successful.

In Key Stage 4 students learn the following subjects:

Compulsory subjects

- iGCSE English Language
- iGCSE Mathematics
- iGCSE Biology
- iGCSE Chemistry
- iGCSE Physics
- Arabic A/B
- Islamic A/B (Muslim students)
- PSHE (Non-Muslim students)
- Moral Education

Optional Subjects

- Art and Design
- Business Studies
- English Literature

- French
- ICT
- Computer Science
- iGCSE Arabic
- Geography
- Psychology

Sixth Form

At Post 16, all leading to University entrance. We offer our students a wide range of subjects allowing each student comprehensive opportunities to effectively 'Choose their Future', by studying A-Levels in subjects they are passionate about. All learning is delivered through traditional face-to-face classes and supported by independent study, combining the best of academic and digitally enhanced learning, leading directly to university or high-end employment.
Studying A-Levels, offer students an opportunity to specialise in four subjects in Year 12 and then focusing on their best three subjects in Year 13.
A-levels are assessed by a series of examinations although, for some subjects, there is a coursework element included as well.
Entry to the A-Level provision will be subject to entry requirements which will be discussed on an individual basis.

Ministry of Education Subjects

Arabic

The Ministry of Education has embarked on building the Arabic language curriculum scientifically, planned and studied in accordance with international standards in building curricula in an accumulative and conscious manner that considers its texts, themes and treatment are representative of the language competencies that a student of the twenty-first century must possess to be able to deal with the requirements of the times.

The Arabic language curriculum standards are divided into six areas: basics of reading, reading literary text, reading informational text, writing, listening and speaking.

At GEMS Cambridge International School Sharjah, we remove all obstacles our students might face and introduce them to the Arabic language curriculum in an interesting way that suits the requirements of the modern era, and enables the students to use the language in their daily life smoothly and effectively.

In Key Stage 3, students should show an understanding of the rules of the Arabic language and its literature, they should express themselves and the

issues of their society, using the different types of literature such as story-telling, novels, poetry and others.

Using functional writing in the Arabic language to express itself in different ways.

Utilises information technology, communication skills, and modern technologies to reach knowledge and adaptation to the requirements of modern life; This enables them to play roles in his life that have the effect of directing them towards technical specialties.

Uses research skills and critical scientific thinking in solving real problems that appear in his realistic environment, based on scientific research methodology.

Islamic

Islamic Education aims to confirm the national identity of the learners, and to strengthen the bonds of love and cooperation among them. It also aims to prepare students to participate actively in building society, to keep pace with global changes, and to be consciously open to other cultures. Islamic Education includes everything related to the students' life, existence, values and heritage. The great Islamic scholar, and he provides him with educational experiences in the pre-university stage that facilitate his acquisition of knowledge, skills, attitudes and values that help him to become a good citizen participating in the development of his society.

Islam remains the main pillar for the upbringing of a generation of believing students equipped with basic knowledge about their religion and the ability to apply it in their lives, and from this standpoint, the standards of Islamic education from kindergarten to Year 12 - which were developed by a technical team of experts specializing in education in the United Arab Emirates It provides a framework that ensures bridging the gap between faith and action. It will also provide the student with the cognitive skills necessary to solve difficulties, resist challenges, solve problems, and contribute positively to society. The standards focus on six areas of learning that represent the components of the subject, such as: Divine revelation, belief, the values and etiquette of Islam, the rulings and purposes of Islam, the biography and personalities, identity and issues of the age, and these areas fall under and branch out from a group of axes, or "main themes", and specific standards have been set for each class stage within each axis, work is done They are supported by learning outcomes that are more specific and measurable.

Social Studies A (Arabic) / Social Studies B (English)

The social studies course provides an in-depth systematic study of information, skills and concepts in each of the specialisations of history, geography, political science, economics, anthropology, psychology, law,

archaeology and social studies, which are majors that focus attention on the links and relations between different peoples and nations and the relationship between science, technology and society, how to practice good citizenship. In addition, social studies help young people develop their various knowledge and skills, which are necessary to make good decisions as active members in a society dominated by cultural diversity within an interconnected world.

Students will have a deeper understanding of social, political and economic systems, as well as an optimal understanding of events, trends, personalities, movements and historical movements, whether local, national or global, and they will learn local, national and global geography, and they will also understand how the concepts and principles of social studies contribute in explaining the behaviours of people, which prepares them for career and life-long learning experience. The new standards require students to understand the facts, concepts, principles, and perspectives that shape social studies majors.

They should have a deep knowledge of this information in order to better understand their world and surroundings, and they should be able to apply their new skills and knowledge in various situations and highly complex contexts. In order to prepare them for these future challenges, the Standards also require students to master the skill of critical thinking on various important issues.

The Social Studies Standards have been developed within a prescribed and sequential curriculum, beginning with Kindergarten and up to Year Twelve, which provides students with powerful tools and methods for clear and disciplined thinking to help them achieve success in today's world that is described as a dynamic and changing world.

Moral Education A (Arabic) / Moral Education B (English)

Moral Education is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity.

The UAE is committed to developing responsible, cultured, engaged adults ready for society. In reinforcing this commitment, Moral Education endorses an ethos of giving and volunteering that prepares responsible and resilient youth, who will contribute to the advancement of society and the wider world. The program develops in students, the modern skills needed to compete and become productive members of the UAE community.

For students across the UAE, Moral Education helps to create a strong foundation of moral purpose, an ethical outlook, character development and an understanding of shared values of humanity. It will help prepare youth to compete in a rapidly changing environment and make meaningful

contributions to society. The program also teaches students practical life skills that will encourage them to develop into well-adjusted adults.

All students will have Arabic, Social Studies and Moral Education lessons which are based on the MOE curriculum. All Muslim students will have Islamic Studies according to MOE regulations.

20.3 Design Thinking

Design Thinking is both an ideology and a workflow, concerned with solving complex problems in a highly user-centric way. Design Thinking is a mindset and approach to learning, collaboration, and problem solving. In practice, the design process is a structured framework for identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions.

Phase 1: Empathise / Feel
Empathy provides the critical starting point for Design Thinking. The first stage of the process is spent getting to know the user and understanding their wants, needs and objectives. This means observing and engaging with people in order to understand them on a psychological and emotional level. During this phase, the designer seeks to set aside their assumptions and gather real insights about the user. Learn all about key empathy building methods here.

Phase 2: Dream / Define
The second stage in the Design Thinking workflow is defining the problem. The key here is to frame the problem in a user-centered way. Once you've formulated the problem into words, you can start to come up with solutions and ideas — which brings us onto stage three.

Phase 3: Discover / Ideate
With a solid understanding of your users and a clear problem statement in mind, it's time to start working on potential solutions. The third phase in the Design Thinking process is where the creativity happens, and its crucial to point out that the ideation stage is a judgement-free zone! Designers will hold ideation sessions in order to come up with as many new angles and

ideas as possible. There are many different types of ideation technique that designers might use, from brainstorming and mind mapping to bodystorming (roleplay scenarios) and provocation— an extreme lateral-thinking technique that gets the designer to challenge established beliefs and explore
new options and alternatives. Towards the end of the ideation
phase, you'll narrow it down to a few ideas with which to move forward.

Phase 4: Create / Prototype
The fourth step in the Design Thinking process is all about experimentation and turning ideas into tangible products. A prototype is basically a scaled-down version of the product which incorporates the potential solutions identified in the previous stages. This step is key in putting each solution to the test and highlighting any constraints and flaws.

Phase 5: Test / Evaluate
After prototyping comes user testing, but it's important to note that this is rarely the end of the Design Thinking process. In reality, the results of the testing phase will often lead you back to a previous step, providing the insights you need to redefine the original problem statement or to come up with new ideas you hadn't thought of before.

21. Assessment

GEMS Cambridge International Private School Sharjah Assessment Policy

Last Amendment: June 2022
Policy Review Date: June 2023

Introduction
At GEMS Cambridge International Private School Sharjah, we believe that assessment and the recording of the data are a crucial and integral part of the teaching and learning process. We ensure that learning objectives are clearly identified in our short-term plans and that students are made aware of the learning objective and success criteria during each lesson. We give our students regular verbal feedback so that they understand what it is that they need to do to improve. We give regular feedback to parents so that teachers, students and parents are all working together to raise standards for all our students.

Assessment is both formative and summative. Formative assessment is a teacher's professional judgment about a student's attainment based on work in books and how the student generally performs in class. Formative assessment is an ongoing part of the everyday running of the classroom. Summative assessment takes place at the end of a unit or term and is a more formal test result. Test data will be recorded into the Phoenix Student

Progress Tracker in September (baseline/CAT4); December; March and June. Writing is assessed continuously throughout the year (formative and summative) formal writing assessments take place at the end of each term.

Aims and Objectives
Through our assessment and recording policy, we aim to:
- Celebrate learning and plan the next steps
- Enable our students to demonstrate what they know, understand and can do
- Help students understand what they need to do next to improve their work
- Ensure continuity and progression
- Enable teachers to develop a variety of teaching and learning strategies
- Provide information for parents to enable them to support their child's learning
- Provide the Principal and members of the Executive team and school governors with information that allows them to make judgments about the effectiveness of the school
- Create assessments which are meaningful, useful, consistent and manageable
- Raise the awareness of expectations of students, teachers and parents in an effort to achieve the highest possible standards for each child

Assessment helps students gain confidence as learners by:
- Celebrating what they can do, know and understand.

Students are motivated by:
- Praise
- High standards
- Sharing excellence with the school community
- Positive and constructive feedback
- Clear expectations

Moderating Student Progress
We monitor student progress across the school by moderating a collection of students' work from all subjects. The work is moderated during staff meetings with samples retained by subject leaders in their subject file noting achievements and areas of development for all groups of students.

We use this process to enable us to:
1. Monitor student progress across the school
2. Share and compare successful planning and teaching strategies
3. Have a shared understanding of the yearly objectives and end of Key Stage descriptors for age related expectations

Assessing Students' Achievement
All lessons have clear learning objectives. All set tasks should be appropriate for each student's level of ability. We share the focus of the lesson with the

students and ensure that they understand what they have to do to make progress in the lesson. Throughout the lesson and especially during the lesson plenaries, we assess achievement matched to the learning intention and give appropriate feedback to the students. The teacher has to make notes (record) of the students who have not achieved the expected outcome or those who have achieved more than expected. This information is used to inform our future planning.

Evidence of ongoing assessment can be found in:
1. Our online student tracking system 'Phoenix Student Progress Tracker'
2. Individual teacher trackers
3. Student Profiles (FS1/2)
4. Test results
5. Books/Folders, Guided Reading Records and Individual Reading Records
6. Internal Assessments
7. Digital learning platforms

Formative and Summative Assessment

We believe that formative assessment raises standards and summative assessment provides data for comparison and measuring progress. We believe that for assessment to be formative the feedback information has to be used.

Formative Assessment
Formative assessment occurs through:
1. Clarifying learning objectives at the planning stage
2. Sharing these learning objectives at the beginnings of lessons
3. Involving students in self-evaluation against learning objectives e.g. traffic lights in Maths
4. Focusing oral and written feedback around the learning objectives
5. Appropriate questioning
6. Raising student's self-esteem by the use of praise and celebration
7. Marking work with next steps where appropriate
8. Listening to readers and giving advice on strategies
9. In (FS1/2) EYFS, observing children engaged in independent and self-directed activities and using this to guide children to develop their understanding.

Summative Assessment
Progress Trackers
We use internal progress trackers to record assessments of students on an ongoing basis. We use the system to record and track assessment of pupils in all subjects of the National Curriculum and MOE subjects. The system lists all of the learning objectives from the National Curriculum by subject. As an objective is taught, teachers make a judgement of how well a student has met the success criteria for the objective. There is a simple colour coded system for whether a target has been met: Purple means the student is

"Exceeding" curriculum standard, Blue means the student is working "Above" curriculum standard, Green means has reached the "Expected" curriculum standard, Orange means the student is "Developing" the skills to meet the curriculum standard and Red means the students is just demonstrating "Emerging" skills whilst working towards the curriculum standard.

At set points in the year, Pupil Progress meetings are held in which Year Group Leaders and Teachers look at evidence that has been generated and moderate the teacher and Phoenix Student Progress Tracker judgements. This allows for us to identify any student who is not making the expected progress and adapt their provision. The Phoenix Student Progress Tracker system allows us to track attainment and progress for individual students, significant groups, classes and year groups.

Summative Assessments
- Nationally standardised summative assessments include:
- CAT 4 assessments from Years 2–13
- NGRT Tests from Years 3-11
- GL Progress tests in English, Maths and Science. Years 3-9.
- End of unit/progress checks include: Maths, English, Science (in Primary), All subjects (Secondary), Arabic.
- Mid-term and end of year assessments in all the MOE subjects.
- **GL Progress Tests**
- Taken at the end of the academic year by Year 3-Year 9 students.

Timetable for Testing and Data Input
- Assessment on Phoenix Student Progress Tracker will be ongoing. Test results will be entered in September; December; March and June.
-

Date	Year Group	Assessments
Term 1		
September – November	FS1/FS2	Baseline Assessments
	Year 1	Baseline Paper Tests Year 1 Phonics Passports
	Year 2	Internal baseline assessments – Maths, English, Science, Arabic, Islamic.
	Years 3-6	CAT4 for targeted year groups and all new students. Internal Baseline assessments – Maths, English, Science External assessment in Year 6 Arabic (A&B) – IBT
	Years 7-12	November - Year 6 – IBT Exams, PIRLS

	All Years	CAT4 for targeted year groups and all new students Internal Baseline assessments in all subjects. PASS Assessment Ongoing end of unit assessments. Progress tests in Arabic. Mid-term assessments in Arabic and Islamic.
December	FS1/2 Years 1–6 Years 7-12	Development Matters and Early Learning Goals assessed and recorded on Phoenix Student Progress Tracker. End of term assessments in Islamic, Arabic, Social Studies and Moral Education/MSC. End of term assessments in all subjects.
Term 2		
January	Years 10-12	Mock Examinations.
March	Years 1–6 Years 7-12	End of term assessments in Islamic, Arabic, Social Studies and Moral Education/MSC. End of term assessments in all subjects.
Term 3		
May/June	FS1/2 Year 1 Years 3-6 Year 7-9 Year 10 All Years Year 11-13	Early Learning Goals assessed on Phoenix Student Progress Tracker. Early Learning Journey profiles Internal FS21 Profile Completed – Phoenix Student Progress. Internal: Year 1 Phonics Passport External: GL Progress Tests Internal end of year assessments in MOE subjects. External: GL Progress Tests Internal end of year assessments in all subjects. Internal end of year assessments in all subjects. End of term assessments in Islamic, Arabic, Social Studies and Moral Education. External Examination Board Examinations

- Years 2-13 end of year results for Maths, English, Science, Arabic and Islamic reported to SPEA.

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. Parents are able to meet the class teacher every Tuesday to discuss their child's performance. We also hold termly parent/teacher meetings to discuss reports with targets for future learning. We communicate with parents on a continuous basis regarding the progress of their children.

Parents are invited to attend termly formal meetings to discuss progress and targets with the class teacher. Termly reports are shared with parents at Academic Tutoring days.

We feel it is vital to report a child's 'Attitude to Learning'; this is a good indication of future success and can also be an alert to parents to prompt further discussion with the class teacher about their child's approach to their learning.

The final report outlines a student's effort and achievement in the core and foundation subjects of the National Curriculum as well as the mandatory MOE subjects.

Marking and Feedback

Feedback to students is vital, as it tells them how well they have done and what they need to do next in order to improve their work. Feedback can be oral or written as appropriate. We believe in making positive statements and improvement suggestions.

The provision of effective marking and feedback to students is one of the key factors in improving learning through assessment. The student needs to: understand the purpose of the learning; how to make improvements and be given specific opportunity to respond to marking and feedback.

Marking and assessment must be a part of the planning process in order that teachers are aware of students' starting points and progress made. Accurate assessment and informed planning will result in students' knowledge and understanding being extended in every lesson and as a result good or better progress being made by all. Teachers will ensure that:
- Feedback is focused upon supporting student progress.
- Students can reflect and act upon feedback and are given the opportunity to do so.

Marking and Feedback in Primary

- Personalised marking/feedback of learning will be against the learning objective and success criteria (where applicable).
- Verbal and written feedback/marking can take place in many forms e.g. during the lesson whilst the child is working or after the book/work has been submitted. Feedback may be done verbally with the child so the work may not necessarily have more than 'VF' (Verbal Feedback) written on it as an assurance that the teacher has seen the work and that the child's learning has been evaluated.
- The teacher will always be sensitive to the needs of each child and mark/feedback only as much as is constructive.

Maths

- Marking/feedback is given against the learning objective.
- Examples throughout a piece of work of where a child is meeting the Learning Objective will be highlighted in pink.
- Where a child has made a mistake or needs to improve an answer this will be highlighted in yellow.
- A piece of work will be marked to identify misconceptions. Students will be allocated a number in their books (1,2,3) according to the misconception and will then be given the opportunity in the following lesson to re-visit the misconception with their teacher and edit their work. Number 2 is given for consolidation and 3 for challenge or deepening the application of problem solving.

English

- Marking/feedback is given against the learning objective and success criteria.
- One piece of English work per week will be marked to identify misconceptions. Students will be allocated a number (1,2,3) according to areas for improvement to follow up in the next lesson. Students will then be given the opportunity in the following lesson to re-visit their learning with their teacher and edit their work. Pupils are also encouraged to use their thinking skills on how to improve their learning.
- Edited pieces of work will be 'deep marked' against the success criteria, identifying what a student has done well and how they could improve in the final draft for the unit.
- Examples throughout a piece of work of where a child is meeting the Learning Objective will be highlighted in pink.
- Where a child has made a mistake or needs to improve an answer this will be highlighted in yellow.

- Spelling – errors in age-appropriate spellings will be marked with the symbol 'Sp' by the class teacher and the child will be given the opportunity to correct this in the next lesson.

Science:
- Marking/feedback is given against the learning objective.
- Examples throughout a piece of work of where a child is meeting the Learning Objective will be <mark style="background-color:magenta">highlighted in pink</mark>.
- Where a child has made a mistake or needs to improve an answer this will be <mark style="background-color:yellow">highlighted in yellow</mark>.
- At the end of each unit, the students will be given a 'Big question' (higher-order task) to answer related to the unit of work. This piece will need to be deep marked to assess a child's understanding.

Absence

If a pupil is absent from school the word 'Absent' is written beside the work. Where possible, staff will work with the child upon their return to catch up on the missed work to ensure future learning is not affected.

Marking in Secondary

- Marking/feedback of learning will be against the learning objective and success criteria (where applicable).
- Verbal and written feedback/marking can take place in many forms e.g., during the lesson whilst the child is working or after the book/work has been submitted.
- Feedback may be done verbally with the child so the work may not necessarily have more than 'VF' (Verbal Feedback) written on it as an assurance that the teacher has seen the work and that the child's learning has been evaluated.
- The teacher will always be sensitive to the needs of each child and mark/feedback only as much as is constructive.
- Students are encouraged to self-asses their work where appropriate and respond to written feedback.

Maths and Science
Formative Marking
- Feedback is given against learning objectives, success criteria and Key Stage Flightpaths for Maths.
- Students will have the opportunity to re-visit the misconception with their teacher and make corrections with purple pen.

Summative Marking
- Teachers will mark an end of topic test and provide feedback to the students.
- Feedback is given with links to the specification and assessment criteria.
- This can be completed as part of students' homework tasks.

English
Formative Marking
- Marking/feedback is given against the learning objective or success criteria and Key Stage Flightpaths for English.
- Where a child has made a mistake or needs to improve an answer this will be annotated.
- Students will then be given the opportunity to re-visit the misconception with their teacher and edit their work in purple pen.

Summative Marking
- Assessed pieces will be marked for Literacy using the GCS Literacy Marking Codes.
- Teachers will use WWW (what went well) and EBI (even better if) for summative feedback on a unit/topic.
- Students will then be given the opportunity to re-visit the misconception with their teacher and edit their work in purple pen.

Key Stage 4 and 5:
Formative Marking
- Verbal feedback is given and acknowledgement marking is done against the learning objectives, success criteria and specification criteria.
- These can be set as homework or can be carried out as mini plenaries in class.
- Students to look at mark scheme or seek teacher support for corrections.
- Students will have the opportunity to respond/reflect using purple pen.
- Self-assessment and peer assessment is done using purple pen.

Summative Marking
- Teachers will mark an end of topic test and provide feedback using the feedback sheets / WWW/EBI comments.
- Students will be signposted to how they can improve, this will provide opportunity for teachers to revisit the feedback and give comments.
- Feedback is given with links to the specification and assessment criteria.
- This can be completed as part of students' homework tasks.
- Students will have the opportunity to respond/reflect using purple pen.

Other subjects
- Feedback is given with links to the unit objectives, specification and assessment criteria.
- Every piece of work will be acknowledged through either 'tick marking.'
- Summative pieces of work/end of topic feedback will be given using WWW and EBI.
- Students will have the opportunity to re-visit the misconception with their teacher and make corrections with purple pen.
- Feedback is given with links to the unit objectives, specification and assessment criteria.

Practical Subjects
Art
Feedback will be given through target sheets linked to the unit objectives per topic.
These will be updated and shared with students at the end of each topic to reflect on.

Computing
All work / screenshots of work to be uploaded on to Phoenix Classroom.
Feedback will be given I the 'comment' box of Phoenix Classroom and on target sheets.

ICT
Feedback will be given through target sheets linked to the unit objectives per topic.
These will be updated and shared with students at the end of each topic to reflect on.

Music
Verbal feedback will be given and targets sheets updated.

PE
Verbal feedback will be given.

Students with Special Needs
Students with SEN Support will have an Individual Education Plan. This will be reviewed in consultation with the student and the parent as specified in the Inclusion Policy. IEP's are working documents so will be kept by the SENCO and the class teacher. Any professional reports need to be taken into consideration and kept in the school office.

22. Homework

Homework is considered to be a valuable element of the learning process.

Each week home learning is set in English and Reading and bi-weekly in Science and Mathematics. This home learning should reinforce what has been previously learned.

At GCS, we provide students with homework opportunities to encourage student engagement and enjoyment. Additional, more formal activities may be set by the teacher depending on the needs of the students.

Power Points are available and shared retrospectively but we do not encourage you to use these as home learning tools as they are created for the teacher as professionals. The presentations are there as a way of providing information for you on what your child is learning.

Please ensure that you prioritise reading with your child this is the key to the whole curriculum.

23. Digital Learning

Please refer to our E-safety Policy.
Our students will have access to computers, tablets and iPads. Each class will have access to computer and interactive whiteboards/LED's.

Our specialist Computing teacher will be supporting students to access the Computing Curriculum in the classroom and in our Computer Suite. We will introduce a Bring Your Own Device Initiative, in which students will be able to bring along their own learning devices to support them in their learning. This will be a staggered process with clear guidelines being given in due course. As part of this process, we will teach students how to safely use the internet for learning, communicating and sharing.

All parents have to sign the BYOD Policy upon admission of their child(ren).

See Appendix 6 for our BYOD Policy

24. Appendices

Appendix 1: Primary Behaviour Policy
Rewarding Positive Behaviour in Primary School

GCS Rewards Ladder Primary School				
	Behaviour		**Reward**	**Staff**
Dojo points Each class teacher should have Class Dojo set up online. Dojo points will be awarded for positive behaviour and attitude to learning. Dojos will accumulate and collected by House Captains/Student Leaders at the end of every term.	**Dojo points should be given for demonstrating the following:** **Positive House Points** *GCS Values /MOE Islamic Values / GEMS Core Values* Playtime dojo Lunch time dojo Homework Tolerance Kindness Care Teamwork Honesty Resilience Empathy Respect Following classroom rules Healthy eating Uniform Being responsible		**Individual** Verbal descriptive praise linked to GCS School Values and GEMS Core Values **Group Rewards** Displaying GCS values while working as a team E.g. group work/PE Participation in House Competitions • Only ever give 1 dojo at a time (all points worth 1 point) • Average dojo's 10 per child per week (this is an average to promote some consistency and will be significantly higher in Weeks 1 and 2)	• Specialist teachers will • have access to class teacher DOJO • Each teacher must set up the same positive Dojo's • House Captains will collect dojo points at the end of every term.

		Children should NEVER go into negative • Rewards can be given for the class or individual at the teachers' discretion E.g. class get a reward when they achieve 500 points, children get a special job when they reach 100	
GEM of the day	GEM of the day should be awarded for: Consistently demonstrating level 1 throughout the day/ specialist lesson - PE/Music/Arabic GEM	Child to place their name on the GEM of the day in the classroom Certificate to bring home	Class teacher Specialist Teacher
GEM of the week	GEM of the week should be awarded for: Consistently demonstrating level 1 behaviour throughout the week.	Certificate presented in assembly Statement should link to values/competencies or GEMS Core Values	Class teacher HOY/SLT
GEM of the Term	Consistently demonstrating values/competencies throughout the term.	GEM of the Term 1 boy and 1 girl from each class	Class teacher Heads of Year
Team termly	Consistently demonstrating values/competencies throughout the term.	Termly House Reward House with the most points each moth to have a reward E.G. Extra play Breakfast in the canteen	Middle Leaders/Senior Leaders
Team yearly	Overall winning house for the year combination of Primary and Secondary house/achievement points.	House Cup presented to HC/VC in whole school/KS assemblies Certificate of recognition given	HOS Principal

		to each member of that team	
GEM of the Year Individual Yearly	Consistently demonstrating values/competencies throughout the year.	GEMS of the Year PE GEM of the Year Music GEM of the Year Arabic A/B GEM of the Year	Class teachers Specialists Heads of Year Presented by Senior Leaders/Heads of School during End of Year Assemblies

Appendix 2: Primary Behaviour Policy
Sanctions in Primary School

First Degree Offences	**Consequences**
Behaviour that causes disruption of teaching and learning:	**Level 1 Behaviours must be recorded on Phoenix.**
- Entering of leaving the classroom without permission - Failure to follow the rules of positive behaviour inside and outside the classroom, such as: keeping quiet and demonstrating self-discipline during lessons, or making inappropriate noises inside or outside the classroom - Disruptive classroom, assembly and school behaviour - Breaking school rules in classrooms, corridors, playground and buses - Not following instructions - Lack of respect, abusive or inappropriate	**Upon Committing Offence** 1st incident in one day: 1. Verbal recognition of the misbehaviour. 2nd Incident in per lesson: 1. Ladder 2. Isolate the student from the group to work independently. 3. Provide a verbal reminder of proper conduct. 4. To do timeout in buddy classroom for 5 minutes with learning. **1st Repetition** Repeat steps 1 – 5 Record behaviour on Phoenix. Contact parents via email. *1. Isolate the student from the group to work independently.* *2. Provide a verbal reminder of proper conduct.* *3. To do timeout in buddy classroom for 5 minutes with learning.* *Further disruption to learning:* *Loss of break/ lunch* *KS1- 5 min* *KS2 - 10 min* **2nd Repetition** Repeat steps 1 – 5 Record behaviour on Phoenix. Teacher to c all the parent/guardian.

language towards peers • Eating during lessons and during the morning assembly without justification or permission (after confirming the health status of the student)	1. Isolate the student from the group to work independently. 2. Provide a verbal reminder of proper conduct. 3. To do timeout in buddy classroom for 5 minutes with learning. *Further disruption to learning:* *Loss of break/ lunch* *KS1- 5 min* *KS2 - 10 min* **3rd Repetition** Class teacher: Teacher to open file on pupil (**form No. 6.**) Meeting with parents and issue a first written warning to the student with parent/guardian signature of acknowledgement. **Form No. 7.** Parents sign Ministerial Behaviour Policy **Record on Phoenix**
Second Degree Offences	**Consequences**
Behaviour that causes disruption of teaching and learning:	**Level 2 Behaviour must be recorded on Phoenix.**
• Repeating Level 1 misconduct at least 4 times after initial meeting with parents. • Exiting school without permission, or truancy during the school day; also considered absence • Initiating fights, threatening or intimidating peers • School graffiti and vandalism of school furniture or school buses • Inappropriate language / verbal abuse (swearing) • Not following a teacher's instructions • Disturbing other students	**Repeated First Degree Offences** Year Group Leader to meet with parents. Issue Form **No. 9** to student and Form **No. 10** to parents. **Once Off Offences – Age appropriate consequence** *Loss of break and lunch time play* *KS1 - 20 min* *KS2 –2 x 20 min* Class teacher to call the parent/guardian and issue a warning email for parent. Teacher to open file (Form No 6.). Miss a playtime with Year Group Leader or SLT. **1st Repetition** Get the signatures of the parent/guardian and the student on a warning. Issue Form **No. 9** to student and Form **No. 10** to parents. *Loss of break and lunch time play* *KS1 - 20 min* *KS2 –2 x 20 min* **2nd Repetition -Year Group Leader** Issue Form **No. 10** again. Issue student with Behaviour Report. *Loss of break and lunch time play* *KS1 - 20 min* *KS2 –2 x 20 min*

	3rd Repetition- SLT Member Refer to School Counsellor/ pastoral leader /School Behaviour Management Committee to carry out a set of actions that would contribute to improving the student's behaviour. Create Individual Behaviour Plan.
Third Degree Offences	**Consequences**
Behaviour that causes disruption of teaching and learning:	**Level 3 Behaviours must be recorded on Phoenix.**
• Repeating Level 1 or 2 misconduct • Physical assault on peers or school workers • Bullying of peers and school workers • Theft or concealment • Destruction, vandalism or seizing of school property and/or facilities • Tampering, vandalism or destruction of school buses or harming road users • Using racist language	**Repeated First Degree Offences surpassing the second degree.** Senior Leader to meet with parents. Issue Form **No. 9** to student and Form **No. 10** to parents. **Once Off Offences** Immediate convening of the School Behaviour Management Committee (Exec) to conclude a decision. An immediate summons of the parent/guardian and signing the decision **–** Form **No. 8** Senior Leader to meet with Parents and Issue Form **No. 7** *One day internal isolation.* **1st Repetition** Immediate convening of the School Behaviour Management Committee (Exec) to conclude a decision. An immediate summons of the parent/guardian and signing the decision **–** Form **No. 8** Head of Primary meet with Parents and Issue Form **No. 9** to student and **Form No. 10** to parents. *3-day internal isolation.* **2nd Repetition- Heads of School to meet with parents and pupils** Issue a decision from the School Behaviour Management Committee to suspend the student. Xx days external suspension from school. **Issue Form No. 12** and seek support from Inclusion Team.
Fourth Degree Offences	**Consequences**
Behaviour that causes disruption of teaching and learning:	**Level 4 Behaviour must be recorded on Phoenix.**

	Repeated Third degree offences. • Physical assault leading to injury to peers or school staff	Principal - Immediate communication with the parent/guardian. Take immediate procedure towards the offence with the help of the concerned parties. Suspend the student until the completion of the investigation. The student and his/her guardian shall be held responsible for any damages resulting from the offence. Transfer the student to the remedial programs approved by a decision of the school. Suspend the student's registration in schools and full denial of access to schools and the transition to continuous home schooling. Complete suspension in the case of exhausting all means of remedy.

Appendix 3: Secondary Behaviour Policy
School Values Based Rewards Ladder

	RESPECT- For others and the school rules	INTEGRITY- Doing the right thing, when no one is looking	KINDNESS- Towards everyone	HONESTY- At all times
	I have had perfect uniform for the whole term.	I have completed a project to the best of my ability.	I volunteered to support a teacher or class with a project.	I am honest in all situations (easy or difficult).
	I have participated in a school event.	I always work to the best of my ability, and complete all tasks set in class.	I go above and beyond to look after the environment and the school.	I have an excellent work ethic and am able to reflect on how I can improve even more.
	I have participated in an extra-curricular event outside of school	My attendance is been 98% or above this term.	I encourage others and offer support without being asked.	I value the religions and opinions of my fellow students at all times.
Excellent	**Points Awarded: + 10** **GEMS of the Week - +10 GEM of the Term - +15 GEM of the Year - +20**			
	I always have the correct equipment needed for the lesson.	I keep to my task at all times.	I often participate in class discussion and offer some of my own thoughts and ideas.	I can reflect positively on my successes and recognise areas for development.
Good	I respond positively to advice and guidance from everyone.	My behaviour is always positive – I am committed and enthusiastic.	I ask thoughtful relevant questions. I fully participate in class discussions.	I always tell the truth and share information when asked.

	RESPECT	INTEGRITY	KINDNESS	HONESTY
	I always arrive on time to the lesson.	I always work to my full potential and have examples of doing more than is expected in the lesson.	I have a positive effect on the learning of the rest of the class. I often help others.	I always admit when I am wrong.
	My uniform is always appropriate for the lesson. I look smart.	I complete all tasks expected in class.	I have a positive effect on the rest of the class and I help others.	I can recognise my successes and areas for development.
	Points Awarded: +5			
Expected	I have the correct equipment ready for the lesson.	I am always on task.	I respond to questions when asked and I offer participation when prompted.	I can tell the truth and share information when asked.
	I arrive on time to lessons.	I am well behaved inside in class/the playground.	I behaviour does not disturb the learning of others.	I can admit when I make a mistake.
	My uniform is appropriate for the lesson.	I complete my work on time.	I help a teacher with a task/job.	I reported an incident to a teacher.
	I always do what I am asked to do.	I am moving around the school in a sensible manner.	I support my peers when they need help.	I ask for help when I need it.
	Points Awarded: +2			

Appendix 4: Secondary Behaviour Policy
School Values Based Sanctions Ladder

	RESPECT- For others and the school rules	INTEGRITY- Doing the right thing, when no one is looking	KINDNESS- Towards everyone	HONESTY- At all times
Below Expected (Level 1)	I don't have the correct equipment for the lesson.	I do not complete the task set.	I do not listen to others.	I do not recognise success and areas I need to improve.
	I am late for the lesson.	I am not on task.	My behaviour can upset the learning of others in the group.	I do not tell the truth and share information when asked.
	I don't follow the instruction first time from a member of staff.	I am eating when I am not supposed to.	I am not looking after the environment or the school.	I do not admit when I make a mistake.

I am not wearing the correct uniform.	I am using my device/phone when I am not supposed to.	I am not kind to my peers.	I get others in trouble as a result of my lack of honesty.
Consequences			**Points Deducted**
1. **1ˢᵗ Verbal Warning – initial offence**			0
Persistent behaviour after 1ˢᵗ warning: 2. 2ⁿᵈ Verbal warning 3. Teacher logs offense on Phoenix Classroom 4. Form tutor informed 5. Parent email			-1
3ʳᵈ Verbal Warning: 1. Teacher logs offense on Phoenix Classroom 2. Student isolated in HOY office for break time. 3. Teacher calls home followed up with an email.			-2
4ᵗʰ Verbal Warning: 1. SLT called 2. Student moved to SLT office for remainder of the lesson. 3. Meeting with parents followed by a signed letter. (HOY) 4. School counsellor informed.			-3
2ⁿᵈ Removal by SLT 1. Meeting with parents followed by a signed letter. (SLT/HOY) 2. School counsellor informed. 3. Behaviour report with agreed actions, rewards and consequences.			-4
Further repetition - Parents to meet with Vice Principal/Principal			

	RESPECT- **For others and the school rules**	**INTEGRITY-** **Doing the right thing, when no one is looking**	**KINDNESS-** **Towards everyone**	**HONESTY-** **At all times**
Unacceptable (Level 2)	I regularly don't have the correct equipment for the lesson.	My tasks are often not completed.	My responses in class are negative and I often don't listen.	I do not recognise success and areas I need to improve.
	I am regularly late for the lesson or have left the classroom without permission.	I am often distracted and off task.	My behaviour disrupts the learning of others in the group.	I often do not tell the truth and share information when asked.
	My uniform is often inappropriate.	I demonstrate poor levels of behaviour or a poor attitude to my learning in class.	I threaten or intimidate my peers.	I rarely admit when I make a mistake.

I have damaged or have tampered with school property.	I have been warned about behaviour and I have not responded.	I make fun of others or say unkind things to them.	I have purposefully not been honest in a serious situation.
Consequences			**Points Deducted**
1St Time: To be decided by HOY 1. Teachers logs offense on Phoenix Classroom 2. Loss of break time play. 3. Meeting with parents followed by a signed letter. 4. School counsellor informed.			-4
2nd Time To be decided by Exec 1. HOY logs offense on Phoenix Classroom 2. Loss of break time play. 3. Meeting with parents followed by a signed letter. 4. Isolation inside the school for 1-2 days 5. School counsellor informed. 6. Behaviour report with agreed actions, rewards and consequences.			-8
3rd Time To be decided by Exec 1. SLT logs offense on Phoenix Classroom 2. Loss of break time play. 3. Meeting with parents followed by a signed letter. 4. Isolation inside the school for 2-3 days 5. School counsellor informed. 6. Review behaviour report with agreed actions rewards and consequences.			-8
Further repetition - Parents to meet with Vice Principal/Principal			

	RESPECT- **For others and the school rules**	**INTEGRITY-** **Doing the right thing, when no one is looking**	**KINDNESS-** **Towards everyone**	**HONESTY-** **At all times**
Serious Offence (Level 3)	I have left the school without an adult's permission.	My tasks are often not completed.	I have been bullying a fellow student.	I have not been honest in a test (cheating or copying).
	Destroying school property.	I am often distracted and off task.	I have used social media to spread negative messages of my teachers or peers.	I have not told the truth in a serious event, causing others to get into trouble.
	I have tampered with a school bus. My behaviour has cased	I have taken photos or videos of others	I have hurt or hit others.	Swearing at a teacher.

harm to the driver or bus conductor.	without their permission.		

Consequences	Points Deducted
1St Time: Exec Only 1. Immediate isolation inside the school. 2. SLT logs offense on Phoenix Classroom. 3. Meeting with parents followed by a signed letter. 4. School counsellor informed.	-12
2nd Time : Exec Only 1. Exclusion until the case has been fully investigated. 2. SLT logs offense on Phoenix Classroom. 3. Meeting with parents followed by a signed letter. 4. School counsellor informed. 5. Referral for behaviour intervention by agreed parties.	-12
Further repetition - Parents to meet with Vice Principal/Principal	

	RESPECT	**INTEGRITY**	**KINDNESS**	**HONESTY**
	Any offenses against the UAE law.			
	Carrying harmful / dangerous items in the school.	Possession of any inappropriate content as per the UAE law.	Hurting others, causing an injury.	Theft
	Consequences			
Serious Offence (Level 4)	**1St Time: Exec Only** 1. Exclusion until the case has been fully investigated 2. SLT logs offense on Phoenix Classroom. 3. Principal / Vice Principal to meet with parents. 4. School counsellor informed. 5. Consequence determined by the Vice Principal/ Principal *Possible expulsion or transfer to another school.			

Appendix 5
E-safety Behaviour Ladder

Behaviour Incidents

	Incident Description	Action and Reporting

1st Degree Offences	Not attending classes or being on time
	
	 Using the microphone feature, camera or chat without prior permission from the teacher. Playing games (except with the express permission of the teacher because it is an educational necessity linked to the lesson.) Misusing rights and
		Upon Committing Offence
		1st incident in one day:
		  1. Verbal recognition of the misbehaviour.
		
		2nd Incident per lesson:
		  1. Refer to Behaviour Ladder
		  2. Isolate the student from the group to work independently.
		  3. Provide a verbal reminder of proper conduct.

	tools available through Microsoft Teams/Phoenix Classroom.	**1st Repetition** Repeat steps 1 – 3 Record behaviour on Phoenix. Contact parents via email.
	Misuse of emojis in the chat	
	Unkind/ disrespectful comments towards the teacher or others	**2nd Repetition** Repeat steps 1 – 3 Record behaviour on Phoenix. Call the parent/guardian.
	Not muting their microphones when asked to do so	1. Refer to Behaviour Ladder 2. Isolate the student from the group to work independently. 3. Provide a verbal reminder of proper conduct.
	Repetition on same day – 3 times – Level 2	
		3rd Repetition Teacher to notify Head of year/SLT member. Class Teacher/Form Tutor to open file on pupil. Meeting with parents and issue a first written warning to the student with parent/guardian signature of acknowledgement. Parents sign Ministerial Behaviour Policy **Record on Phoenix** **3rd Repetition on the same day – Level 2**
2nd Degree Offences	Use of inappropriate language	**Repeated First Degree Offences** Teacher and Year Group Leader to meet with parents.
	Absence from a single school day (via distance learning) without an acceptable excuse.	**Once Off Offences – Age-appropriate consequence** Class teacher to call the parent/guardian and issue a warning email for parent. Teacher to open file.
	Using e-mail or social media to reveal information of a personal nature.	
	Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.	Student to attend a counselling session with school counsellor. **1st Repetition** Get the signatures of the parent/guardian and the student on a warning.
	Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user. Abusing or insulting official visitors during periods during the live broadcast.	**2nd Repetition -Year Group Leader** Issue student with Behaviour Report. Further counselling internecion. **3rd Repetition- SLT Member** Refer to School Counsellor/ pastoral leader /School Behaviour Management Committee to carry out a set of actions that would

		contribute to improving the student's behaviour. Create Individual Behaviour Plan.
3rd Degree Offences	Cyber bullying Racist language towards others	**Repeated First Degree Offences surpassing the second degree.** Senior Leader to meet with parents. **Once Off Offences** Immediate convening of the School Behaviour Management Committee (Exec) to conclude a decision. An immediate summons of the parent/guardian and signing the decision. Senior Leader to meet with Parents. *One day internal isolation.*
	Divulging other students' personal information, including home addresses and phone numbers.	
	Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network. Entering and using the account of another teacher or student with or without his/her knowledge and/or consent.	
	Destroying, modifying, or misusing devices or software in any way. Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software or hardware. Installing or downloading software or products that might harm the device or the network.	**1st Repetition** Immediate convening of the School Behaviour Management Committee (Exec) to conclude a decision. An immediate summons of the parent/guardian and signing the decision. Head of Primary meet with Parents. *3-day internal isolation.*
	Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent. Using educational content to photograph and recording conversations between students, and posting them without prior permission.	**2nd Repetition- Principal to meet with parents and pupils** Issue a decision from the School Behaviour Management Committee to suspend the student. Xx days external suspension from school.
	Forging school documents/impersonating others.	
4th Degree Offences	Publishing, creating, exchanging or promoting malicious or suspicious software.	Heads of School - Immediate communication with the parent/guardian. Take immediate procedure towards the offence with the help of the concerned parties. Suspend the student until the completion of the investigation. The student and his/her guardian shall be held responsible for any damages resulting from the offence. Transfer the student to the remedial programs approved by a decision of the school.
	Cheating in an official internal/external assessment.	

		Suspend the student's registration in schools and full denial of access to schools and the transition to continuous home schooling. Complete suspension in the case of exhausting all means of remedy.

In the event that a student with special educational needs or of determination commits a behavioural offence during distance learning, SLT and the school support team shall coordinate with each other to study the behaviour of the student to determine the relationship between the offence and the disability, and then apply the same measures mentioned in the 2018 Student Behaviour Management Policy.

Appendix 6

GEMS Cambridge International Private School Sharjah
Bring Your Own Device Acceptable Use Policy

Last Amended: August 2022
Policy Review Date: August 2023

This document covers the use of BYOD and related technologies in the school: i.e. email, internet, intranet and network resources, learning platform, software, equipment and systems. Digital systems, technologies and software are made available to students to further their education and to help the management of the school. This Acceptable Use Policy has been drawn up to protect students, staff and the school. The school reserves the right to examine or delete files that may be held on its computer systems and to monitor any Internet site visited or work done by a student.

- I understand that I must use the school digital system in a responsible way, to ensure that there is no risk to my safety, other students or to the safety and security of the digital systems
- For my own personal safety:
- I understand that only tablets and laptops suitable for learning will be used in school, mobile phones will only be allowed for specific educational purposes, when asked.
- I understand that the school is not responsible or liable for loss or damage, or for maintenance or repair of my device.
- I understand that the school does not provide any insurance cover for personal devices brought to school.
- I understand that the school will monitor my use of the digital systems, email and other digital communications. This will include monitoring and accessing any personal area on the network, such as My

Documents. Teaching staff will only be able to read information in My Documents and not amend anything.

- I understand that the school's digital systems are intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so. I will only use devices for school work, homework and as directed.
- I will not bring files into the school (on removable media or online) without permission or upload inappropriate material to my institution.
- I will only edit or delete my own files and not view or change other people's files without their permission.
- I will ensure I have a secure password on my device and keep my logins, usernames and passwords undisclosed.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school systems for on-line shopping, on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting.
- I will use the Internet responsibly and will not visit web sites I know to be inappropriate for the school.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- The messages I send and the information I upload will always be polite and sensible.
- I will immediately report any unpleasant, inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line to a teacher / trusted adult.
- I will not disclose or share personal information about myself or others when on-line.
- I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless I take a trusted adult with me.
- I am aware that some websites have age restrictions and I will respect this.
- I am aware that my online activity at all times should not upset or hurt other people and that I should not put myself at risk.
- I will not take or distribute images or videos of anyone without their permission. (This is an offense by UAE law)
- I recognise that the School has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the School:
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not install or attempt to install programmes of any type on a machine or store programmes on a computer. I will not alter computer settings.
- I will not use VPNs or use other private networks while using devices at school.

- When using the internet for research or recreation, I recognise that:
- I should ensure that I have permission to use the original work of others in my own work. Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
- I understand that I am responsible for my actions, both in and out of the school.
- I understand that the School also has the right to act against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement even when I am out of the School and where they involve my membership of the School community (examples would be cyber-bullying, use of images or personal information).

I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network/internet, removal of devices, contact with parents and in the event of illegal activities involvement of the appropriate authorities.

Appendix 7

<u>GEMS Complaints and Written Appeals Policy for GEMS Cambridge International Private School Sharjah</u>

Last Amendment: September 2022
Policy Review Date: September 2023

Rationale
The GEMS Cambridge International School (GCS) constantly aims to provide a quality service to their stakeholders. At GCS, we acknowledge that, from time to time, stakeholders may wish to lodge a complaint about a school or the work undertaken. Such complaints will be investigated by the appropriate person and results communicated to the stakeholder. Stakeholders can include parents, students, staff, external providers and members of the local community. This is in accordance to Policy 21 (Article 26 of the Organising Regulations) of the Private Schools' Policy and Guidance Manual.

In order to gauge success and further improve the service, stakeholders are encouraged to give feedback when the school has exceeded or fallen short of

expectations. Managers can then reward staff when they go the 'extra mile', demonstrating the school's vision and values and address any weaknesses reported.

However, any parent, guardian, or other person who upbraids, insults, or abuses any employee on school property or in the presence of students may in the first instance be asked to leave the school site and further guidance will be sought from the legal and education teams at Corporate Office.

GEMS schools reserve the right to restrict or deny anyone access to its premises that it deems disruptive or to have behaved inappropriately towards school staff. School employees who are sued as a consequence of performing their assigned duties appropriately shall be provided full legal service.

It is vital to take all concerns and complaints seriously, always seeking to resolve matters fairly and to the mutual satisfaction of all concerned. One dissatisfied stakeholder can seriously damage the reputation of the school, even if there are hundreds who are happy with the service.

Aims
- To provide a common system for expressing satisfaction or dissatisfaction with the service provided to customers.
- To deal promptly and professionally with complaints, always seeking to find a way forward which is agreed and understood by all concerned.

Managing Compliments
A suggestion box is placed in the school reception area. Forms are available so that parents and visitors can give feedback. A display of 'compliment' notes in reception helps to demonstrate the school's commitment to high standards of service. When a compliment is received it is filed in the school office and a copy sent to the Principal, line manager and person concerned. Due acknowledgement is made to the person(s) responsible for this noteworthy act. Emails to the Front of House, Senior Leadership Team or Class Teacher are also welcomed.

Managing Concerns
Most expressions of dissatisfaction are not formal complaints. Parents and others may raise issues and concerns to the school either over the telephone, in writing or in person.

All concerns must be treated seriously and action taken within 24 hours of receipt. Serious concerns should be recorded using a Record of Concerns folder kept by the Parent Relations Executive (PRE).

When dealing with a complaint over the telephone full and clear notes of the conversation should be made. Alternatively, the dissatisfied person should be invited into school to discuss the issues and to find a resolution.
The dissatisfied person should be informed of the way in which the matter is being dealt with. Any promises made should always be fulfilled. Commitments should not be made on behalf of another person, faculty or department without first checking that they are able to meet that commitment.

Once a concern has been fully addressed this should be communicated to the complainant.

Procure for raising concerns:
1. Raising concern with child's class teacher/form tutor by email, telephone or by verbally requesting a meeting.
2. If the parent is not satisfied with the response of the class teacher or feels that the matter is sensitive or serious, they contact the Head of Year or a member of the Senior Leadership Team.
3. In more serious cases, the Heads of School or the Principal deals with parents directly.

Where a stakeholder believes the school has failed to or cannot adequately deal with the complaint, or where the complaint is about the Principal, they should direct their complaint to the appropriate Educational Director at a GEMS Corporate Office, who will investigate the complaint according to the procedures in the corporate complaints guidelines.

Online complaints that involve E-Safety incidents should be reported to class teachers and form tutors copying in heads of schools.
If there is a problem with the devices or accessing school educational platforms, complaints should be reported to IT and helpdesk.

Referring Concerns and Managing Complaints
Parents and students should be informed about
the complaints procedure, for example it should be placed in the Parent Handbook.

Managing Serious Complaints
Complaints regarding school matters should preferably be made in writing and addressed to the Principal. The matter may be delegated to a member of the Senior Leadership Team for follow up as appropriate, especially in cases of responsibility for a school section or level.

If a complaint is not satisfied with the process managed by
the Principal and wishes to take the matter further, the Principal should

contact the appropriate GEMS Senior Education Officer to mediate informally.

If the complainant wishes to make a formal complaint then the matter will be referred to the GEMS Director of Education. In both these
cases, all relevant documentation should be forwarded.
Responses and recommendations arising from formal complaints will be communicated in writing to the complainant, the person complained about (where relevant) and copied to the Principal and GEMS Senior Education Officer.

Complaints Committee
All complaints received by the school in writing, email, phone or
from SPEA, are overseen by the complaints committee. The complainant will receive a confirmation of receipt of the complaint within 24 hours. Following this the school under the monitoring of the complaints committee shall investigate and take the necessary action replying to the complainant with 10 working days of the initial complaint.

Name	Role	Email	Phone Contact
Albie Huyser	Principal	a.huyser_gcs@gemsedu.com	(+971)06-5024800
Darren Mumford	Vice Principal	d.mumford_gcs@gemsedu.com	(+971)06-5024800
Michelle Motley	Head of Primary	m.motley_gcs@gemsedu.com	(+971)06-5024800
Keiron Tucker	Head of Secondary	k.tucker_gcs@gemsedu.com	(+971)06-5024800
Engy Kmal Mohamed Ali	GRE	e.kadry_gcs@gemsedu.com	(+971)06-5024800

Reporting Compliments and Complaints
The complaints procedure provides for the panel to make findings and recommendations and does the procedure stipulate that a copy of these findings and recommendations are given to the complainant and, where relevant, the person complained about and the headteachers.
Where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school.
Written records are kept of complaints.

Correspondence, statements and records relating to individual complaints are kept confidential, except in cases where local legal requirements permit access.

Details of compliments and complaints should be included in Principal's monthly report to GEMS.

Appendix 8

HOME SCHOOL AGREEMENT

Mission Statement

At GCS, we wish to create a culture of learning, where children are happy, enthusiastic, motivated and ambitious. We believe that it is important to provide a secure, caring and stimulating environment for all students, and encourage mutual respect, support and collaboration between all adults and students.

This is done most effectively when **all** parties understand their responsibilities and agree to work together towards the same goals, as detailed in this home-school agreement, which applies to **all** staff, parents and students.

Appendix (A) to the Ministerial Resolution No. (1) of 2018 on the Regulation of the Students Behaviour at Public Education Foundations, United Arab Emirates. The Ministry of Education. Form No. (1), and SPEA Circular #74 dated 22/09/2020.

- The student and the guardian sign on the guardian's charter with the school at the beginning of the school year and agree to review the contents of the Student Behaviour Regulation.
- This Contract reflects the Ministry of Education's approach to achieving the vision of the United Arab Emirates for a first-class educational system that ensures that all students develop a personal, cognitive and social development in a safe and secure environment.
- The Regulation of Positive Behaviour draws upon the values of the Ministry of Education, Citizenship, shared responsibility, accountability, commitment and transparency, and the right for education for all. Therefore, the school, with all teaching and administrative staff members, commits to inform, direct and train all students with instructions to be followed all the time.
- The school therefore expects students to consistently show respect and appreciation to their teachers and colleagues and to respect their learning environment and school facilities.
- The general policy of the Student Behaviour Regulation states that all students, employees and parents have roles and responsibilities that all must adhere to, including the general obligations of the administrative and teaching staff.

General Responsibilities

School General responsibilities:
- Commitment to student safeguarding, wellbeing and health & safety.
- Commitment to professional and ethical standards, well-prepared teaching, learning and non-classroom activities.
- Share Termly data relating to the child's Attainment and Progress with parents (subject to clearance of fees).
- Consistently follow school policies & procedures as published in the Parent Handbook & update as required.

Parent/guardian General Responsibilities:
- Follow school policies & procedures as published in the Parent Handbook.
- Promote positive behaviour and commit to encourage and care, and to resolve behavioural problems of the child. Cooperate with school to solve any behavioural problems as per the school's behaviour policy.
- Instill self-discipline in children and always remind them of the values of their religion and society.
- Commit to attend educational and awareness meetings and events when invited by the school administration. Communicate with the school when needed.
- Notify the school of the children's particular needs, including SEND/SofD, and support child & school accordingly. Provide requested reports as required.
- Pay the value of repair or replacement of any items lost or damaged by the child, as per the decision of the Behaviour Management Committee.
- Accept full responsibility towards the student according to Wadeema Law and other laws in the state.
- Demonstrate respect to the administrative and teaching staff at the school. Do not harass or verbally/physically abuse them, and follow the complaint's policy.
- Provide and update correct telephone numbers to facilitate continuous communication between the school and the home.
- Support their child inside and outside school to raise their educational level, values and character.
- Ensure the child attends school regularly, brings all required learning materials & stationary, wears correct school uniform and arrives and is collected on time.

Students' General Responsibilities
- Adhere to all school & Authority rules and regulations.
- Commit to the GCS values, principles, customs and traditions of the UAE community, such as honesty, integrity and non-infringement, and respect all members of the entire school community as well as parents and members of the community as a whole.
- Acting responsibly and not endangering the lives and safety of others or the student himself / herself.
- Maintain property of the school and others.
- Commitment to school hours. Not to be absent or late except with an acceptable excuse.
- Contribute to strengthening the image of the school community.
- Participate in the educational process in a positive way through hard work and diligence.
- Act responsibly and not disrupt the educational process within the classroom.
- Commit to good uniform, appearance and attitude.
- Study diligently and promote the educational environment.
- Contribute to the activities of the school community.

- Encourage and promote a positive and motivated school environment.
- Tells a trusted adult if they have any concerns, whether in school, online or in the home

Students' Rights:
- Obtain a quality education.
- Learn in a safe and friendly school environment.
- To be treated with respect, fairness and justice by all.
- Obtain the necessary support from the parent, guardian or the official representative of the student at school meetings.
- Confidentiality; school will not disclose any student's records without the written consent of the parent or the competent official authority.
- Receive appropriate social, psychological and health care.
- Receive activities that are appropriate for their talents, abilities and potentials.

1. Communication

1.1. The School's Responsibilities
- To share all required information, circulars, Authority rules, expectations & requirements with parents in a timely manner by email/SMS as appropriate.
- To update & publish the Parent Handbook, which includes all main school policies & procedures.
- To reply to parent emails & calls within 2 working days, in working hours.
- To communicate professionally with all stakeholders.
- Confidentiality; never communicate personal information except to that concerned person.

1.2. Parent Responsibilities
- To check school emails/SMS & keep up to date with school circulars & other communication.
- To respond supportively to school communication.
- To communicate to GCS staff respectfully, both verbally & in writing.
- Never communicate directly with another family's children unless with their parent permission.
- Never defame GCS, GEMS or GCS staff on social media or other format, or break confidentiality.

2. Enrollment

2.1. Acceptance of the student's enrollment in the school, the School's responsibilities
- The School will follow a fair & consistent policy for the enrollment of children into GCS.
- Promotion to the following year group will be as per authority attendance & achievement criteria.

- Enrollment is subject to the child passing academic & social assessment, the submission of required authority registration documentation & clearance of the first Term's fees in full.
- Priority admission is given to 1) Siblings of GCS students, 2) GEMS school transfers, 3) GCS staff children 4) GEMS staff children.

2.2. Acceptance of the student's enrollment in the school the Parent/guardian's responsibilities

- To submit all required Authority Registration Documents prior to admission & update these as required over time.
- To clear the full Term 1 fees before enrollment is confirmed, & subsequent termly fees by the first day of each term.
- To pay the re-enrollment fee by the given deadline to secure a seat for the following academic year.

3. Curricula and Educational Programmes:

3.1. Compulsory study materials

- The GCS curriculum follows the British National Curriculum for England. This includes books, assessment, progress & attainment expectations, Schemes of Work and external examinations (IGCSE in Year 11, A/S Level in Year 12 and & 'A' Levels in Year Y13).
- A list of the required learning materials will be handed over to the students at the start of the academic year once the resource fees have been paid
- Parents have to ensure that their child brings all required learning materials to school as per the timetable.

3.2. Evaluation/Assessment policy

- The assessment policy is reviewed termly & annually. It includes compulsory MOE external assessment tests (e.g. CAT4, Baseline Assessment, PASS and GL Progress Tests), internal end of term exams, quizzes and ongoing teacher assessment of classwork, projects & homework.
- End of Term/Year portions and schedules, and external assessment schedules will be shared in advance with parents.

3.3. Graduation requirements and equivalencies

- These are subject to MOE change & will be informed to parents of applicable year groups.

4. Fees
4.1 Annual school fees

- Fees are as per authority approval & are published on the website & in the school
- Fees are subject to change as per authority notification.

- If a parent paid the annual fees in full in advance, but the school subsequently receives authority approval for a fee increase, the difference is payable.
- Fees are due per term, by the first day of each term. Term 1 fees must be cleared before any student joins for the new academic year.
- Failure to clear fees would lead to suspension of the report card publication, discussions about individual progress and achievement and TC/formal school document provision. Seats would not be held for the following year if the term fees remain pending after the end of the academic year.
- Term 2 fee must be cleared before seats can be booked for the following academic year.

4.2. Fee payment mechanism
- Fees can be paid at the Cashier, or through the parent's online portal.
- Bounced cheque penalties apply as per the bank's charging structure.

4.3. Fee refund mechanism
- Fee refunds are done in accordance to the MOE Bilo No (28) of 1999, Article 52 (One month's fees are payable if the student attends for 2 weeks or less, two months fees are payable if the student attends for more than 2 weeks & less than one month, & three moths fees are payable if the student attends for more than one month).

4.4. School fee reduction policy
- Fees are set by the Authorities & GEMS.
- The School does not have a fee reduction policy.

4.5. Scholarship Policy
- The School does not have a scholarship programme. Any such programme would be discretionary by GEMS.

4.6. Certificate blocking mechanism
- Certificates & Report cards would be withheld in the case of non-payment of due fees.

4.7. Financial sanctions mechanism
- GEMS reserve the right to pursue debts & broken Payment Plans as per the local law.
- A fee is charged on bounced cheques as the Bank's charging policy.

5. School Calendar

5.1. School responsibilities
- The school follows the Authority published school calendar, which is published in the Parent Handbook. All dates are subject to Authority change without notice.

5.2. Parent/guardian responsibilities

- Ensure 'Good', regular attendance (at least 94%).
- Submit a leave application for any emergency term-time leave exceeding 1 day, and a Medical Certificate for any medical leave exceeding 2 days.

6.   The Behaviour Management Policy

6.1. The full Behaviour Management Policy as per the Ministerial Resolution No. (581) of 2018 Concerning Students' Management identifies violations of 4 different categories, depending on the seriousness of the violation. Points are deducted depending on the category of the violation, at 4, 8, 12 and 20 points each violation. Details of categories & example violations are below. The route may be fast-tracked or reviewed considering the level of violation.

Example of Behaviour Violations (as per MOE Bilo, 2018-2019)	
First Category Violations	**First Category (minor) Violations (1st time – verbal warning; 2nd time – parents informed and points deducted, 3rd and 4th time - points deducted escalation to Second Category Violations).** 1.1 Being late without acceptable justification. 1.2 Non-compliance with uniform (school or PE) 1.3 Failure to bring books/school supplies 1.4 Failure to follow positive rules of behaviour inside/outside class 1.5 Sleeping in class 1.6 Eating in class without justification 1.7 Non-compliance about completing HW & assignments. 1.8 Bringing any means of communication, such as mobile (p46; 1st time confiscate until end of day, 2nd time deduct 2 marks & confiscate for one week, third time deduct 4 marks & confiscate for the rest of the Term) 1.9 Misusing electronic devices, such as playing games & misusing headphones 1.10 Any similar action.
Second Category Violations	**Second Category Violations (Medium Risk) 1st time – parents informed and points deducted; 2nd time – meeting with parents and points deducted; 3rd and 4 time – escalation to Third Category which can include internal exclusion for 1-3 days)** 2.1 Repeating the irregularities of the first Level more than 3 times 2.2 Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams. 2.3 Getting in or out of the classroom during the class time without permission. 2.4 Not attending the school activities and events without an acceptable excuse. 2.5 Inciting quarrel, threatening or intimidating peers in the school. 2.6 Acting in a manner contradicting with the public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts and use of makeup. 2.7 Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift. 2.8 Bringing mobile phones or misuse any means of communication. 2.9 Verbally abusing or insulting students, staff, or visitors of the school. 2.10 Smoking or possessing the relevant kits inside the school campus. 2.11 Refusing to respond to the instruction of inspection or to hand over the banned materials. All of what is similar to these offenses as per the discretion of the Behaviour Management Committee

	Third Category Violations (Dangerous) (1ˢᵗ time -points deducted, parent meeting and written warning, internal exclusion, 2ⁿᵈ time - external exclusion for up to 1 week as per MOE approval)
Third Category Violations	3.1 Repetition of one of the Second-Degree Irregularities more than 3 times 3.2 Leaving school without permission/escaping during the school day 3.3 The acquisition, possession, display & promotion of unauthorised materials, information, electronic materials & those contrary to values, morals, etiquette & public order or modesty. 3.4 Defaming peers or staff on social media 3.5 Bringing or possessing white weapons or similar in school 3.6 Sexual harassment in school 3.7 Physical assault of peers or staff (physical bullying) 3.8 Systematic theft or concealment 3.9 Attempt to destroy/damage school equipment/facilities & seize them. 3.10 Tampering of or vandalising buses, harming Driver/Conductor or road users. 3.11 For License holders, driving recklessly around school, failure to follow safety rules& security instructions. 3.12 Failure to deliver means of communication (Mobile) 3.13 Any similar action.
	Fourth Category Violations (Very Serious) (1ˢᵗ time -exclusion from school pending investigation. Excluded from Government school system
Fourth Category Violations	4.1 Repetition of one of the Third-Degree Irregularities more than 3 times 4.2 Use of means of communication (e.g. Mobile) for illegal/ immoral activity, or in any way that harms the education foundation or its employees/users. 4.3 Destroying or damaging school equipment/facilities & seize them. 4.4 The acquisition, possession or use of firearms, white weapons or the like in school 4.5 Sexual abuse in school 4.6 Physical assault leading to injury of peer or staff 4.7 Leaking exam questions, or participating in any way 4.8 Causing fires in school 4.9 Impersonating others in school dealings or forging school documents. 4.11 Abusing political, religious or social symbols of the State 4.12 Possession, bringing, promotion or use of any kind of narcotic drugs or psychotropic substances, or being under the influence. 4.12 Broadcasting or promoting extremism or atheistic ideas & beliefs against the social & political systems of society. 4.13; Insulting the divine religions, or provoking all that causes strife at school. 4.14; Any similar actions.

6.2. Behaviour management policy approved by the School

- By signing this contract, the parent agrees to support the school's discipline policy.
- Our 'Code of Conduct' is based on mutual respect, & is applicable to all stakeholders.
- Staff monitor and follow-up behavioural issues in a fair, consistent manner In line with the behaviour bilo directed by SPEA and the MOE. Incidents are recorded using the platform 'Phoenix Classroom' which is filed in the student's online portfolio. Multiple incident reports over time and serious safety issues would lead to a warning letter following the Behaviour Policy (following the sanctions directed by SPEA and the Bilo) and GCS Ladder System (See below)
- Students are expected to learn from their mistakes and reflect on 'how to do better next time'. Students who repeat irregularities & receive more than one WL would have an IBP (Individual Behaviour Plan) managed by Heads of School.
- Warning Letters are issued immediately for serious violations (such as fighting) or due to repeated irregularities over time.
- After 2 Warning Letters, a child's re-enrolment would be blocked & the child would be 'On Probation'.
- Students whose behaviour does not significantly improve would not be readmitted for the following academic year.

- Students receiving 3 Warning Letters are automatically blocked from re-enrolment for the following academic year

6.2.1. Classroom learning
- Learning Programmes are modified considering the current health and safety situation and the MOH Authority rules.
- The School will send home a comprehensive programme document detailing the requirements and expectations of each
- programme option. Parents will be able to select their preference subject to them meeting the required criteria.

6.2.2. Distance Learning

Responsibility of the school:
- GCS will continue to offer a high-quality education to all students during any directed the distance learning period as directed by SPEA.
- GCS will continue to offer IT support through the GCS Helpdesk to ensure all technical queries are attended to within 24 hours.
- GCS will continue to provide a wide range of e-learning platforms to support all students learning.
- GCS will use a communication platform with students on a daily basis which provides a secure platform for online learning.
- GCS will continue to deliver high-quality lessons that directly link to the National Curriculum for England and the UAE framework.
- GCS will provide clear guidance on the daily lessons and continue with daily routines- such as "Meet and Greet" for registration, the National Anthem, Health and fitness activities and end of the day "sign off "where important notices will be shared with all the students.
- GCS will not only provide lessons in the core subjects but also additional optional activities to promote enrichment and knowledge of the world around us.
- GCS will ensure that all "live" lessons are recorded and made available to parents to access after the lesson.
- GCS will upload the lessons and resources of the next day's lesson on Phoenix Classroom in advance to ensure students and parents are prepared and informed of the next day's learning.
- GCS will continue with the spirit of cooperation which we have become known for and regularly communicate with all of the stakeholders to support and enhance the positive atmosphere which is part of our school ethos.
- GCS will monitor students' behaviour online and continue to insist on the high standards which we are known for, by praising and acknowledging those who exhibits exemplary behaviour but also follow up on those who do not adhere to the GCS and MOE behaviour management regulations.

- GCS pupils will be aware of who to go to if they have any concerns regarding online learning and safety
- The GCS Leadership Team will also be present in lessons and ensure that all students are able to enjoy the learning experience without any disruption to their education
- GCS will continue to support and offer bespoke guidance through individual education plans for students of determination.
- GCS will continue to provide additional opportunities of challenge for G&T students through bespoke activities to meet individual needs.
- GCS will continue to provide additional guidance to our EAL students through differentiated tasks and bespoke support.
- GCS will continue to provide professional development and training plans for all teachers to ensure they continue to provide the best learning opportunities for their students.
- GCS will continue to ensure that students' well- being and safety take the highest priority and will follow up on any student absences to ensure that we are fully informed of any issues.

Responsibility of the student:
- Students -will always dress appropriately when attending the lesson – pyjamas are not appropriate clothing.
- Students- will contact their class teacher immediately by sending them a message in the chat area if they have any technical problems and will do their best to do that before the class starts. They will always contact the teacher through e-mail for any doubts/enquiries
- Students- will ensure they have all the standard equipment and resources ready before the lesson starts
- Students -will sit in the area of least distraction in their home– as well as create a work space for themselves
- Students -will attend all LIVE sessions and online assignment days as per the timetable and will engage actively.
- Students -will check assignments, complete and submit them as per the timeline shared by the teacher
- Students will refrain from eating or drinking during the lesson
- Students will ensure their passwords are known to them alone and kept secure.
- Students will be reflective learners and learn from daily reflections.
- Students will be digitally responsible and maintain online etiquette
- Students will follow the instructions of the teacher and not interfere with any controls like the microphone or inviting attendees.
- Students will only respond to the teacher's questions and not "chat" in the channels with friends during or after school hours
- Students will not start any video meetings with friends and will only join a video meeting set up by teachers
- Students will submit work that has been done by themselves and has not been plagiarised.

- Students will not take/record videos of class mates and teachers during the live sessions.
- Students will download or forward material only if it is educational and contributes to learning.
- Students will not walk around carrying the device during lesson time.
- Students will not leave the computer during the lesson without permission. They will not engage in online chats during live sessions, comment or share any derogatory material online.

Responsibility of the Parent:
- Parents must understand that it is their responsibility to ensure their child attends all distance learning lessons
- Parents must comply with the Ministry of Education's strict guidance of not allowing my child to take photographs of any online learning, including that of staff and other students.
- Parents will use resources provided for online courses for authorised purposes only.
- Parents will use only legal versions of copyrighted software in compliance with licensing agreements.
- Parents will use appropriate and respectful language in all communications.
- Parents are expected to communicate with their child's teacher on a regular basis and read any emails sent by the school
- Parents must ensure that their child has to complete all set activities, assignments, assessments or tasks independently as advised by the teacher. During these tasks, the parents will not assist the child.
- Parents must strictly follow the UAE and GCS regulations regarding digital responsibility
- Any misdemeanour will lead to strict sanctions as per the school policy.
- Attendance to online lessons is mandatory and therefore will ensure that their child logs onto the learning platform every morning and says "good morning "in his/ her class channel
- It is not acceptable for a GCS student to record a video conference session in any way, nor to share any pre-recorded messages outside of GCS.
- Kindly do not invite anyone who is not a GCS student or a member of the class, into the session without prior approval - any link to the meeting must not be shared with anyone outside of the teacher-invited guests.
- Parents are not allowed to interrupt, message or otherwise engage with the teacher or class during teaching time. Parent may email queries/concerns to the teacher as usual & the Teacher will reply by email within 48 hours on a working day.

6.2.3. Hybrid learning

- As above.

6.2.4. Digital Device and Acceptable Agreement

GEMS Cambridge International Private School, Sharjah (GCS) recognises that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st century technology and communication skills and provide infrastructure access to technologies for student use.

This policy describes the acceptable use of digital technology. It is designed to minimise the risk to students, protect employees and the school from litigation as well as maintain levels of professional standings. The policy is designed to ensure the safe and responsible use of electronic devices by all users, both on the school premises and elsewhere in which the school is represented.

In order to use the school's digital resources, they must follow the guidelines set forth in this policy. The rules written in this agreement are not all inclusive. GCS reserves the right to change this agreement as when it deems it necessary to do so. It is a general agreement that all facilities (hardware, software, Internet, etc.) are to be used in a responsible, ethical, and legal manner, in and out of school. By using any digital resources, whether owned personally or by the school, users acknowledge their understanding of the Electronic Devices / Digital Resources / BYOD Agreement as a condition of using such devices and the Internet. The school provides some electronic devices and services to promote educational excellence. The school has a responsibility to maintain the integrity, operation, and availability of its electronic systems for access and use. The school does not guarantee user privacy or system reliability.

Whilst on site, access to the school network and the Internet should be considered a privilege, not a right, and can be suspended immediately, without notice. Access on site is available only for educational and administrative purposes. Digital resources are to be used in accordance with this Policy and all users will be required to comply with its regulations.

The guidelines provided in this policy are intended to help users understand appropriate use. The school may restrict, suspend, or terminate any user's access to the school's computer systems upon violation of this Policy. This policy applies to all digital resources, not only the computers, devices and equipment provided in the school's IT labs, but also the personal devices students bring to school in accordance with the school's Bring Your Own Device initiative.

The purpose of the **Digital Device and Acceptable Use Policy Agreement (DDAUA)** is to ensure that all students use technology in school, at home and elsewhere, effectively, safely and responsibly, to facilitate learning on a

24/7 basis, and to help ensure that they develop the attributes of competent digital citizens.

The **DDAUA** provides guidelines for using all digital hardware and software (on individual computers/devices, on local area networks, wide area networks, wireless networks, the Internet and companion technological equipment - e.g. printers, servers, whiteboards, projectors, etc. when students are at school). The Agreement also establishes rights and responsibilities for all users, in and out of school. All users of the school network and technological devices anytime, anywhere, are expected to follow the guidelines or risk loss of digital privileges. In cases of serious breaches, further action may be taken, in line with the school's standard disciplinary procedures.

School Network Accounts
- Accounts on the systems at GCS are considered secure, although absolute security of any data cannot be guaranteed.
- Students should not store commercial software, music, and/or games or hidden files to their school network account profile folders.
- School-related files are the only files to be saved in a school network account Profile folder temporarily and should be emailed to student personal email or saved in their fusion virtual learning environment profiles.
- Use only their account/password. This practice will ensure that only their personal device is connected to the network.

Personal Safety
- Students should not share personal information, including phone number, address, ID number, passwords or birthday over the internet without adult permission.
- Students should recognise that communicating over the internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.
- Students should not agree to meet someone they met online in real life without parental permission.
- If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher if you're at school; parent if you're using the device at home) immediately.
- Students should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Students should also recognise that some valuable content online is unverified, incorrect, or inappropriate content.
- Should not to post anything online that they wouldn't want parents, teachers, future colleges, employers or the UAE government to see.

Equipment

- GCS encourages students the use of the latest devices as these will ensure compatibility and appropriate educational apps and programmes to be easily installed. The school highly recommends the use of tablet devices including iPad or Android for Primary / secondary students and Mac or Windows laptops for senior students.
- Phones are not used at school at any time, unless explicit permission has been given by the Principal. Students are able to use the phone after school. If students need to contact parents at any time this is allowed via the reception phone.
- Only One Device (BYOD) per user is allowed to be connected to school WiFi.
- Borrowing of School equipment is not permitted unless email authorization has been given from the respective Faculty Leader or Head of Department, and the hardware is part of an established loan scheme.
- Equipment problems should be immediately reported to a teacher / SLT / Head of Year. It is prohibited to move, repair, reconfigure, modify or attach external devices to existing information and network equipment.
- All equipment must be properly signed-out/in and documented, and work areas kept neat and clean, free from food and drink.
- Users are expected to treat equipment with extreme care and caution; these are expensive devices that are entrusted to their care. Users should report any damage or loss to their Teacher / FL / Head of Year. If a person checks-out or borrows an equipment, they are responsible for replacing it or repairing it if it is lost or damaged. GCS will **not** be financially accountable for any loss or damage.

Violations
- Violations will result in a denial of access and possible further disciplinary action. Notification to parents, suspension of network, technology, or computer privileges, detention or suspension from school and school-related activities, legal action and/or prosecution
- Not respecting the values and ethics of the local host culture.
- Giving access of your password to any other user.
- Any attempts to transmit software designed to compromise the operation or security of the school network in any manner.
- Install and use of virtual Private networks within the school network and outside.
- Use school technologies to pursue information on illegal activities.
- Any attempts to circumvent the licensing control or the copying of software from the network.
- Students should not download or attempt to download any software on to school equipment.
- Use or attempt to use another student's assigned hardware, subscriptions, files, or personal information.
- Tampering or experimenting with the school network or equipment, including efforts to bypass the school's Internet filters or proxies.

- Use school technologies in a way that could be personally or physically harmful.
- Attempt to hack or access sites, servers, or content that isn't intended for my use.
- Use school technologies to send spam or chain mail.
- Plagiarise content I find online and attempt to find inappropriate images/content
- Post personally-identifying information, about myself or others
- Use language online that would be unacceptable in the classroom and/or at home

Mobile Device Monitoring
- The school will use available MDM and block software to filter objectionable materials on the Internet in order to help ensure the safety of all students.
- Access to the Internet, including web sites, content, and online tools will be restricted in compliance with UAE regulations and GEMS policies.
- Web browsing may be monitored and web activity records may be retained indefinitely. Email usage, web posts, chats, sharing, and messaging may be monitored.

Netiquette
- Users should not attempt to open files or follow links from unknown or untrusted origin.
- Students are not to have WhatsApp connection with staff, but are allowed only through registered email only.
- Recognising the benefits collaboration brings to education, GCS provides students with access to web sites or tools that allow communication, collaboration, sharing, and messaging among students. Students are expected to communicate with appropriate, safe, mindful, courteous conduct online as offline.
- Playing commercial/online games and visiting sites not related to education is not permitted. Watching DVDs, Movies, TV Shows, etc. while at school is prohibited
- Respect the use of copyrighted materials.
- Respect the rights and privacy of others.
- Installation of software and applications on students' own devices is permitted insofar as it does not conflict with the security requirements outlined above or the primary purpose of such devices as learning tools. Downloading of unauthorized programs is not allowed.
- Avoid modifying or copying any protected system files, system folders, or control panel files on school equipment.
- Obey the laws and restrictions of UAE, do not use personal equipment to record (audio/visual) of others without their permission and upload them.

- Alert a teacher or other staff member if you see threatening, appropriate, or harmful content (images, messages, posts) online and help maintain the integrity of the school network.
- Students should use trusted sources when conducting research via the Internet.

Cyber bullying/Social Media

Cyber bullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber stalking are all examples of cyber bullying. Students should not send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviours, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyber bullying can be a crime. Remember that your activities are monitored and retained.

Students will be held accountable for Cyber-bullying, even if it occurs off-campus during the school year and negatively impacts the academic environment at GCS. Students are reminded that in the UAE there are extreme consequences for online defamation of character of person or organisation.

The UAE Student Conduct Disciplinary Bylaw and the Federal Decree-Law no. (5) outline that deliberately creating, transferring and publishing photos and comments on Social Media (Instagram and WhatsApp) that undoubtedly shows defamation of individuals or staff members or School Leadership of character, dignity and integrity are breaking the law.

Key provisions relevant to schools' excerpts of Federal Decree-Law no. (5) state:

21	Invasion of privacy, including photographing others, or creating, transferring, disclosing, copying or saving electronic photos (just taking a photo or video of someone without their permission, or saving a photo they have posted, is enough). Defamation. Publishing news, photos, scenes, comments, statements or information, even if true and correct. Amending or processing a record, photo or scene for the purpose of defamation of or offending another person or for attacking or invading his privacy.	Up to 6 months' imprisonment +/ fine of AED 150k – 500k

Students need to be fully aware of their responsibilities that is reinforced at school via the curriculum that covers Common Sense Media. This provides the students with a clear understanding of the above conditions within the UAE and includes comprehensive coverage of issues relating to students' own

'digital footprints' and creating a positive online presence, as well as interaction with others.

Digital Device Acceptable Use Agreement (DDAUA)
The purpose of this agreement is to establish an environment that is reliable, secure, compliant to regulatory obligations, manageable, and conducive to positive pedagogy at school from the perspective of end-user devices. This agreement is to ensure that all students use technology in school, at home and elsewhere, effectively, safely and responsibly, to facilitate learning on a 24/7 basis, and to help ensure that they develop the attributes of competent digital citizens. The rules written in this agreement are not all inclusive. GCS reserves the right to change this agreement as and when it deems it necessary to do so. Please refer to the complete policy on the school website.

The Agreement essentials: Please read this with you child where age appropriate
- I acknowledge that I am responsible for my actions on my device, in school, at home and elsewhere, and for following the specific rules established for the use of the hardware, software and networks throughout the school and beyond. I understand that failure to do so could result in a loss of technological privileges.
- I agree that I will not share my passwords or account details with anyone and will have full
- responsibility for the use of my account. I will not use another's account or represent myself as someone else.
- I agree that I will not engage in illegal activities on the school network or any other digital environment (e.g. plagiarism, bullying, harassment, tampering with hardware, software or documents, vandalism, unauthorized entry or destruction of files or deliberate introduction of computer viruses).
- I agree that I will obey procedural safeguards to maintain the performance of the school's network and digital devices.
- I agree that I will respect the rights of others, use appropriate language, and avoid offensive or inflammatory material. I will bring incidents of offensive or inflammatory material directed to myself or others to the attention of a GEMS Education staff member.
- I agree that I will not share, make, or post online, personally identifying information about any members of the GCS community without permission (addresses, phone numbers, email
- addresses, photos, videos, etc.).
- I agree that I will access only those resources that are appropriate for school and those resources for which I have specific authorization.
- I agree that I will obey copyright laws and license agreements. Text material, music, software, and other media are protected by law.
- I agree that I will not install software on the school's network or digital devices without permission of the system administrators.

- I agree that I understand that system administrators and teachers may access my files during system maintenance or as a directed action.
- I agree that students who are issued school devices are responsible for their care. Charges related to repair and replacement caused by abuse, misuse, negligence or loss as determined by school administration will be the responsibility of the student and his or her parents.

I acknowledge that my son/daughter and I have read the above and understood its content and I am fully competent to give my consent. And will instruct my child regarding the importance of following guidelines included in this Acceptable Use agreement. I have signed the Summary document that show that I have read and accepted all content included.

7. Health, Security and Safety
7.1. School responsibilities
- The safeguarding, wellbeing, health & safety of our students are our top priority.
- Issues related to student safeguarding, wellbeing, health and safety will be taken seriously and followed-up promptly as per school, GEMS and Authority guidelines.
- Full details of related policies are published in the Parent Handbook & updated as required.

7.2. Parent/guardian Responsibilities
- Report any safeguarding, wellbeing, health & safety concern to the GCS Management immediately.
- Follow all GCS and Authority safeguarding, wellbeing, health & safety policies as published in the Parent Handbook, including our 'no junk food', healthy lifestyle policy, sending healthy snack & water bottle to school, actions in the case of infectious diseases & head lice, collecting sick children from school, never confronting or interacting with other people's children without parent permission etc.

8. People of Determination
8.1. School responsibilities
- GCS is a mainstream school with a set capacity & facilities for students of Determination. However, where we are able to support the child's academic & social development, admission may be offered.
- GCS is committed to equality of opportunity for all our students, and will provide whatever support possible to ensure equity of curriculum & activity access

8.2. Parent/guardian responsibilities
- On admission & at the start of each subsequent academic year, parents of students of Determination will sign a **Conditional Admission**

      Letter, detailing expectations & conditions of admission. This may include the provision of external assessment reports, provision of a Shadow Teacher and external support sessions, as per the student's individual needs.

9.   <u>Transportation</u>
9.1.   responsibilities
- Transport is provided by BBT. All queries, complaints & requests should be directly addressed to the them.
- The School Leadership will support with the follow-up of discipline issues.

9.2.   Parent/guardian responsibilities
- To support BBT staff with the behaviour and safety of their children.
- Be punctual to the drop-off/pick-up points.

Procedures for managing and resolving disputes between school and parent
- In the event that the parent/guardian fails to comply with the decisions of the school, or self or child violates the conditions of this contract, GCS reserves the right to exclude the child from re-enrolment for the following academic year. The school commits to following the conditions of this Contract and Policies as published in the Parent Handbook. Disputes may be referred to the competent regulatory authorities by the school's GRE.