



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Rawafed Private School

Policies and Procedures

2025-2026

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Enrollment & Admission Policy

- ❖ Introduction
- ❖ School Entry Age
- ❖ Registration Procedure
- ❖ Required Documents
- ❖ Placement Test
- ❖ Waiting List
- ❖ School Record

I. Introduction

The school announces the opening of registration for all students without discrimination, providing an opportunity for them and their parents to visit and get to know the school before enrolling. Priority registration for the next academic year is given to current students, with any remaining seats filled by new students.

Registration begins after the start of the second semester each year and continues until all available seats in all grades are filled, according to the timeframe specified by the Department of Education and Knowledge. Registration dates are announced through the school's website, newsletters, and official social media channels.

The school is committed to providing equal opportunities for all students, including those with Additional Learning Needs (ALN). Families of students with ALN are encouraged to visit the school and discuss their child's individual needs with the Inclusion team to ensure appropriate support is available.

II. School Entry Age

Grade	Proper age
Pre K	For students who reach 3 years on August 31 of each year
KG1	For students who reach 4 years on August 31 of each year
KG2	For students who reach 5 years on August 31 of each year
Grade 1	For students who reach 6 years on August 31 of each year

III. Registration procedures

- Parents complete the Enrolment Application form (initial approval), school is not required to provide a seat for the student who applied online.
- The school sends SMS for newly enrolled students for the admission exam .
- The school sends SMS on student's enrolment based on the admission exam result.
- Completion of enrolment application and Vaccination Card (Health card) for enrolled students via school website.
- Application form to be checked in Registration department.
- Families of students with Additional Learning Needs are invited to meet with the Inclusion team as part of the registration process to discuss their child's needs, any required documentation, and the support services the school can provide.
- Parents are required to disclose all known information regarding their child's needs. Failure to do so may result in the inability to accommodate.
- All new applicants will be screened by one of our In-School Services partners' therapists. These services can be scheduled in school or at the center if the available date isn't convenient for parents.

IV. Required documents:

- Valid UAE ID + copy.
- Original Birth Certificate + copy (duly attested for certificate issued abroad).
- Copy of the student's passport with a valid visa for non-locals.
- Duly attested School Certificate.
- Copy of Vaccination Card.
- Copy of Family Booklet for non – locals.
- 4 passport size photo.

- For students with Additional Learning Needs: Any existing diagnostic reports, Documented Learning Plans (DLPs), or specialist recommendations to ensure tailored support can be arranged.

V. Placement Test

- Placement tests are conducted for students from Grade 1-3 and from Grade 4 -12. Examination papers are prepared in three subjects only: Arabic, English, and Mathematics. These exams are tools to measure the skills required for the grade level the student is applying for.
- Students with Additional Learning Needs may be offered alternative or modified placement assessments where necessary to ensure a fair evaluation of their abilities. Reasonable accommodations, such as extended time or the use of assistive tools, will be provided based on the student's documented needs.
- Students who score 60% or above are accepted. If the number of successful applicants exceeds the available seats, students are accepted based on their academic achievement in descending order.
- A diagnostic test is conducted for kindergarten students as part of the registration and admission process. This test helps assess the basic skills of the students and ensures their readiness to join kindergarten.
- The school administration treats all applicants according to the same criteria without giving any advantages to any group of students, except for the children of school staff who are given priority in registration along with a 35% financial discount.

VI. Waiting List

- Parents of students who pass the entrance exam but are not registered due to the unavailability of seats will be informed that the student has been placed on the waiting list. If any opportunity arises, the parent will be contacted and informed of the student's acceptance, with the assurance that

the percentage of students on the waiting list does not exceed 10% for each grade level.

- Students on the waiting list are accepted when seats become available, according to the order prepared by the registration department based on the student's performance in the entrance exam, with an emphasis on equal opportunities for all students and non-discrimination among them.
- A student's acceptance is not considered final until they pass the required exams, provide all necessary documents, and pay the prescribed fees within the specified periods. If the student fails to meet these conditions, the school administration reserves the right to cancel their registration and notify them accordingly.
- The school ensures that students with Additional Learning Needs on the waiting list are treated with equity and that their needs are considered in the allocation of available seats, in consultation with the Inclusion team.

VII. School Registration Record:

The eSIS student information system is used for student registration, record preparation, student lists, and all approved statistics and data. The school record contains personal information about the student such as name, religion, nationality, date of birth, etc.

VIII. Support for Students with Additional Learning Needs

The school is dedicated to ensuring an inclusive admissions process that supports students with Additional Learning Needs (ALN) and their families. This includes:

- Providing a dedicated Inclusion team to guide families through the registration and assessment process.
- Collaborating with parents to review any diagnostic reports, Documented Learning Plans (DLPs), or specialist recommendations.
- Offering reasonable accommodations during placement tests to ensure a fair evaluation.

- Developing individualized transition plans for students with ALN to support a smooth integration into the school environment.
- Maintaining regular communication with families to ensure ongoing support throughout the admissions process and beyond.

IX. Inability to Accommodate Students with Additional Learning Needs

Rawafed Private School is committed to creating an inclusive environment that welcomes and supports students with Additional Learning Needs (ALN). The school strives to provide equitable access to education and to meet the diverse needs of all students through reasonable accommodations, differentiated instruction, and access to specialized resources.

To ensure effective support and maintain quality learning environments:

- No more than **one Tier 3 student** will be accommodated per class.
- No more than **two Tier 2 students** will be accommodated per class.
- No more **Tier 2 or Tier 3** students will be accepted when all Inclusion teachers are at capacity.

In exceptional circumstances, where the school determines that it is unable to adequately meet the needs of a student with ALN, the following procedure will be followed in compliance with ADEK guidelines:

1. Evaluation and Consultation

The school will conduct a thorough evaluation of the student's needs in collaboration with parents, the Inclusion team, and relevant external professionals.

All possible accommodations, modifications, and support services available at the school will be considered to ensure the student's educational needs are met.

2. Notification to Parents and ADEK

If the school concludes that it cannot accommodate the student's needs despite its best efforts, an official Inability to Accommodate Notification will be submitted to ADEK and shared with the parents.

The notification will include:

- A detailed explanation of why the school is unable to accommodate the student's needs.
- Documentation of the steps taken to assess and address the student's needs.

3. Support for Transition

The school will work closely with the parents and ADEK to support the transition of the student to an alternative educational setting that is better equipped to meet their needs.

This support may include referrals to appropriate schools, sharing relevant reports, and ensuring a smooth handover process.

4. Commitment to Equity

The school emphasizes that this process is undertaken only in exceptional circumstances and with the utmost consideration for the student's best interests.

Rawafed Private School remains dedicated to fostering an inclusive community and will continue to enhance its practices to accommodate students with ALN wherever possible.

Student Attendance & Absence Policy

❖ Objectives

❖ Tardiness

❖ Absence

❖ Student's Excused Absence

❖ Objectives

Daily attendance at school is of great importance for several reasons:

1. Achieving Quality Education

Regular attendance is essential for achieving a successful and quality education. Through consistent attendance, students can fully benefit from lessons and educational materials.

2. Developing Social Bonds

Regular attendance provides students with the opportunity to build social relationships with their peers and teachers, enhancing their sense of belonging and social communication.

3. Adherence to Schedule and Discipline

Consistent school attendance helps students develop adherence to schedules and self-discipline, contributing to the development of self-management and responsibility skills.

4. Motivating Learning and Academic Engagement

Regular attendance at school boosts motivation for learning and academic engagement, as it allows students to participate in activities, discussions, and practical experiences.

5. Supporting Mental and Emotional Health:

School can be a source of mental and emotional health support for students, which can be greatly benefited from through interaction with teachers, counselors, and participation in positive activities.

6. Enhancing Personal Development Opportunities:

Regular school attendance provides opportunities for students to develop their personal and social skills, including communication with others, problem-solving, and decision-making skills.

7. Achieving Future Academic and Professional Success:

Regular attendance at school helps build a strong foundation for future academic and professional success, as students acquire the knowledge, and skills needed to face life's challenges and work in society.

❖ Tardiness

Students are required to be in class at the beginning of the first period at 8:00 AM. If a student arrives after 8:00 AM, they must report to the school administration to obtain a late entry permit, and the tardiness will be recorded in the attendance log. If there is a recurring issue with a student's tardiness, a meeting should be arranged with the school administration to discuss the matter.

❖ Absence

According to the regulations of the Department of Education and Knowledge, the school year calendar must include a minimum of 182 instructional days. In case of student absence, parents are required to contact the school by 8:30 AM to report the absence. Absence due to illness for three days or more requires medical leave. If the student has a contagious illness, please contact the school so that the school nurse can be informed, and necessary arrangements can be made with the teacher to compensate him for missed lessons due to the excused absence. It is preferable to schedule doctor's appointments outside of school hours. If a student persists in unexcused absences, the Department of Education and Knowledge will be notified to absolve the school of responsibility and take necessary actions.

Student's Excused Absence

Sick Leave:

- ✓ When the student has an excused absence (sick report), it is considered as an excused absence provided that an approved sick leave certificate has been submitted.
- ✓ The student's sick leave is filed in the relevant folder noting the date of leave, the date of absence, and the duration of leave, the duration of absence.
- ✓ This absence is to be registered under excused absence in the hard and electronic absence sheet and notifying all the student's teachers of the student's sickness to make up the students of any exams taken during his absence.
- ✓ Notifying the School's nurse of the sick leave and its reasons to be entered in the concerned student's medical file

Student's travel abroad with parents:

- ✓ Student's travel with his parents abroad for no more than (30) days an excused leave subject to the School's Administration approval.
- ✓ The parent submits the relevant application form for their child's leave prior to leaving the country.
- ✓ The application is referred to the School's Principal for approval.
- ✓ The parent is informed by the relevant supervisor with the principal's opinion.
- ✓ On the Principal's approval, the parent is informed to approach the school when coming back with the required supporting documents of the student's travel (copy of passport)
- ✓ On the return of the students, receipt of documents is filed accordingly.

Summon by official authorities:

- ✓ Official letters are provided to show such official summons with the date of summon and date of coming back.

Death of first or second degree relative:

- ✓ For no more than three days and the necessity of providing the School's Administration with the death certificate to be filed in the excused absence file.

Any other absence is classified as an unexcused absence and subject to the school's rules and regulations. It is noteworthy that unexcused absence cannot be made up, especially in respect of exams which are held during the student's absence and for which the student earns zero mark. Excused students are given a second chance noting that the school's procedures are applied not to get students used to absence.

Assessment for Learning Policy- Waiting for update from SLT

❖ Rationale

❖ Aims

❖ Practices

❖ Sharing learning intentions

❖ Effective Questioning Techniques

❖ Use of Feedback Strategies and Marking

❖ Self-Assessment and Peer Assessment

❖ Rationale

- Assessment for Learning (AfL) (formative assessment) is a continuous process where strengths are identified and celebrated and areas for improvement are agreed. The learner takes responsibility for his or her own learning in partnership with the teacher, who becomes the architect of the learning. An important aspect of AfL is the formative use of summative data.
- Assessment of learning (summative assessment) is a summary judgment about what has been learned at a specific point in time, often in the form of test/exam results, or end of term or year/ grades or levels. It enables schools to compare themselves with national benchmarks and helps hold the school to account.

❖ Aims

The aim of this policy document is to set out the principles behind AfL and to establish routines whereby these principles become embedded across all curriculum areas at Al Rawafed Private School.

Effective Assessment for Learning happens all the time in the classroom. It involves:

1. Sharing learning goals with students
2. Helping students know and recognize the standards to aim for.
3. Providing feedback that helps students to identify how to improve.
4. Believing that every student can improve in comparison with previous achievements.
5. Both the teacher and students reviewing and reflecting on students' performance and progress.
6. Students learn self-assessment techniques to discover areas they need to improve.
7. Recognizing that both motivation and self-esteem, crucial for effective learning and progress, and can be increased by effective assessment techniques.

❖ Practices

The key characteristics of assessment for learning are:

- Sharing learning intentions (goals/objectives).
- Using effective questioning techniques.
- Using marking and feedback strategies.
- Peer and self-assessment.

❖ **Sharing learning intentions**

Strong emphasis is placed on the need to clearly identify the learning intentions for a lesson. Teachers should ensure that students recognize the difference between the task and its learning intention (separating what they have to do from what they will learn).

Assessment criteria (success criteria) or learning outcomes are often defined in formal language that students may not understand. To involve students fully in their learning teachers should:

- Explain clearly the reasons for the lesson or activity in terms of the learning intentions.
- Share the specific assessment criteria (success criteria) with students.
- Help students to understand what they have done well and what they need to develop.

Looking at a range of other students' responses to the task set can help students understand how to use the assessment criteria to assess their own learning.

The 'point' of a lesson should be made clear to the students at the start of a lesson. Students need to know what they are going to learn, how they will learn it and how they will know when they have been successful. Learning intentions should be set for each lesson.

A typical routine could be:

- At the start of the lesson, or main activity, the learning intentions and success criteria are shared with the students and are displayed. These

remain visible and are referred to throughout the lesson. The success criteria may be different for different students.

- Students are told how the particular lesson fits into the 'big picture' of a unit of work, term or full academic year, or cycle.
- The plenary session is used to conclude the lesson.
- The learning intentions are discussed and compared against learning outcomes and the next stage in the learning is outlined.
- Feedback is related to the learning intentions.

❖ Effective questioning techniques

High-level questioning can be used as a tool for AfL. Teachers can:

- Use questions to find out what students know, understand and can do.
- Analyze students' responses and their questions in order to find out what they know, understand and can do.
- Use questions to find out what students' specific misconceptions are in order to target teaching more effectively.
- Use students' questions to assess understanding.

There are two types of wait time used to enhance technique:

- First, when a question is asked, allow thinking time before the students give a response
- Second, give students who are thinking their way through a response time to process and communicate their thoughts and ideas; the teacher may act quite neutrally in this case only acting only to prompt further thought. The teacher may ask another student to 'help'.

Some questions are better than others at providing teachers with assessment opportunities. Changing the way a question is phrased can make a significant difference to:

- The thought processes students need to go through
- The language demands made on students
- The extent to which students reveal their understanding
- The number of questions needed to make an assessment of students' current understanding.

Types of questions that are effective in providing assessment opportunities are:

- How can we be sure of that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is..... true?

❖ Using feedback and marking strategies

Teachers recognize that feedback is an essential element in helping students to improve. When using AfL strategies, teachers need to move away from giving work marks out of 10 with comments that may not be related to the learning intention of the task (e.g. 'try harder') and move towards giving feedback to help the student improve in the specific activity. This will help to close the learning gap and move students forward in their understanding. Students benefit from opportunities for

formal feedback through group and plenary sessions. Where this works well, there is a shift from teachers telling students what they have done wrong to students seeing for themselves what they need to do to improve and discussing it with the teacher. Giving feedback involves making time to talk to students and teaching them to be reflective about the learning intentions and about their work and responses.

Characteristics of effective feedback

- Positive comments are given, highlighting good features of the work.
- Feedback is more effective if it focuses on the learning intention of the task and is given regularly while still relevant.
- Feedback is most effective when it confirms that students are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', i.e. students should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.
- The effect of written comments on students' self-esteem is taken into consideration. Thus, impersonal comments that do not tell students how to do better next time (e.g. 'poor' or 'see me') are phased out.

NB: Research has shown that the allocation of marks/grades alongside comments has a negative effect, in that students ignore the comments and are likely to compare

marks or grades with each other. A mark or grade does not tell students how to improve their work.

Subject Coordinators need to ensure that their subject specific assessment focuses on constructive feedback. The use of marks or grades in day-to-day feedback needs to be reduced, with a view to phasing it out altogether.

A culture of success should be promoted in which every student can make progress by building on their previous performance rather than being compared with others. This is based on informing students about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be. In other words, a student needs to know:

- Where he/she is now,
- Where he/she needs to go and
- How he/she is going to get there.

❖ **Peer and Self-assessment**

Peer and self-assessment are valuable tools, in that they enable the individual students to see where they are in their learning.

Peer assessment

Peer assessment can be effective because students can clarify their own ideas and understanding of both the learning intention and the assessment (success) criteria while marking other students' work.

Peer assessment must be managed carefully. It is not for the purpose of ranking because if students compare themselves with others rather than their own previous

attainment, those performing better than their peers will not be challenged and those performing worse will be de-motivated.

Ideas for Peer Assessment

- Students assess each other's work against agreed criteria. After assessing, they complete the sentences: 'this work is good because' Listing 3 or 4 ways in which the work meets the success criteria and 'This could have been even better if ...' suggesting one area for improvement.
- As students are assessing each other, the teacher walks around the room 'eavesdropping' on the discussions. Any interesting comments could be discussed in the plenary.
- Students could read out their work to a peer.
- When students are presenting, other students should be given assessment (success) criteria for the presentation to frame ensuing discussions and focused comment.
- During the plenary, students could tell each other what they have learned today.

Self-assessment

Self-assessment is an important tool for teachers. Once students understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress. The students will then be able to guide their own learning, with the teacher providing help where necessary. In addition, students will need to:

- Reflect on their own work.

- Be supported to admit problems without risk to self-esteem.
- Be given time to work problems out.

Ideas for Self-Assessment:

- Students are given the mark scheme and assessment (success) criteria to assess their own work. They identify where they have and have not met the learning intentions. They set their own targets.
- The use of 'traffic lights' to indicate levels of understanding: green for completely understand; amber for partially understand; red for little understanding. These can then be easily communicated to the teacher. Groups of 'green, amber, red' students could easily be created for consolidation work.
- Students are given 10 minutes at the end of a lesson, (or at the start if it was from a homework task) to read through their work and highlight their own errors before submitting it. The errors they spot could form the basis of the teacher's comments.

Departments need to decide where peer and self-assessment would be used to the greatest advantage in their subject area. Particular modules of work would naturally lend themselves to peer or self-assessment better than others. Students need to be taught how to assess their own work and that of others so that students feel safe in doing so.

Marking Policy- Waiting for update from SLT

❖ Rationale

❖ Aims

❖ Guidelines

❖ Responsibilities

❖ Agreed Conventions

❖ Rationale

To ensure all students throughout the school have their work marked in such a way that it encourages a higher standard of achievement, develops their self-confidence and raises their self-esteem.

❖ Aims

Each department should establish a Marking Policy which reflects the need of the individual subject, but which does not conflict with the school's overall policy.

Each individual marking policy should wherever possible include the following aims:

- To motivate students to further effort by recognising current achievements.
- To have a consistent approach to marking and responding to students work throughout the school.

- To assist students by the setting of clear targets by highlighting ways to effect improvements. e.g. Work on using more descriptive language in your essays by including more adverbs, adjectives, and prepositions in your essays.
- To provide teachers with feedback on how well students have understood the current work and enable them to plan the next stage of learning and teaching.
- To enable teachers to make judgments about students' attainment.

❖ Guidelines

In order to provide consistency across the school, the following guidelines should be implemented by all teachers:

- Work should be collected and returned as quickly as is practicable.
- Responses should wherever possible be constructive, acknowledging what has been achieved as well as highlighting ways to effect improvement.
- **All marking must be written with a green pen.**
- Frequency of marking needs to reflect the number of times the subject is taught. Work needs to be marked on at least a weekly basis or otherwise after no more than 3 lessons. Comments including a target (feed forward) must be given at least every two weeks or after no more than 4 lessons.
- Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times. Students will need to be aware what aspects are being made a focus.
- A specific comment on learning needs to be made at the end of a piece of work.

- This needs to be done for every student but not every time work is marked. The aim should be to summarize achievement and to set a further target.
- **General marking should be comment only and not graded.** If a grade, mark or level is included, as part of the marking, then students must clearly understand what that implies (ie it must relate to a rubric, internal assessment task, standardised assessment or international benchmark).
- Marking provides a formative assessment record and should inform lesson planning.
- Dialogue is included as an effective and necessary component of student feedback.
- Marking can sometimes be done in the classroom with the child or a group of children.
- Marking including self and peer assessment will usually be aligned to lesson objectives and/or given success criteria for the piece of work/task/activity.
- Students may sometimes be involved in co-constructing success criteria.
- Self and peer assessment conducted by the students themselves is a skill that will be taught.
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.

❖ Responsibilities

It is the responsibility of the Senior Leadership Team (SLT):

- To monitor the consistent use of this policy across the school and to report back to Heads of Department/Subject Coordinators.

It is the responsibility of the Head of Department/Subject Coordinators:

- To ensure that their subject has an effective Marking Policy which is fully understood by its teachers and that the policy is reviewed on an annual basis.
- To ensure that the policy fits with the whole school Marking Policy and thus forms a part of this policy.
- To ensure the implementation of the Marking Policy and to ensure that marking is regular and formative.
- To ensure regular standardization of agreed assessment procedures so that meaningful grades or levels are recorded and communicated to students.

It is the responsibility of all teachers:

- To ensure that class work and homework is marked regularly in accordance with this policy.
- To keep a record of marks and levels achieved in accordance with the agreed procedures within the department/cycle.
- To explain the marking and assessment grading system to the students.
- To ensure that marking and assessment information informs further curriculum planning.

❖ Agreed Conventions

Marking of students' work will be tailored to meet the curriculum content, context, and the age and abilities of the students. However, it is helpful to have an agreed approach to marking conventions and symbolism. This will provide consistency in providing feedback and avoid confusion for students.

The following conventions have been agreed and will be implemented as an integral aspect of this policy. These symbols will usually be written in the margin unless otherwise appropriate.

Symbol	Meaning
/	Tick = Correct answer
/	Tick at foot of page = Teacher has looked at the work on this page
X	Incorrect (If there is a significant amount of work incorrect, stop marking and speak to the child)
# (in margin)	Punctuation Error: The mistakes below may be corrected in working: . Missed full stop , Comma ? Question mark "" Speech marks Capital letter
_____	Underlined word = Spelling error
=====	Underlined twice = Incorrect use of the word (unintended meaning, not in context) eg I live in a fox
*	Grammatical error
T	Incorrect tense
^	Omission
//	Start new paragraph

>	Indentation
L	Capital letter
!	Be careful! Repeated mistake
=?	Incomplete answer or no answer
?	This doesn't make sense
----	Student rules a line through the word if it is a mistake
N/A	Not applicable
←	Feedback
→	Feed-Forward (Target)
Math & Science Conventions	
△	Arithmetic error (calculation)
F	Incorrect formula
U	Incorrect units
R	Incorrect explanation / justification
⊗	Incorrect interpretation of a graph/ table/ chart
P	Incorrect process (usually in a problem solving question)
M	Incorrect method (usually incorrect method for a calculation)

Assessment Policy- New

- ❖ **Rationale**
- ❖ **Aims**
- ❖ **Types of Assessment at Rawafed**
- ❖ **Assessment for Learning (Formative)**
- ❖ **Summative Assessment: Guidelines for Educators**
- ❖ **Academic Grading Principles**
- ❖ **Fostering a Culture of Assessment**
- ❖ **Commitment to Sustainable Assessment Practices**
- ❖ **Assessment Quality Assurance and Continuous Improvement**
- ❖ **External Assessment Implementation**
- ❖ **Accommodations and Modifications for Assessments**
- ❖ **Using Assessment to Inform Provision and Intervention**
- ❖ **Examination Misconduct and Academic Integrity**
- ❖ **Assessment Security and Data Integrity**
- ❖ **Monitoring and Evaluation**

❖ Rationale

Assessment is essential for educational improvement, utilizing data to enhance student learning and inform teaching practices. At Rawafed Private School in Abu Dhabi, assessments serve both formative (Assessment for Learning) and summative

(Assessment of Learning) purposes. Formative assessments identify strengths and areas for growth, while summative assessments provide key milestone evaluations, benchmarking against standards. This policy ensures that assessment practices are fair, comprehensive, and aligned with ADEK requirements, offering accurate insights into academic performance for students, teachers, and parents.

❖ **Aims**

- Define assessment expectations for academic readiness, learning progress, skill acquisition, and educational needs.
- Create a consistent school-wide framework for Assessment for Learning (AfL) fostering student self-awareness, motivation, and continuous improvement.
- Use internal and external assessment data to inform instructional planning and enhance student achievement.
- Align with ADEK-mandated assessments and National Agenda Parameters to benchmark progress and school effectiveness.
- Implement practices like sharing learning goals, providing feedback, and developing students' self- and peer-assessment skills.
- Support data-driven decision-making at all levels based on assessment analysis.
- Ensure that every student can progress from their starting points, using assessment as a growth tool.
- Promote collaboration among teachers, students, and parents through transparent reporting of assessment outcomes.
- Comply with ADEK policies, UAE Inspection Framework, and Virginia State Standards to foster continuous improvement.

❖ Types of Assessment at Rawafed

- **Diagnostic:** Identifies students' starting points, strengths and weaknesses.
- **Placement:** Administered before a student joins the school, a new course or academic program to find the right level or class grouping. These assessments aid in tailoring support and ensuring a smooth transition, especially for students with ALN. They inform academic placement and provision planning but do not determine enrollment eligibility.
- **Screening:** Used to identify students needing specialized assistance or to assess their readiness for academic programs. Rawafed employs the Aston Index for in-house language difficulty screenings and collaborates with licensed centers for complimentary developmental screenings, with parent consent.
- **Informal (non-graded) formative:** Ongoing checks for understanding, to inform teaching approaches, resources, and academic support such as questioning, exit tickets, peer/self-assessment, and feedback.
- **Formal formative:** Continuous evaluations of learning throughout the academic year according to standards such as essays, projects, quizzes, presentations, research reports, visual representations, etc. These are mostly scored by rubric.
- **Summative:** Evaluations at key points, like midterm performance-based tasks, end-of-term exams, and final projects assess if students meet expected learning outcomes.
- **Standardized Benchmark Assessments:** External tools like MAP Growth, IBT, and HMH Growth Measure are used annually to assess student progress.
- **Cognitive Assessments:** CAT4 cognitive ability test taken by students in Grades 3–9 to better understand students' learning profiles.

- **International Assessments:** PISA, TIMSS, and PIRLS are administered periodically to sample groups of students as required by ADEK.
- **Board examinations:** Standardized, quality-assured assessments administered by recognized exam boards or independent organizations (e.g. AP, SAT, EmSAT, IELTS, TOEFL). They serve to validate the completion of secondary education and act as prerequisites or enhancements for university admissions.

Formative Assessment: Guidelines and Expectations for Educators

Formative assessment is integral to effective instruction at Rawafed Private School. Teachers are expected to embed a variety of formative strategies throughout instructional units to provide timely feedback, identify misconceptions, and adjust teaching in real-time.

1. Regular, Continuous Assessment

- Use informal checks such as questioning, exit tickets, and observation to gauge understanding.
- Track student progress consistently across lessons and units.

2. Transparency of Learning Goals

- Share learning objectives and success criteria with students at the beginning of each unit or task.
- Use rubrics, exemplars, and checklists to guide performance expectations.

3. Peer and Self-Assessment

- Create opportunities for students to evaluate their own and peers' work using established criteria.
- Facilitate reflection sessions that help students plan their next steps.

4. Feedback and Goal Setting

- Provide timely, constructive feedback that focuses on progress and improvement.
- Support students in setting and reviewing academic goals informed by formative feedback.

5. Inclusive Practices

- Adapt tasks to meet the needs of ALN students using accommodations such as verbal responses, visuals, or assistive technology.
- Align all formative practices with students' documented support plans where applicable.

Summative Assessment: Guidelines and Expectations for Educators

Summative assessments at Rawafed Private School are used to evaluate cumulative learning at specific points in time and contribute to formal reporting of student achievement. These assessments are aligned with curriculum standards and support a valid, reliable, and fair evaluation of student progress.

❖ Assessment Methods

Teachers must use a variety of summative assessment formats, including:

- a. Selected response (e.g., multiple choice, matching),
- b. Constructed response (e.g., short answer, extended writing),
- c. Performance-based tasks (e.g., presentations, practical demonstrations),
- d. Project-based assessments, particularly in cross-curricular or inquiry-based learning contexts.

All summative assessments must align with the school's curriculum standards (Virginia State Standards supplemented by Common Core where applicable).

1. Inclusive Assessment Practices

All summative assessments must be appropriately adapted to support students of differing abilities. This includes the use of accommodations and modifications based on the needs outlined in each student's Personalized Support Plan (PSP). Examples include additional time, adjusted formats, scribe support, or use of assistive technology.

2. Data-Driven Instructional Planning

Summative assessment results are analyzed by individual teachers and grade teams to:

- a. Identify trends in student achievement,
- b. Adjust instructional planning,
- c. Review and refine curriculum delivery,
- d. Target specific groups of learners for intervention or enrichment.

3. Rubrics and Grading Criteria

Standardized rubrics and grading guidelines are used across subjects and grade levels to ensure clarity, fairness, and alignment with curriculum objectives. Teachers share these rubrics with students in advance where appropriate and use them consistently when marking.

4. Moderation Protocols

The school conducts regular internal moderation of summative assessments. Grade-level and subject teams meet to review samples of student work to ensure consistency in grading, calibration of teacher judgment, and alignment with assessment criteria.

5. Invigilation and Integrity Protocols

Clear invigilation procedures are in place to safeguard assessment integrity. These include designated seating arrangements, supervised testing environments, adherence to time limits, and the use of approved materials only. Staff receive training on exam protocols and student expectations are clearly communicated.

❖ Academic Grading Principles

Rawafed Private School ensures that academic grades are an accurate reflection of each student's achievement against clearly defined curriculum standards and learning outcomes. Summative grades are derived solely from assessment evidence that demonstrates the student's mastery of academic content and skills.

In alignment with the ADEK School Student Performance Reports Policy:

- **Grades are not influenced by non-academic factors** such as attendance, punctuality, classroom behavior, or participation.
- These aspects are tracked and reported separately through pastoral records and behavior monitoring tools.

- Academic reports clearly distinguish between achievement grades and learner profile indicators to provide a holistic yet transparent view of student progress.

This approach supports the validity of academic reporting and ensures that grades serve as a meaningful measure of learning outcomes.

❖ **Fostering a Culture of Assessment and Best Practices**

Rawafed Private School is committed to building a strong, school-wide culture of assessment that empowers all members of the learning community—students, educators, and parents—to engage meaningfully with teaching and learning. Assessment is treated as a continuous, collaborative process that promotes academic growth and educational equity.

1. Shared Responsibility

- Teachers are expected to contribute to the school’s assessment targets through consistent, standards-based practices.
- School leaders monitor implementation and promote professional learning around effective assessment strategies.
- Students are encouraged to take ownership of their learning and understand how assessments help them grow.

2. Community Engagement

- Parents are regularly engaged in understanding assessment formats, schedules, and outcomes through reports and scheduled feedback meetings.
- Assessment communication is designed to foster transparency and collaboration between school and home.

3. System-Wide Priorities

- Digital literacy, critical thinking, and reasoning skills are embedded into assessment practices.
- Teachers receive ongoing training to ensure consistency and innovation in the design and use of assessments.

❖ Commitment to Sustainable Assessment Practices

Rawafed Private School promotes environmentally responsible assessment practices as part of its commitment to sustainability and innovation. Where appropriate, digital assessment tools are used to reduce paper consumption, streamline data analysis, and enhance accessibility for students.

Key practices include:

- Increasing use of digital platforms such as Microsoft Forms, HMH online, and Reading Eggs for assessments, quizzes, and surveys.
- Storing student assessment data electronically to reduce paper-based record keeping.
- Encouraging teachers to use online feedback tools to provide timely and personalized responses to students.
- Reducing printing for internal assessments and adopting digital alternatives wherever possible, particularly in formative assessment practices.

These approaches support both environmental goals and efficient school operations while aligning with ADEK's emphasis on sustainable and future-ready education systems.

❖ Assessment Quality Assurance and Continuous Improvement

Assessment practices at Rawafed Private School are aligned with local and international quality assurance frameworks to ensure rigor, reliability, and relevance.

The school adheres to the expectations set by:

- ADEK's School Inspection Framework
- The Virginia State Standards
- Cognia Accreditation Requirements

To uphold these standards, the school implements a comprehensive internal quality assurance process that includes:

- **Regular Review of Assessment Design:** Subject and grade-level teams review assessment types and tasks to ensure alignment with curriculum standards, appropriate cognitive challenge, and clarity of learning outcomes.
- **Moderation of Marking:** Structured moderation meetings are conducted to review student work, calibrate marking judgments, and ensure consistency across teachers and sections.
- **Calibration Sessions:** Periodic cross-departmental sessions are held to align expectations and application of rubrics, particularly in high-stakes assessments.
- **Assessment Audits and Observations:** The academic leadership team conducts audits and lesson observations to review the integrity and impact of assessment practices.

- **Feedback and Teacher Reflection:** Insights from moderation and data reviews are shared with teaching staff to guide instructional planning and professional development.

Assessments for students with ALN are adapted to provide reasonable adjustments based on their individual needs, without compromising academic rigor. These adaptations ensure equitable access while maintaining the validity of the assessment process.

Assessment outcomes are integral to the school's continuous improvement cycle. They inform curriculum development, performance reviews, and targeted interventions, making assessment both a measure and a driver of educational excellence.

Rawafed Private School also fully implements ADEK-mandated external assessments—including MAP Growth, IBT, TIMSS, PISA, and PIRLS—according to the specified grade-level timelines. These are used to benchmark student performance against international standards. The school sets and reviews annual growth targets to ensure all students demonstrate meaningful progress, contributing to both individual academic development and strategic whole-school planning.

❖ External Assessment Implementation

Rawafed Private School is fully committed to administering all ADEK-mandated external assessments and using them as a foundation for data-informed improvement planning. These assessments allow the school to benchmark progress, monitor trends over time, and ensure alignment with international standards.

1. Use of External Assessments

The school administers the following types of external assessments:

- **Standardized Benchmark Assessments (SBAs):** MAP Growth (Grades 3–9), HMH Growth Measure (Grades 1–3), and CAT4 (Grades 3–9).
- **International Assessments:** PISA, TIMSS, PIRLS—implemented as per ADEK directives.
- **Arabic Language Standardized Assessments:** IBT administered annually for native Arabic speakers in Grades 3–9.

All students in applicable grades are expected to participate. Make-up sessions are scheduled for any student absent due to emergencies. Exemptions require formal approval from ADEK.

2. Board Exams

Rawafed Private School supports all eligible students in meeting the UAE requirements for high school equivalency through appropriate board examinations. In accordance with the UAE ministerial resolution and ADEK Assessment Policy, the school ensures full compliance in registration, preparation, and support for students completing recognized assessments.

Registration and Communication

- The school will ensure that all eligible students register for board or pre-collegiate examinations needed for equivalency and university entry (e.g., AP, SAT, IELTS).

- High-performing students are encouraged to pursue the highest-level exam options available.
- Communication regarding recommended pathways is shared with parents and documented, including the final decision made by families.

Examination Fees

- The school may charge parents for exam fees based on published rates from assessment providers.
- An administrative fee may be applied, in line with the ADEK School Fees Policy.
- All fees and exam options are published on the school's official communication platforms.

Study and Examination Leave

- With ADEK approval, students may be granted up to four weeks of study leave per year to prepare for board exams. These days are recorded as online attendance in eSIS.
- Examination leave is permitted for students unable to sit their exams on school premises.
- The school remains open and provides instructional support for students not on leave.

3. Administrative and Data Protocols

- The school adheres to the assessment provider's invigilation protocols to ensure security and integrity.
- All required data (e.g., school and eSIS student identifiers) are submitted to providers to enable integration with ADEK's tracking systems.

- The school has formal data-sharing agreements with approved providers to ensure confidentiality and compliance.

4. Equity and Access

Appropriate accommodations and modifications are provided for students with ALN and multilingual learners, where permitted by the provider and aligned to individual learning plans. Adjustments may include extra time, assistive technology, reader/scribe support, or modified test formats.

5. Staff Training

Teachers and school leaders participate in regular training sessions on:

- Assessment administration protocols
- Data interpretation and reporting
- Use of results for lesson planning, goal setting, and academic intervention
- Communication of results to students and parents

6. Financial Policy

Rawafed Private School funds all ADEK-mandated external assessments. No additional assessment fees are charged to parents. Board exam fees, if applicable, will be published transparently and comply with ADEK's School Fees Policy.

7. Communication with Parents

The school shares all relevant information regarding external assessments, including:

- Assessment schedules and purpose

- Individual student reports
- Interpretation of results and how they inform support strategies

Parents are invited to review and discuss assessment outcomes in conferences or scheduled sessions.

❖ **Accommodations and Modifications for Assessments**

Rawafed Private School is committed to ensuring fair and equitable access to assessments for all students. In alignment with the ADEK School Inclusion Policy, students with Additional Learning Needs (ALN) and those receiving targeted support are provided with accommodations and, where appropriate, modifications that reflect their normal way of working in the classroom. These supports are designed to uphold academic integrity while removing access barriers.

1. Assessment Access Practices

- Accommodations may include extended time, use of Immersive Reader, breaks between sections, a scribe or reader, enlarged text, or alternative formats, depending on the student's documented needs.
- Modifications are applied only when appropriate and are determined based on diagnostic or standardized assessments, professional reports, and the student's PSP.

2. Recordkeeping and Communication

- The school maintains formal records of all accommodations and modifications granted.
- These records are shared with relevant teachers, Head of Inclusion, and invigilators to ensure consistent implementation during assessment periods.

- Adaptation plans for assessments are reviewed and approved by the Head of Inclusion and academic leaders prior to each exam cycle.

3. Compliance with Provider Regulations

- All accommodations and modifications are aligned with the guidelines and approval procedures set by the respective external assessment providers to ensure fairness and compliance.
- Teachers and coordinators are trained on the limits and expectations set by each provider to avoid offering unauthorized support.

4. Eligibility Determination

- Where assessment providers require evidence from standardized tests to approve accommodations (e.g., reader/scribe eligibility), the school will administer such tests in-house when possible.
- If the required tests are not available internally, the school will advise parents on external testing options and eligibility processes.
- Parents have the right to decline the administration of in-house standardized eligibility tests. In such cases, they are informed that the range of available accommodations may be limited as a result.
- Similarly, if external provider testing is declined, the school documents the decision and clarifies the possible implications for exam accommodations.

5. Partnerships and Screening

The school also collaborates with licensed external specialists to provide free screening services on campus (with parental consent). These services support early identification and future accommodation planning as part of a proactive inclusion framework.

❖ Using Assessment to Inform Provision and Intervention

Rawafed Private School is committed to using assessment data to identify, monitor, and support the needs of all learners—particularly students with Additional Learning Needs (ALN), those who are gifted and talented, and those at educational risk. In alignment with the ADEK School Inclusion Policy and Educational Risk Policy, the school implements a tiered intervention framework supported by PSP's and collaborative practices.

1. Tiered Interventions and Individualized Support

- Internal (e.g., ASPs, class assessments) and external (e.g., MAP Growth, CAT4, HMH, IBT) assessment data are analyzed to design interventions at three levels:
 - **Tier 1:** Universal support
 - **Tier 2:** Targeted small-group support
 - **Tier 3:** Intensive individualized interventions
- Interventions are flexible and reviewed regularly to ensure alignment with evolving student needs.

2. Linking Assessment to Provision

- Assessment outcomes are directly linked to PSPs, and other learner profiles.
- The data is used to determine appropriate accommodations, modifications, enrichment, and curriculum access strategies for each learner.

3. Student Engagement in the Process

- Students—especially in Cycles 2 and 3 (Grades 6–12)—are actively involved in setting goals, reflecting on progress, and developing strategies for improvement.
- This participatory approach builds student agency, motivation, and metacognitive skills.

4. Collaboration with Stakeholders

- Teachers, the Inclusion Team, parents, and external specialists work collaboratively to design, implement, and evaluate all intervention strategies.
- The school partners with licensed external providers for on-site screening and therapeutic services (with parental consent), ensuring a seamless support model.

5. Resource Allocation and Oversight

- School leadership ensures appropriate allocation of personnel, tools, and instructional resources to support all identified students.
- Teachers are expected to apply accommodations and instructional strategies as outlined in student plans, supported by ongoing training and inclusion oversight.

❖ Examination Misconduct and Academic Integrity

Rawafed Private School upholds the highest standards of academic integrity and is committed to preventing and addressing all forms of examination misconduct in alignment with Federal Decree Law No. (33) of 2023 Concerning Combating Cheating and Violation of Examination Systems.

1. Student Education and Awareness

Students are regularly educated about:

- The importance of academic honesty,
- The ethical and personal consequences of cheating,
- Their responsibilities during internal and external assessments.

This is reinforced through advisory sessions, code of conduct discussions, and exam briefings.

2. Examination Conditions

- Examination rooms are set up with appropriate lighting, spacing, and layout to minimize opportunities for academic dishonesty.
- Invigilators monitor the environment closely and are responsible for maintaining exam integrity.

3. Invigilator Training

- All staff involved in examination supervision receive training on:
 - Exam protocols,
 - Signs of cheating,
 - Immediate response procedures,
 - Reporting and documentation requirements.

4. Disciplinary Action for Misconduct

- Any student found committing exam misconduct will face disciplinary measures in accordance with the ADEK School Student Behavior Policy.
- Misconduct is documented, and students' right to appeal is respected through established behavior management procedures.

5. Misconduct by Non-Students

Any act of examination misconduct by school staff or any other party is subject to the legal penalties outlined in Federal Decree Law No. (33) of 2023 and may lead to disciplinary and legal action.

6. Reporting to ADEK

All incidents of examination misconduct—whether by students or staff—are logged, investigated, and reported to ADEK following required procedures.

❖ Assessment Security and Data Integrity

Rawafed Private School is committed to safeguarding the confidentiality, accuracy, and security of all assessment resources and data in accordance with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and the ADEK School Digital Policy.

1. Protection of Assessment Materials and Data

- All assessment resources—including exam papers, answer scripts, rubrics, and digital instruments—are stored securely in password-protected systems or locked physical cabinets.
- Access to assessment materials is restricted to authorized personnel only.

2. Confidentiality of Student Data

- Individual student assessment data and school-wide performance records are treated as confidential and are protected from unauthorized access.

- Teachers, coordinators, and leadership staff are trained in data protection protocols and expected to handle assessment data in a responsible and secure manner.

3. Data Sharing Restrictions

- The school will not share any student assessment data with external third parties (including external service providers or researchers) without:
 - Explicit written consent from parents or legal guardians, and
 - Prior approval from ADEK where required.

❖ Monitoring and Evaluation

Rawafed Private School regularly monitors and evaluates the effectiveness of its Assessment Policy as part of its commitment to continuous improvement and alignment with ADEK expectations.

- Internal performance indicators are developed to track implementation across grade levels and subject areas.
- These indicators include data accuracy, grading consistency, teacher adherence to formative and summative protocols, student progress trends, and feedback from staff, students, and parents.
- Review cycles are scheduled annually, with input from leaders, the Inclusion Team, and coordinators.
- Insights from monitoring inform revisions to the policy, updates to assessment tools and practices, and targeted professional development initiatives.

This reflective process ensures that assessment remains a dynamic, evolving element of high-quality teaching and learning.

6. Inclusion Policy and Process

- ❖ **Rationale**
- ❖ **Aims**
- ❖ **Vision and Mission**
- ❖ **Inclusion**
- ❖ **Responsibilities**
- ❖ **Admission and Enrolment**
- ❖ **Standard Inclusive Provision**
- ❖ **Inclusion Process**
- ❖ **External Services**
- ❖ **Additional Fees**

I. Rationale

Rawafed Private School is committed to providing an inclusive learning environment where every student can thrive. Our approach is grounded in the principles of equity, respect for diversity, and individualized support. We recognize that students arrive with different starting points, abilities, and needs, and we are dedicated to creating a school culture that actively removes barriers to participation and achievement.

Inclusive education at Rawafed means more than integration; it requires intentional planning, flexible teaching, and a whole-school commitment to meeting the needs of all learners. We embrace adaptive teaching practices, inclusive curriculum design, and Universal Design for Learning (UDL) to ensure access for all students. We recognize that some learners require temporary or long-term additional support, and we are committed to providing this through a structured, tiered model of intervention.

Our inclusion policy aligns with Federal Law No. 29 of 2006, the ADEK Inclusion Policy (2024), and all related guidance, ensuring that students with Additional Learning Needs (ALN), including Students of Determination (SoD), English as Additional Language (EAL), Exceptionally Able, Gifted and Talented (AGT), and Twice Exceptional (TE) students, receive the support they need to reach their full potential. We work

collaboratively with students, families, teachers, and specialists to develop meaningful, personalized support plans and ensure a safe, supportive, and empowering school environment for all.

II. Aims

This policy aims to:

- Promote inclusive values in our mission, vision, and daily practices.
- Define procedures for identifying and supporting students with ALN, SoD, EAL, AGT, and other learning needs.
- Provide early intervention and multi-tiered support.
- Clarify responsibilities for all stakeholders.
- Ensure transparency, accountability, and regular review of student progress.

III. Vision and Mission

Vision:

Rawafed Private School creates a safe, caring, and inclusive environment that celebrates diversity, nurtures the holistic development of every student, and empowers them to become compassionate, active members of the global community.

Mission:

Rawafed Private School is committed to providing an equitable and inclusive environment for rich independent learning experiences where diverse learning needs are celebrated, empowering every student to reach their full potential and actively contribute to a rapidly changing global society.

IV. Inclusion

According to Abu Dhabi Department of Education and Knowledge (ADEK)'s definition (2010), "Special Educational Needs is the overall description for any disability, disorder, difficulty, impairment or other additional need that affects students' access to their learning." These students require additional support in order to achieve greatest benefit from the curriculum.

Rawafed Private School is committed to fostering an inclusive, barrier-free environment that promotes, protects, and ensures the success of students with disabilities and special educational needs.

Successful inclusion at Rawafed Private School aims to cultivate an environment where every student feels safe, confident, and happy.

Our goal for successful inclusion is to enable every student to make optimal progress towards realizing their potential and to enjoy their school experience, whether in lessons, during recreational activities, or on school excursions and extracurricular activities.

Successful inclusion at Rawafed Private School nurtures students' belief in themselves as learners and valued members of the school community.

The School Support Team (SST) at Rawafed Private School comprises a Head of Inclusion, a Career and University Guidance Counselor, a Social Worker, a School Nurse, teachers, and at least one member of the Senior Leadership team. This team collaboratively reviews information regarding students identified as underachieving, having additional needs, and/or gifted and talented. They develop Personalized Support Plans (PSPs) and targets to promote student success.

Accommodations may be tailored for teachers, students, and/or parents. SST meetings may be initiated by the student's teacher, school personnel, or parents. Parental input is crucial in decision-making concerning their child, and their attendance at meetings is encouraged.

Rawafed Private School acknowledges the importance of consistently demonstrating inclusivity and meeting the diverse needs of students. To achieve this, we:

- Monitor the achievement and wellbeing of all students and the quality of their learning opportunities.
- Track each student's academic, social, and emotional progress to inform personalized provision.
- Identify and address potential barriers to learning or full participation in school life.
- Allocate resources to effectively meet the various levels of student need.

- Provide appropriate support for vulnerable students, including those with identified additional or Special Educational Needs and Disabilities (SEND).
- Share concerns about students with their parents, guardians, or carers and collaborate for the student's benefit.
- Coordinate closely with professionals from other student services or external agencies involved in student care and support.
- Ensure access to qualified and experienced staff.
- Offer ongoing support and training for teaching and non-teaching staff to promote optimal outcomes for each student.

V. Responsibilities

The Governing Board shall:

- Set the strategic direction for the school incorporating a commitment to inclusive education.
- Nominate one board member for oversight of inclusive provision.
- Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- Ensure adjustments and accommodations to the school environment/ infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

Responsibilities of the Principal:

- Ensure inclusive provision is a standing agenda item of senior leadership and the Governing Board meetings.
- Develop and review their inclusive provision as part of their School Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
- Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- Appoint a Head of Inclusion who meets the requirements of the ADEK School Staff Eligibility Policy with responsibility for the coordination of all aspects of education for students with additional learning needs (see Section 3.1).
- Appoint a separate member of staff to be responsible for the coordination and provision of multilingual learners.

- Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
- Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures which include how to identify concerns that may be specific to students with additional learning needs, as per the ADEK School Student Protection Policy.
- Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
800 555 | www.adek.gov.ae | Abu Dhabi, UAE September 2024 | Version 1.2 | ADEK School Inclusion Policy 15
- Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.
- Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

Responsibilities of the Head of Inclusion:

- Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the ADEK School Records Policy.
- Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.

- Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per the ADEK School Health and Safety Policy. This should be reviewed on a termly basis or where the needs of the individual or setting changes.
- Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- Ensure all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
- Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK School In-School Specialist Services Policy.

Responsibilities of the EAL (English as an Additional Language) Coordinator:

- Collaborate with the School Support Team at the start of each year to review potential candidates for inclusive assessment requests, informing subject selection while considering necessary accommodations.
- Monitor students' progress through regular internal assessments and mock examinations, ensuring instructional programs and support services align with individual needs.
- Provide professional development opportunities for teachers to enhance their competencies in supporting multilingual learners.
- Develop, monitor, report on, and revise the EAL curriculum to support effective implementation by relevant stakeholders.
- Ensure alignment of EAL strategies with ADEK guidelines and maintain documentation for students receiving EAL support.

Responsibilities of the AGT (Exceptionally Able, Gifted and Talented) Coordinator:

- Collaborate with the School Support Team to identify students who demonstrate advanced capabilities across academic or creative domains.
- Oversee communication regarding internal and external competitions and enrichment opportunities.
- Provide teachers with strategies to extend and challenge AGT students within classroom instruction.
- Enhance the effectiveness and rigor of ECAs (Extra-curricular Activities) for AGT students.
- Develop, monitor, report on, and revise the AGT curriculum to provide differentiated challenges and assist staff in its implementation.

Responsibilities of the Inclusion Teachers:

- Collaborate with school staff to provide essential information about students' conditions and support teachers in implementing best practices for students who may require additional support.
- Develop an efficient system for collecting, recording, and analyzing data, using it to inform ongoing planning and target setting.
- Formulate Personalized Support Plans with teachers and provide support to students inside and outside the classroom as needed.
- Work directly with students to implement interventions and accelerate learning.
- Assess, monitor, and record the progress of support for students, creating, monitoring, and revising Personalized Support Plans (PSPs) in collaboration with stakeholders.
- Collaborate with classroom teachers through co-teaching to promote support through differentiation.

Responsibilities of the School Coordinators:

- Help the Inclusion Department to ensure staff awareness regarding inclusion.
- Continuously communicate with the Inclusion Team.
- Monitor the implementation of intervention done by their teachers for all students with PSP's.
- Ensure that teachers utilize the inclusion box with differentiation in their lesson plan accordingly.

Responsibilities of the Class and Subject Teacher:

- Implement accommodations and support outlined in students' Personalized Support Plans (PSPs) to meet their needs.
- Identify and address any learning needs, fostering a safe and inclusive learning environment.
- Deliver adaptive, holistic, and differentiated instruction, collaborating with the Inclusion Team.
- Continuously develop teaching practices.
- Recognize and support students who may require additional support, discussing concerns with the Head of Inclusion.
- Utilize assessment data to track progress and plan interventions.
- Implement differentiated instruction and take responsibility for student learning.
- Collaborate with the School Support Team (SST) to implement Personalized Support Plans (as described in the School Inclusion Process Policy).
- Maintain knowledge and competencies related to supporting students who may require additional support.

Responsibilities of the University Guidance Counselor:

- Supports students with additional learning needs in exploring their strengths, identifying career interests and passions, and finding suitable post-school pathways, including vocational, academic, or supported employment opportunities.
- Collaborates with the Head of Inclusion and external agencies to ensure a smooth and well-informed transition for each student.

Responsibilities of the School Nurse(s):

- The role of the school nurse is pivotal in advancing and bolstering inclusive practices within the school. Responsibilities of the school nurse encompass, but are not confined to:
- Maintaining and revising health records.
- Communicating any medical conditions that affect learning to the Senior Leadership Team.
- Advocating for healthy lifestyles among students.
- Guaranteeing the health and safety of all students.

Responsibilities of the Student:

- Secondary students with access arrangements (AAs) are tasked with advocating and coordinating with their teachers to ensure the implementation of their AAs. Additionally, they are accountable for attending scheduled appointments with the Inclusion Team.
- Primary students are encouraged to engage with support and attend scheduled sessions as appropriate

Responsibilities of the Parents:

- Make every effort to attend meetings concerning their child and support the school's efforts in assisting their child.
- Fulfill any financial obligations agreed upon with the school to sustain support for their child.
- Disclose all pertinent information about their child during enrollment and throughout their time at the school to ensure the most suitable placement.
- Attend any pertinent meetings with the Inclusion Team.
- It is the parents' responsibility to provide a qualified individual assistant if needed.

VI. Admissions and Enrolment

Rawafed Private School is committed to a non-discriminatory approach in its admissions process in alignment with Federal Law No. 29 of 2006. Students with Additional Learning Needs (ALN) must not be refused admission if there is capacity within the grade level. As part of the admission process, parents are expected to disclose any known needs and submit all relevant supporting documents to assist in planning the appropriate educational support.

While admission assessments may be conducted, they are intended solely for the purpose of informing support and not as a criterion for exclusion. In cases where the school is unable to accommodate a student—due to reasons such as limited capacity or the need for a modified curriculum not included in the standard provision—these cases must be clearly documented and communicated to ADEK within 7 days.

All students with ALN are entitled to the same re-enrolment procedures as their peers, ensuring continued access to education within the school's inclusive framework.

Definition of Inability to Accommodate Due to the varying levels of support students may require, Rawafed Private School uses physical space as a guideline to determine capacity. In this model:

- A Tier 1 student is considered to occupy the space of 1 student.
- A Tier 2 student is considered to occupy the space of 2 students.
- A Tier 3 student is considered to occupy the space of 3 students.

To ensure effective support and maintain quality learning environments:

- No more than **one Tier 3 student** will be accommodated per class.
- No more than **two Tier 2 students** will be accommodated per class.
- No more **Tier 2** or **Tier 3** students will be accepted when all Inclusion teachers are at capacity.

This model allows the school to balance the needs of all students while ensuring students with additional learning needs receive the space and attention required for success.

Additionally, if a student requires a modified curriculum—such as ASDAN or another non-standard educational pathway—this will not be provided as part of the school's standard inclusive provision. In such cases, the full cost of the curriculum, up to 50% of the school's annual tuition, will be charged to the parent's account. If parents do not agree to pay these additional fees, the school will be unable to provide the modified curriculum and may be unable to accommodate the student.

VII. Standard Inclusive Provision

Staffing

Rawafed Private School ensures that inclusive education is supported through qualified staffing in line with the ADEK Inclusion Policy (2024) and Staff Eligibility Policy. The school employs the following staff:

- **1 Head of Inclusion (HoI):** A qualified specialist with inclusion leadership experience, serving on the school's SLT. No more than 10% of their duties fall outside their inclusion responsibilities.
- **Inclusion Teachers:** At least one per cycle. Their primary workload involves supporting students with additional learning needs.

- **Inclusion Assistants:** Assigned to classes or groups based on need to assist with inclusive strategies and differentiation under the direction of the inclusion teacher.
- **Individual Assistants (IA):** Deployed only for care-related needs, upon parent funding and approval. Each IA must sign the school's Code of Conduct and be registered with PASS.

Professional development on inclusive practices, UDL, and specific student needs is ongoing for all staff, ensuring confident, competent delivery of quality inclusive education.

Physical

Accessibility

General Accessibility

Rawafed Private School shall ensure school buildings and learning spaces provide equitable access to education for all students, as per the ADEK School Buildings and Facilities Policy.

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
- Signage uses symbols to accompany text and considers color contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- School buildings are accessible on the ground floor, at a minimum, to all students.
- Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.
- A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.

- All teaching staff receive training in the safe operation of evacuation chairs and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).
- Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas.
- Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.

Accessibility of Learning Spaces

To provide equitable access to education and inclusive learning opportunities, Rawafed Private School ensures:

- All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
- A variety of classroom resources (pens, pencils, scissors, etc.), which offer choices regarding size and ease of use.
- All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- Specialized teaching spaces such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
- Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances that may interfere with access to learning.

- Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms, and facilitating engagement with learning through different means, starting in Grades 1, 5, and 9 from AY 2025/2026, expanding annually.
- The teaching and learning environment incorporate accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

Specialist Support Spaces

In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the ADEK School In-School Specialist Services Policy, Rawafed Private School shall:

- Provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.
- Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
- Avail a specialist support space that has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
- Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the PSP.

Teaching and Learning Support

Rawafed Private School ensures that inclusive teaching strategies are embedded in daily classroom practice through adaptive teaching approaches. All lesson planning must consider student diversity and align with individual Documented Learning Plan (DLP) targets. The Head of Inclusion is responsible for providing professional development and support for staff, including Inclusion Assistants and Individual Assistants, to ensure they can implement inclusive strategies effectively. Teachers are expected to exhaust adaptive methods before initiating referrals and are required to raise early concerns with parents to support early intervention. The school also

facilitates the appropriate use of assistive technology and may request ADEK financial support where required.

Inclusive education is supported through:

- Implementation of the **Universal Design for Learning (UDL)** framework, starting in Grades 1, 5, and 9 from AY 2025/2026, expanding annually.
- Adaptive teaching practices, reasonable accommodations, and personalized supports embedded in all lesson planning.
- Use of assistive technology and visual aids to enhance access to learning.
- Specialist spaces are available for therapy sessions and pull-out interventions, in line with the **ADEK In-School Specialist Services Policy**.
- Teachers collaborate with specialists to integrate supports and accommodations into classroom routines.

Main Categories of Inclusion Programs at Rawafed Private School

At Rawafed Private School, pupils in the Inclusion program are classified into the following categories. We recognize that pupils may belong to more than one category and strive to offer tailored services in a creative, supportive manner. The Rawafed Private School Support team aims to cultivate strong partnerships with pupils, parents, educators, carers, and external agencies as they navigate their educational journey toward academic success, independence, workplace skills, leadership, and lifelong learning.

1. Additional Learning Need (ALN)

The term 'Additional Learning Need' (ALN) describes pupils who may require extra support to access the school curriculum but do not have an external or medical report formalizing their needs. Provisions for such pupils are developed and implemented within the school environment.

2. Special Educational Need (SEN)/Student of Determination (SoD)

'Special educational needs' (SEN) or 'student of determination' (SoD) refers to pupils who need more than the typical educational offering and are formally identified by an external professional. Provisions for these pupils may be guided by an external report and implemented within the school, with additional support provided by external agencies.

3. English as an Additional Language (EAL)/Multilingual Learners (ML)

The term 'English as an Additional Language' (EAL) applies to pupils for whom English is a second or other language, presenting an additional need to overcome in accessing the curriculum. Such learners, referred to as Multilingual Learners according to the ADEK Inclusion Policy of 2023, receive support guided by the school's EAL policy.

4. Exceptionally Able, Gifted, and Talented (AGT)

'Exceptionally Able, Gifted, and Talented' (AGT) pupils exhibit abilities in one or more areas beyond what is typical for their age group. These abilities are identified through standardized tests or other means and encompass various domains such as intellectual ability, subject-specific aptitude, and artistic talent. The provisions for AGT pupils align with the school's AGT policy.

5. Twice Exceptional (TE)

'Twice exceptional' (TE) individuals demonstrate giftedness or talent alongside one or more learning challenges, such as ADHD, dyslexia, or ASD. Provisions for these pupils align with the school's AGT policy.

6. Multiple Learning Differences (MLD)

Subcategories within the Multiple Learning Differences (MLD) designation help determine specific services and provisions needed for individual pupils. These subcategories, noted in the formal school register, assist the inclusion department in providing valuable information to the School Support Team (SST) and inform the planning and implementation of Personalized Support Plans (PSP).

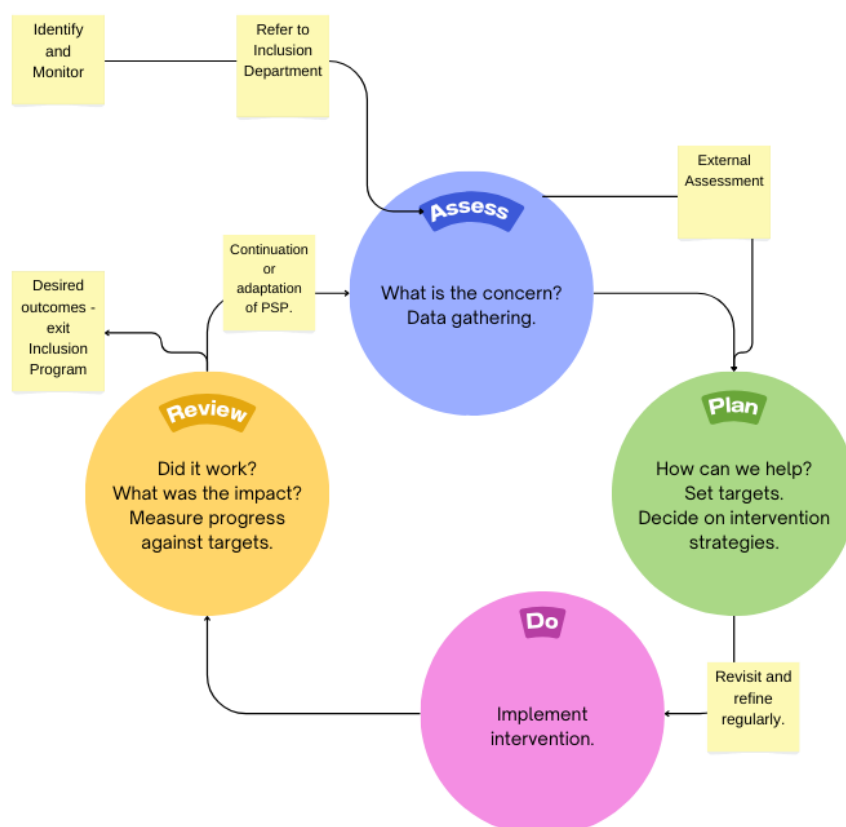
VIII. Inclusion Process

The inclusion process at Rawafed Private School follows a graduated response approach for identifying and providing support to students, with the details of the provisions documented in the Personalized Support Plan (PSP).

The inclusion process at Rawafed Private School prioritizes the active involvement of the student and their family. It begins with monitoring the student's progress and making referrals to the inclusion department as needed. Following this, a comprehensive assessment is conducted, leading to the development of a personalized plan of action. This plan is implemented, with continuous review and refinement by the inclusion team, often in collaboration with the School Support Team (SST). This process, known as the Graduated Response, ensures that decisions and actions are revisited and adjusted based on evolving understanding of the student's needs, ultimately aiming to secure positive progress and outcomes.

Inclusion Process

Rawafed Private School



The Graduated Response Process is initiated by the School Support Team (SST) which consists of:

- The Subject Teachers
- Head of Inclusion
- Inclusion Teachers
- School Leadership Team Member
- Parent/Guardian
- Nurse (as needed)
- University Guidance Counsellor (as needed)

- Social Worker (as needed)
- External Agency (as needed)
- Pupil (where possible)

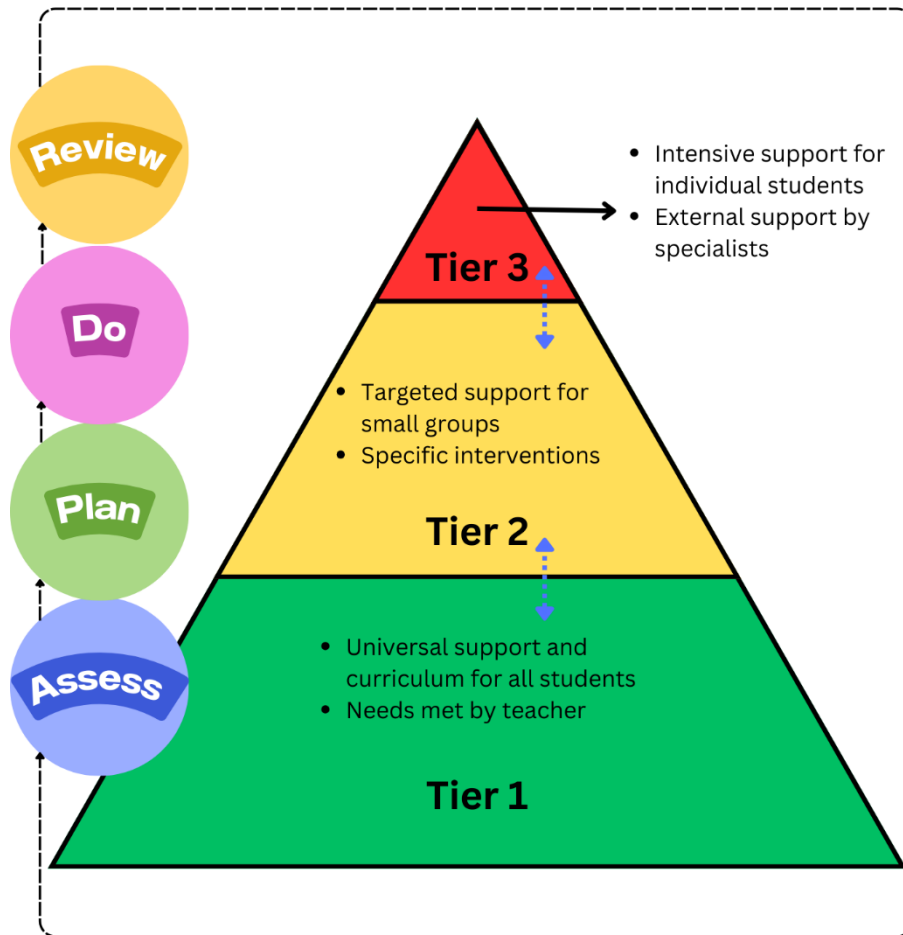
During this process, if a need is determined one of the following Personalized Support Plans (PSP) will be drafted and implemented.

At Rawafed Private School, we adopt a comprehensive approach to meeting the diverse needs of our students, drawing on principles similar to both the Multi-Tiered System of Supports (MTSS) and the Graduated Approach Model. Our approach recognizes that students have varying levels of needs and require different levels of support.

In accordance with the Graduated Approach Model, we follow a prescribed approach by ADEK that acknowledges the diverse needs of students. It recognizes that most needs can be addressed by the teacher (Tier 1: Universal), while some may require targeted interventions (Tier 2), and a select few may need highly personalized and potentially external support from specialists (Tier 3: Intensive and Individualized) (ADEK, 2023).

The Graduated Approach Model closely aligns with the principles of MTSS, which categorizes interventions into tiers mirroring those of the Graduated Approach Model. Tier 1 interventions are universally provided to all students, Tier 2 interventions target specific needs, and Tier 3 interventions provide intensive support for students with the most complex needs.

By employing this systematic and tiered approach, we ensure that our students receive tailored interventions and support to optimize their learning and overall success at Rawafed Private School.



Identification

Identification is crucial, and it can occur through various means: during enrollment, via parental or guardian disclosure, information provided in an external report, or through observations and assessments of the student. While the identification process may differ across the four categories, the graduated response procedure remains similar for each category, as detailed further below.

Referral

1. Any teacher, parent, pupil, or admissions manager noticing concerns about a student's academic, behavioral, or social progress should inform the class teacher.
2. The class teacher will implement differentiation strategies to support the student and monitor progress, seeking guidance from the leadership and inclusion teams if needed. At the start of the academic year, all students should

be given at least 3 weeks to adjust before making any requests to the Inclusion Team.

3. If concerns persist or the student's progress deviates from predicted performance, the teacher may request guidance from the inclusion department.
4. Class or subject teachers must discuss the case with their coordinator and complete the Guidance Inquiry Form online.
5. The inclusion team will review the case, observe the student, and advise the class teacher on potential differentiation strategies.
6. Over the next 3 weeks, the class or subject teacher will document all progress made using the advised strategies.
7. If the strategies are unsuccessful after 3 weeks, the teacher discusses the case with their coordinator again and submits the Verified Referral Form online to the Inclusion Department.
8. Referring teachers or staff must provide relevant evidence, such as academic records, samples of work, assessment data, and meeting minutes with parents.
9. The inclusion staff will review the Verified Referral Form and may seek additional information through class observations, meetings with teachers and parents, or formal psychometric assessments with parental consent and adherence to data protection laws.

Assessment

A range of assessments, both informal and formal standardized diagnostic tools will be used to assess and inform support for pupils and remove any barrier to learning. Care will be taken to ensure a holistic view is formed in partnership with the pupil, parents, medical and other professionals. The information is then used to make recommendations to staff to support the students in the most inclusive way. If observations and/or internal assessments suggest there may be a social, medical, or specific learning difficulty, an external assessment may be recommended. External referral would only occur after consultation with parents. Progress data will be reviewed at each data collection point to evaluate and inform planning or specific learning targets and to also direct intervention programs according to need.

Monitor (Plan & Do)

Throughout the process, monitoring is essential and involves:

- Reviewing the student's progress on a termly basis.

- Providing advice on strategies and interventions to teachers and parents, available from the Inclusion department.
- Maintaining records of student intervention and progress, a responsibility of the Inclusion department.
- Regularly discussing the needs of individual students in meetings with relevant staff to leverage collective experience and expertise and ensure a unified approach within the school.
- Keeping parents informed of their child's progress and inviting their contribution through Parent Meetings or by appointment.
- Managing the transition of students between support levels, as warranted by their progress, handled by the Inclusion department.

Review

A student's progress will undergo regular review, with parents receiving consistent updates on their child's academic journey. The Inclusion Department and teaching team will collaboratively review and revise any student support plans, with parents encouraged to participate in review meetings, typically scheduled during Parent-Teacher Conferences or as needed. Older students may undergo annual reviews due to their long-term goals.

The Inclusion Department will provide guidance to teachers and parents on relevant strategies while maintaining comprehensive records of each student's educational history, identification, interventions, and progress. Individual student needs will be addressed in routine meetings with relevant staff, leveraging collective experience and expertise to ensure a unified approach within Rawafed Private School.

Report

The Head of Inclusion and/or Inclusion Teachers are tasked with maintaining an updated Inclusion Register of students identified as requiring support across the three tiers of assistance. Individual teachers are responsible for familiarizing themselves with the Inclusion Register and providing differentiated instruction for students with specific needs. The Inclusion Register is accessible on the school portal, providing teachers with comprehensive information. Additionally, teachers have access to a detailed inclusion register containing links to Personalized Support Plans,

Access Arrangements, and recommended strategies or interventions for implementation with students.

Tiered Model of Support

Upon referral to the Inclusion Team and subsequent analysis of assessment and other relevant data, the School Support Team (SST) at Rawafed Private School will determine the appropriate level of intervention for each student. These tiers of intervention are not based on diagnosis but rather on the level of support required for student success. They also guide the development and implementation of Personalized Support Plans (PSP). The tiers of intervention are delineated as follows:

Tier 1 – Universal Support: Known as Quality First Teaching, this tier involves collaboration with the Inclusion team and/or classroom observation to create a Class Action Plan (CAP). This plan, integrated into regular lesson plans, may include differentiation strategies, seating arrangements, or in-class interventions. Progress is monitored by Inclusion staff, and teachers adjust their planning accordingly. Parents may be encouraged to seek additional support or educational programs outside of school.

Tier 2 – Targeted Support: Referred to as School Action/Additional Support/Intervention Provisions, this tier involves collaboration between teachers and the Inclusion team to review and enhance class action plans. Additional support may be provided through push-in classroom support, withdrawal from non-core subjects for small intervention groups or individualized support, or extension activities within the classroom. The level of support is tailored to each student's needs, developmental stage, and educational level. Parents may be asked to contribute financially if unique resources are required, and a Student Profile may be developed to coordinate support efforts.

Tier 3 – Intensive and Individualized Support: Designated as School Action Plus/Personalized & Intensive Support/Intervention Provision, this tier targets students who require intensive daily support to achieve highly personalized targets. Support may come from classroom teachers, the Inclusion Team, Individual Assistants (IAs), or external specialists. Services can take place in class or through one-to-one or small group sessions. Parents may be encouraged to seek additional support outside of school, and both parents and students can contribute to the development of support plans and targets. Reasonable adjustments will be made to

accommodate all students with learning differences. Parents may be asked to contribute financially if unique alternative curriculums are required.

Inclusion Registry and Personalized Support Plans

At Rawafed Private School, the Head of Inclusion or Inclusion Teacher will enlist students on the Inclusion register and allocate them a support tier based on their progress needs. A Personalized Support Plan will then be developed with input from the Student Support Team, encompassing:

- Essential demographic details for accurate pupil identification
- Current provisions in place
- Supplementary interventions as needed
- Targeted outcomes of the plan
- Ongoing progress monitoring

Types of Personalized Support Plans (Documented Learning Plans)

- **Individual Educational Plan (IEP)** - Designed for Tier 2 and Tier 3 students, this document outlines personalized academic strategies and goals.
- **Individual Support Plan (ISP)** - Tailored for Tier 2 and Tier 3 students with diverse needs, encompassing academic and other areas.
- **Behavior Support Plan (BSP)** - Crafted for Tier 2 and Tier 3 students with behavioral challenges to address specific behavioral needs.
- **Group Intervention Plan (GIP)** - Developed for Tier 2 students to implement targeted interventions in a group setting.
- **Student Profile (SP)** - Designed for Tier 1, Tier 2 and Tier 3 students to guide Quality First Teaching strategies.
- **Advanced Learning Plan (ALP)** - Created for Tier 2 and Tier 3 students to provide extended learning opportunities.
- **English Language Acquisition Plan (ELAP)** - Tailored for Tier 2 and Tier 3 students to deliver targeted English language interventions.
- **Targeted Intervention Plan (TIP)** - Designed for Tier 1 or non-registered students to offer individualized support.
- **Class Action Plan (CAP)** - Crafted for Tier 1 or non-registered students to implement targeted interventions within the classroom.

Pull-out sessions

If a student requires additional support, it might be necessary to remove them from certain classes. The Inclusion department will collaborate with the subject teacher, Coordinator, and Senior Leadership Team (SLT) to determine if withdrawal from a specific subject area is feasible. Rawafed Private School will comply with ADEK regulations concerning mandatory attendance in specific subjects. Upon obtaining permission, the intervention process will commence.

IX. External Services

Rawafed Private School provides access to approved assessments but does not undertake pupil diagnoses. Should it be necessary, the Head of Inclusion or Inclusion Teacher will offer guidance to parents or guardians seeking external professional support or services for their child. This may involve obtaining a formal diagnosis or seeking recommendations from specialists to better understand the student's needs and implement recommended practices. External support might encompass psychological assessments, audiologists, ophthalmologists, speech and occupational therapy, or the engagement of an Individual Assistant.

Rawafed Private School collaborates closely with various external agencies, welcoming their input to devise strategies conducive to student success. These services may be administered by specialized professionals outside the school's scope, such as Occupational Therapy (OT), Speech and Language Therapy (S<), Behavior Therapy, and Counseling, subject to appropriate permissions. We've established a partnership with various approved centers to offer these services directly at the school premises. These services are available to students with parental consent, and the costs can be covered through insurance or billed directly to the parents.

Parents are responsible for arranging and financing external services. Should the need arise for an Individual Assistant (1:1) or similar resource, job descriptions will be discussed with parents before engagement. Individual Assistants will be overseen by the Inclusion Department, adhering to all school professional standards, with the necessity for this resource to be reviewed on a termly basis.

Parents should be aware that, in the event of a Specific Educational Need or Disability becoming apparent during their child's enrollment, the school leadership, in consultation with relevant stakeholders, may determine that an alternative

educational setting could better address the student's needs. However, Rawafed Private School is committed to making reasonable efforts to accommodate all students' needs without discrimination. Despite this commitment, there may be instances where the school is unable to adequately support a particular need due to resource limitations. In such cases, every effort will be made to identify suitable alternatives and assist the family accordingly.

X. Additional Fees

Rawafed Private School is committed to transparency in the management of any additional fees associated with inclusive provision beyond the standard school offering.

- Parents will be notified in advance if their child requires support or services that incur additional costs.
- These fees may include, but are not limited to, additional specialized resources and alternative curriculum programs.
- If a student requires a modified curriculum, such as ASDAN, this will be considered a service outside the standard provision. The cost of such a program will be billed to the parent, up to 50% of the school's annual tuition.
- If a parent does not agree to these additional costs, the school will not be able to offer the modified curriculum and may not be able to accommodate the student.
- All additional fees will be clearly itemized and reviewed termly in accordance with ADEK regulations.
- Additional fees will not exceed 50% of the school's annual tuition.

School Specialist Services Policy- New

❖ Rationale

❖ Aims

❖ Specialist Services

❖ Responsibilities

❖ Financial Responsibilities:

❖ Provision of In-School Specialist Services

❖ Policy Approvals

❖ Rationale

Rawafed Private School is dedicated to providing an inclusive educational environment that supports the diverse needs of all students. In alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) guidelines, our policy aims to enhance the provision of specialist services within the school to ensure all students, including those with special educational needs and disabilities, receive the necessary support to thrive academically, socially, and emotionally.

❖ Aims

This policy aims to:

- Ensure that all students have access to necessary specialist services within the school environment.

- Promote inclusive practices by integrating specialist services into the school setting.
- Facilitate early intervention and continuous support for students requiring specialist services.
- Collaborate with external licensed centers and professionals to provide high-quality services.
- Enhance the overall well-being and academic performance of students through targeted interventions.

❖ **Specialist Services**

Specialist services include, but are not limited to:

- **Speech Therapy:** Services provided by licensed speech therapists to address communication disorders and enhance students' speech and language skills.
- **Occupational Therapy:** Services offered by licensed occupational therapists to support students in developing fine motor skills, sensory processing, and activities of daily living.
- **Psychotherapy:** Services provided by licensed psychologists or psychotherapists to address mental health issues, emotional well-being, and behavioral concerns.

Licensing and Approval:

- All specialist services must be delivered by professionals from centers licensed by the Department of Health (DoH) Abu Dhabi.
- Centers and their specialists must also be registered with ADEK to provide services within the school.

- A live list of registered and licensed centers and their specialists can be accessed through the ADEK portal.

Selection of Centers:

- The school will collaborate with ADEK-approved centers to ensure that the specialist services provided meet the required standards.
- Schools may select multiple centers to cater to different needs, ensuring a wide range of specialist services are available.
- Parents and students may request the inclusion of a specific center not currently on the school's list, provided the center completes the ADEK registration process and signs an agreed-upon memorandum of understanding with Rawafed Private School.

❖ Responsibilities

Responsibilities of the Principal:

- Lead the implementation of the In-School Specialist Services Policy.
- Ensure the availability of resources and facilities for specialist services.
- Oversee the coordination between school staff, students, parents, and external specialists.

Responsibilities of the Head of Inclusion:

- Maintain a register of students receiving specialist services.
- Monitor and evaluate the effectiveness of specialist services.
- Liaise with external centers and specialists to coordinate service delivery.
- Provide professional development for staff regarding the integration of specialist services.

Responsibilities of All Teachers:

- Identify students who may benefit from specialist services and refer them to the LST.
- Implement strategies and accommodations recommended by specialists.
- Collaborate with specialists to support student progress within the classroom.

Responsibilities of the School Coordinators:

- Monitor the implementation of specialist service recommendations by teachers within their departments.
- Ensure that teachers are aware of and utilize the inclusion strategies provided by specialists.
- Communicate regularly with the Head of Inclusion and Learning Support Team to discuss the progress and needs of students receiving specialist services.
- Support teachers in adjusting lesson plans and classroom practices to integrate specialist service recommendations effectively.
- Oversee the documentation of student progress and ensure that records are maintained accurately and consistently.

Responsibilities of the School Counselor:

- Support the emotional and social well-being of students receiving specialist services.
- Facilitate communication between students, parents, and specialists.
- Monitor the impact of specialist services on students' overall well-being.

Responsibilities of the Parents:

- Provide consent for their child to receive specialist services.
- Participate in meetings and discussions regarding their child's progress and needs.

- Collaborate with the school and specialists to support their child's development.

❖ **Financial Responsibilities:**

- Parents are responsible for the costs associated with specialist services.
- Payments for services may be made directly to the center, the school, or through any other agreed method, including insurance.
- The school may charge a management fee of up to 10% on session or package fees.
- Parents must fulfill any financial obligations agreed upon with the school to sustain support for their child.

❖ **Provision of In-School Specialist Services**

Referral and Identification

- Students requiring specialist services may be identified through teacher observations, parental referrals, previous school records, and diagnostic assessments.
- Referrals for specialist services can be made by teachers, parents, or other school staff members.
- The Learning Support Team (LST) will review all referrals and conduct assessments to determine the need for specialist services.

Provision of Services

- Services will be provided by licensed specialists from external centers approved by ADEK.
- The school will provide a dedicated space for the delivery of specialist services.

- A contractual agreement outlining the roles and responsibilities of the school, specialists, and parents will be established for each student receiving services.

Monitoring and Evaluation

- The Head of Inclusion will regularly review the provision and effectiveness of specialist services.
- Progress reports will be shared with parents and included in the student's records.
- Annual reviews will be conducted to assess the ongoing needs and progress of students receiving specialist services.

Confidentiality

- All information regarding students receiving specialist services will be kept confidential.
- Records will be securely stored and only shared with relevant parties in accordance with data protection laws.

❖ Policy Approvals

Inclusion Policy	
School Principal Approval Name: Signature: Date: Stamp:	Board of Governors Approval Name: Signature: Date: Stamp:

Exceptionally Able, Gifted, and Talented Policy

❖ Rationale

❖ Aims

❖ Inclusion Process

❖ External Services

❖ Rationale

Rawafed Private School is committed to fostering an inclusive educational environment that encourages all students, including the Exceptionally Able, Gifted, and Talented (AGT), to strive for excellence. Rawafed Private School values the diverse talents and abilities of each student and seeks to provide a supportive and enriching learning environment where every student has the opportunity to reach their full potential.

❖ Aims

Aligned with our commitment to inclusivity, Rawafed Private School aims to:

- Cultivate a culture of excellence within an inclusive setting.
- Provide students, including the AGT, with a dynamic and stimulating learning environment rich in opportunities.
- Foster the holistic development of students, nurturing their intellectual, emotional, and social growth.

- Establish strong partnerships with parents to address the individual needs of their children.
- Implement differentiated instruction and closely monitor student progress.
- Acknowledge the rights of all students, including the AGT, to develop their unique skills and abilities and celebrate their achievements.
- Set high expectations for all students and promote the development of higher-order thinking skills.
- Collaborate with external agencies and organizations to enhance student experiences.
- Foster connections with other local schools to ensure consistency in our approach.

❖ Referral and Identification

According to the Abu Dhabi Department of Education and Knowledge (ADEK) guidelines (2023), AGT students are those who demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.

To ensure accurate placement, Rawafed Private School utilizes both objective and subjective measures to identify AGT students. Referral and identification may occur through various sources, including curriculum assessments, such as baseline, diagnostic assessments, international and cognitive benchmark tests, staff observations, and checklists, records from previous schools, parental input, student interviews, and recognition of achievements in extracurricular activities. Staff members may nominate students demonstrating characteristics of AGT following an analysis of annual screening test results. Nominations are reviewed by the Subject

Coordinator/Grade Coordinator and subsequently assessed by the Learning Support Team (LST). Identified students are added to the AGT register.

Parents, teachers, school staff, and students are encouraged to nominate individuals they believe demonstrate AGT characteristics throughout the school year. The Learning Support Team considers these nominations and conducts a final assessment. If needed, a clinical assessment will be requested from external agencies.

❖ Responsibilities

Responsibilities of the Principal:

- Leadership: Lead inclusive practices and recognize AGT students' unique talents.
- Team Oversight: Oversee support teams to create and implement AGT support plans.
- Advocacy: Advocate for AGT inclusion and allocate resources effectively.
- Policy Implementation: Ensure GT policy alignment and enforcement.
- Professional Development: Provide continuous training for staff supporting AGT students.
- Support Staff: Ensure all staff feel supported and trained to implement the AGT policy effectively.

Responsibilities of the Head of Inclusion:

- Ensure staff access to appropriate resources.
- Raise staff awareness regarding AGT education.
- Maintain the AGT register.

- Develop a strategic inclusive education plan in line with the school improvement plan.
- Monitor provision for AGT students and address any deficiencies.
- Identify opportunities for provision beyond the classroom and communicate with stakeholders.
- Ensure AGT students receive high-quality provision and differentiation.
- Collaborate with external organizations and agencies.
- The Head of Inclusion will also serve as the AGT coordinator, with the following responsibilities:
 - Provide professional development opportunities for teachers to enhance their AGT competencies.
 - The AGT Coordinator will oversee communication regarding competitions, offer challenging strategies for classroom implementation, and enhance the effectiveness of ECAs (Extra-curricular Activities) for AGT students.
 - The AGT Coordinator will develop, monitor, report on, and revise the curriculum to provide additional challenges for AGT students and assist relevant stakeholders with implementation.

Responsibilities of the School Coordinators:

- Help the Inclusion Department to ensure staff awareness regarding inclusion.
- Continuously communicate with the Inclusion Team.
- Monitor the implementation of interventions by their teachers for all students with ALPs.
- Ensure that teachers use the inclusion box with differentiation in their lesson plan.

Responsibilities of the Class and Subject Teacher:

- Stay updated on theories and practices related to AGT students.
- Utilize advanced curriculum materials when appropriate.
- Implement tasks and assessment techniques that promote independent learning.
- Incorporate ICT to enhance student work.
- Facilitate participation in extracurricular activities.
- Foster the development of problem-solving, leadership, and communication skills.
- Maintain high expectations for all students.
- Create a stimulating learning environment conducive to enrichment.
- Employ various teaching strategies to engage students and promote motivation.
- Foster higher-order thinking skills.
- Provide differentiated homework to support enrichment and extension.

Responsibilities of the School Counselor:

The school counselor holds a crucial role in advancing and supporting inclusive practices at Rawafed Private School. Responsibilities of the school counselor include, but are not limited to:

- Observe and engage with students who may be vulnerable while communicating any concerns with teachers or senior leadership team members.
- Serve as a point of contact and offer support to all students, including new arrivals, as necessary.

- Participate in identifying optimal ways to support students within the school community.
- Monitor students' well-being in social settings and dedicate time to work with individual students, whether in classes or during conferences.
- Collaborate with staff and students to promote positive relationships among all students throughout the school day, including during breaks and lunchtimes.
- Conduct individual or group sessions with students whose behavior raises concerns.
- Provide guidance to other support staff regarding the organization of groups aimed at enhancing students' social skills.
- Ensure accurate record-keeping and monitoring of student progress.
- Offer support while collaborating with families and external support agencies, as necessary.

Responsibilities of the School Nurse(s):

The school nurse's role is pivotal in advancing and bolstering inclusive practices within the school. Responsibilities of the school nurse encompass, but are not confined to:

- Maintaining and revising health records.
- Communicating any medical conditions that affect learning to the Senior Leadership Team.
- Advocating for healthy lifestyles among students.
- Guaranteeing the health and safety of all students.

Responsibilities of the Student:

- Secondary students with access arrangements (AAs) are tasked with advocating and coordinating with their teachers to ensure the implementation of their AAs. Additionally, they are accountable for attending scheduled appointments with the Inclusion Team.

Responsibilities of the Parents:

- Parents should make every effort to attend meetings concerning their children and support the school's efforts in assisting them.
- Fulfill any financial obligations agreed upon with the school to sustain support for their child.
- Parents must disclose all pertinent information about their child during enrollment and throughout their child's time at the school to ensure the most suitable placement.
- Attend any pertinent meetings with the Inclusion Team.

❖ Exceptionally Able, Gifted, and Talented Provision

Rawafed Private School provides comprehensive provisions to meet the needs of AGT students from Pre-K to Grade 12, encompassing both in-class and extracurricular opportunities. These provisions include:

1. Differentiated Instruction: Offering enrichment and extension activities within the regular curriculum.
2. Collaborative Projects and Mentoring: Facilitating opportunities for students to work with professionals and receive mentorship.
3. Access to Advanced-Level Classes: Providing access to advanced courses tailored to AGT students' abilities.

4. Participation in Extracurricular Programs: Engaging students in competitions, enrichment activities, and external partnerships.
5. Partnerships with External Agencies: Collaborating with external agencies, schools, and universities to enhance AGT support.
6. Guest Speaker Presentations: Organizing presentations to inspire and motivate AGT students.

Research indicates that optimal provision for AGT students involves a blend of exceptional classroom practices and out-of-school enrichment. Therefore, Rawafed Private School ensures appropriate learning opportunities by:

- Maintaining a focus on teaching and learning across subjects and grades.
- Implementing the school's Teaching and Learning Policy and Assessment Policy.
- Employing differentiation and extension resources within the curriculum to challenge AGT students.
- Personalizing learning experiences to cater to individual AGT students' needs.
- Providing enrichment opportunities beyond the classroom through partnerships and extracurricular activities.

For AGT students requiring additional support, the school offers tiered differentiation:

- Tier 1 Differentiation: Providing enrichment opportunities through open-ended questioning, inquiry-based learning, and project-based extensions.
- Tier 2 Differentiation: In addition to the Tier 1 adaptations, these students will be provided with opportunities to engage in activities outside of the classroom to further develop their skills.

- Tier 3 Differentiation: Offering advanced support, including an Advanced Learning Plan/Individual Education Plan (ALP/IEP), developed in collaboration with parents, educators, counselors, and the Learning Support Team. This plan ensures that the special needs of gifted students are met according to clinical cognitive assessment recommendations.

Assessment Accommodations Policy- New

- ❖ **Rationale**
- ❖ **Aims**
- ❖ **Definitions**
- ❖ **Eligibility and Documentation**
- ❖ **Examples of Reasonable Accommodations**
- ❖ **Application for Accommodation**
- ❖ **Roles and Responsibilities**
- ❖ **Monitoring and Evaluation**
- ❖ **Placement Test Accommodations (Admissions)**

❖ Rationale

Rawafed Private School is committed to ensuring that students with Additional Learning Needs (ALN) are assessed fairly and equitably. Reasonable accommodations will be provided to remove barriers that may prevent students from demonstrating their knowledge, skills, and competence during assessments, in line with UAE Federal Law No. 29 and ADEK guidelines.

❖ Aims

- Prevent disadvantage and ensure access to assessments for all students with ALN.

- Align with ADEK’s Inspection Framework, Inclusion Policy, and international best practices.
- Define clear roles and responsibilities in the provision of accommodations.

❖ Definitions

- **Reasonable Accommodation:** Adjustments to the assessment process that allow students with ALN to participate equitably without altering the intended learning outcomes or assessment standards.
- **ALN:** Students requiring additional support, including but not limited to those with physical, sensory, learning, or emotional needs.
- **Normal Way of Working:** The strategies and supports a student typically uses during instruction and class assessments.

❖ Eligibility and Documentation

Accommodations are granted based on:

- Personalized Support Plans (PSPs)
- Psychological, medical, or specialist reports (e.g., from educational psychologists, pediatricians)
- Classroom observations and records of accommodations already in place

Not grounds for accommodation:

- English as an Additional Language (unless co-occurring with ALN)
- Temporary injuries (unless significantly impacting assessment access)

❖ **Examples of Reasonable Accommodations**

- Additional time (typically 25%)
- Scribe or reader support
- Use of assistive technology
- Separate or reduced-distraction environment
- Rest breaks
- Modified or enlarged assessment papers
- Sign language interpreter (where appropriate)
- Use of overlays, colored paper, or audio materials

❖ **Application for Accommodations**

1. Guided Inquiry and Initial Support

Parents, or students may request assessment accommodations by contacting the Inclusion Department at any point. Class or subject teachers complete a Guided Inquiry Form if they believe a student may require accommodations.

2. Targeted Support and Monitoring

A support plan is developed, and temporary accommodation is implemented for three weeks. The student's response to this support and accommodations is monitored and documented.

3. Referral and Documentation Collection

If additional support is needed, a formal referral is made to the Head of Inclusion. The Inclusion Team coordinates the collection of necessary supporting documents (e.g., medical or psychological reports).

4. Parent Involvement and Consent

A meeting is conducted with parents to discuss needs and agree on the type of accommodations required. Written consent is obtained.

5. Eligibility Determination

Where assessment providers require evidence from standardized tests to approve accommodations (e.g., reader/scribe eligibility), the school will administer such tests in-house when possible. If the required tests are not available internally, the school will advise parents on external testing options and eligibility processes. Parents have the right to decline the administration of in-house standardized eligibility tests. In such cases, they are informed that the range of available accommodations may be limited as a result. Similarly, if external provider testing is declined, the school documents the decision and clarifies the possible implications for exam accommodations.

6. Partnerships and Screening

The school also collaborates with licensed external specialists to provide free screening services on campus (with parental consent). These services support early identification and future accommodation planning as part of a proactive inclusion framework.

7. Review and Approval

The School Support Team reviews the referral and documentation to make a decision. Where applicable, requests to external examination boards are submitted in accordance with their policies.

8. Implementation

Approved accommodations are documented in the student's PSP and reflected in their school assessment plan.

9. Monitoring and Evaluation

The effectiveness of accommodations is monitored and adjusted as needed during termly reviews.

❖ Roles and Responsibilities

Principal

- Ensures logistical planning for accommodations during internal and external assessments.
- Ensures accommodations are implemented in external assessments in accordance with the rules of the respective assessment providers.

Head of Inclusion

- Oversees the policy and ensures alignment with ADEK standards.
- Chairs the School Support Team for accommodation applications.
- Ensures accommodations are implemented consistently.

Inclusion Teachers

- Identify students requiring accommodations through observation and documentation.
- Liaise with subject teachers and parents.
- Maintain and update PSPs.

Subject Teachers

- Apply accommodations in formative and summative assessments.
- Monitor effectiveness and provide feedback.

University Guidance Counselor

- Submits applications to external boards (SAT, AP, EmSAT, etc.) as needed.

Parents

- Submit required medical or psychological documentation.
- Support at-home strategies aligned with accommodations.

Students (if age-appropriate)

- Participate in decisions about accommodations.
- Use agreed supports responsibly.

❖ Monitoring and Evaluation

- Termly reviews of accommodations by the Inclusion Team.
- Annual audit of assessment accommodations to ensure impact and compliance.
- Adjustments made as student needs evolve.

❖ Placement Test Accommodations (Admissions)

Rawafed Private School ensures that students with ALN are not disadvantaged during the admissions process, including placement or baseline testing.

Parents are encouraged to disclose relevant documentation at the time of application. Where learning needs are identified or suspected, appropriate accommodations may be provided to ensure students are assessed fairly and accurately.

All accommodations are approved by the Head of Inclusion and recorded to inform future learning plans.

Student's Behavior Policy

- ❖ **Purpose of the Policy**
- ❖ **Objectives of the Behavior Code**
- ❖ **Appearance**
- ❖ **Rights and Responsibilities of the Student**
- ❖ **Types of Undesirable Behavior**
- ❖ **Behavior Levels**
- ❖ **Procedures for Reinforcing Positive Behavior and Modifying Negative Behavior**
- ❖ **General Provisions**

❖ Purpose of the Policy:

At Al Rawafed Private School, we place great importance on building the students' character by granting them confidence, self-reliance, and freedom of expression within the democratic channels we provide. We work on familiarizing the student with their rights and responsibilities while instilling values, customs, and traditions, and introducing them to the values, customs, and traditions of the UAE society where they live. We emphasize instilling values of patriotism and belonging, as well as concepts of coexistence and respect for other religions and cultures. Hence, the school administration ensures that the student and their family are aware of the

school's behavioral regulations, which the student must adhere to in order to achieve all the school's goals. We believe this ensures a safe educational environment for all students. We hope all concerned parties (students, parents, teachers, and administrators) review and adhere to our school's behavioral regulations. The school enables parents to review the policy by distributing it during registration and at the beginning of each school year.

❖ **Objectives of the Behavior Code:**

- Provide a regulatory reference that defines the rules, standards, and procedures to achieve a safe educational environment with standards ensuring adherence to school values and systems.
- Prepare an appropriate educational and teaching environment for students, teachers, and the school administration to achieve the educational process's objectives.
- Promote and enhance positive behaviors, encourage and support them, and limit students' behavioral problems through all possible educational means.
- Provide clear methods for educators to deal with student behaviors according to appropriate educational foundations.
- Inform students and their parents about the behavior regulations and the importance of adhering to them to achieve self-discipline in their behavior.

❖ **Appearance:**

- The school uniform is mandatory for all students during school hours.
- Wearing the school's sports uniform is mandatory during physical education classes.

- Jewelry (of any kind) is prohibited during school hours and will be confiscated, except for wristwatches.
- Mobile phones or electronic devices are prohibited within the school premises and will be confiscated, with necessary measures taken.
- Makeup and nail polish are not allowed for female students during school hours.
- Students are not allowed to have unconventional and undesirable hairstyles in the community.

❖ **Rights and Responsibilities of the Student:**

Student Rights:

- Receive a distinguished education that enhances their talents and abilities.
- Learn in a safe and respectful school environment.
- Have a formal representative (parent or legal guardian) in school meetings and gatherings.
- No one can access the student's personal files without the parent's consent.
- Receive appropriate health, psychological, and social care.

Student Responsibilities:

- Adhere to the school and council's laws and policies.
- Comply with the student behavior rules.
- Study diligently and enhance the school environment.
- Attending school ready and prepared to learn.
- Participate in school activities.
- Work on promoting and encouraging a positive school environment.

❖ **Types of Undesirable Behavior:**

These behaviors require intervention from all concerned in the school administration to transform negative behavior into positive behavior, including:

- Insulting divine religions and engaging in actions that cause discord and racial discrimination based on nationality, sect, or creed.
- Insulting political, social, scientific, and literary symbols inside and outside the state.
- Violating the school's educational and administrative systems and instructions.
- Escaping from school or skipping classes or being absent for consecutive days without an acceptable excuse.
- Committing acts that compromise honor and integrity.
- Engaging in behavior contrary to public decency and harmful to the community.
- Participating in disruptive actions that compromise the safety of the school, fellow students, and staff.
- Smoking or possessing, promoting, or selling dangerous and prohibited substances, including drugs, within the school premises.
- Verbally or physically assaulting peers or school staff or causing harm to them.
- Damaging school facilities and public properties through vandalism or writing.
- Bringing, promoting, or distributing indecent publications, images, or tapes to school.
- Damaging or seizing others' or the school's properties.
- Uttering indecent or inappropriate language.
- Being late for morning assembly without a valid excuse.

❖ Behavior Levels:

Behavioral violations are categorized into five levels, with each level having appropriate measures corresponding to the severity of the violation, as follows:

First Degree Violations:

- Being late for morning assembly or not participating without a valid excuse.
- Being late for the start of the class without a valid excuse.
- Being absent from school without a valid excuse.
- Not adhering to the prescribed school or sports uniform.
- Not bringing schoolbooks and supplies or not maintaining them.
- Entering and exiting the classroom without permission during class.
- Neglecting homework assignments.
- Not following procedures for using school facilities.
- Bringing mobile phones into the school premises during school hours.
- Any similar violations.

Second Degree Violations:

- Repeatedly committing previous violations.
- Writing on school walls and furniture.
- Committing acts that do not amount to vandalism but damage school or staff property.
- Escaping from school.
- Fighting and threatening others verbally or physically.
- Not following the prescribed behavioral and guidance systems at school.

- Verbal assault and incitement through actions or words against peers or school staff.
- Uttering words of blatant defiance towards school staff.
- Not following instructions or guidelines regulating school work.
- Not following instructions for using computers or technological means.
- Forging a parent's signature when presenting it to the school.
- Any similar violations, with the school's educational committee deciding on the violation's degree in case of disputes.

Third Degree Violations:

- Repeatedly committing previous violations.
- Possessing items contrary to religious teachings and public morals and order in school.
- Possessing sharp tools, firearms, or hazardous materials in school for possession purposes without using them.
- Deliberately vandalizing or damaging school tools and equipment.
- Vandalizing and damaging school buses.
- Outrageous violation of societal values and customs in clothing, appearance, and behavior.
- Seizing school or staff property.
- Smoking within the school premises.
- Possessing unlicensed or publicly inappropriate media materials.
- Displaying, promoting, or distributing unlicensed media materials against school regulations.
- Any similar violations.

Fourth Degree Violations:

- Repeatedly committing previous violations.
- Threatening school staff by any means.
- Sexual harassment.
- Uttering language that violates the established norms and regulations towards school staff.
- Any similar violations.

Fifth Degree Violations:

- Repeatedly committing previous violations.
- Insulting political, religious, social symbols, etc., locally and internationally.
- Distributing anything contrary to religious teachings or public morals and order.
- Possessing, bringing, promoting, or using drugs, narcotic medications, and mind-altering substances.
- Physically assaulting school staff.
- Forging official school documents.
- Insulting divine religions and causing sectarian and denominational discord.
- Sexual assault, including forced or consensual sexual activity.
- Using and encouraging others to use firearms or similar weapons.
- Any similar violations.

❖ Procedures for Reinforcing Positive Behavior and Modifying Negative Behavior

First- the procedures to be taken against a student who behaves inappropriately, according to the degree and type of violation, for violations classified as first-degree:

- Guidance and Counseling: Provided by a teacher, supervisor, or specialist.
- Verbal Warning: Given by the teacher or staff members present at the incident.
- Written Commitment: Signed by the student to commit to not repeating the violation.
- Written Warning: Issued to the student.
- Apology: Required from the student to those affected.
- Parental Involvement: The parent is summoned and verbally commits to ensuring the student does not repeat negative behavior, documented in accordance with established procedures.
- Meeting with the Parent: The parent is informed about the student's behavior, and this is documented in a meeting report.

Second- the procedures to be taken against a student who behaves inappropriately, according to the degree and type of violation, for violations classified as second-degree:

Level 1:

- Summoning the Parent: The parent is called to school.
- Taking a Written Commitment: A written commitment is obtained from the parent ensuring that the student will not repeat the negative behavior.

- Repair or Replacement: The student repairs any damage caused or provides an appropriate substitute or pays for damages.
- Apology: The student apologizes to those affected.

Level 2:

- Includes all actions from Level 1.
- School Attendance Suspension: The student may be suspended from attending school for a period not exceeding three days, depending on the student's age and the nature of the violation. This suspension is contingent upon the parent's presence during the student's absence.

Third - the procedures to be taken against a student who behaves inappropriately, according to the degree and type of violation, for violations classified as Third degree:

Level 1:

- Summoning the Parent: The parent is called to school and briefed on the violation.
- Taking a Written Commitment: A written commitment is obtained from the parent.
- Repair or Replacement: The student repairs any damage caused or provides an appropriate substitute. Stolen items are returned if in good condition or their value is reimbursed.
- Apology: The student apologizes to those affected.
- Restriction from School Activities: The student may be restricted from participating in various school activities.

Level 2:

- Includes all actions from Level 1.
- School Attendance Suspension: The student may be suspended from attending school for a period not exceeding three days. Additionally, a written warning may be issued for possible transfer to another school if the student repeats any violation of this degree. The parent is informed about all actions taken.

Fourth - the procedures to be taken against a student who behaves inappropriately, according to the degree and type of violation, for violations classified as Fourth degree:

Level 1:

- Summoning the Parent: The parent is summoned and briefed on the violation and the actions to be taken.
- Apology: The student apologizes to those affected, and a written commitment is taken from the student.
- School Attendance Suspension: The student may be suspended from attending school for a period not exceeding three days. A written warning is issued for possible transfer to another school if the student repeats any violation of this degree.

Level 2:

- Transfer to Another School: If the violation is repeated or deemed severe, the student may be transferred to another school, chosen by the parent.

Fifth - the procedures to be taken against a student who behaves inappropriately, according to the degree and type of violation, for violations classified as Fifth degree:

- The issue of the student is raised directly to the Department of Education and Knowledge to take appropriate action in such cases.

❖ **Procedures for Reinforcing Positive Behavior and Modifying Negative Behavior**

The school administration is diligently working through its programs to reinforce desirable behavior among all students, aiming to cultivate a generation enriched with knowledge, ethics, and values derived from our social heritage and noble religion. Priority is given to measures that promote behavior rather than just correction. Situations warranting reinforcement include:

- Clear excellence in upholding community values, customs, and traditions.
- High levels of achievement, motivation for learning, respect for knowledge, and appreciation for teachers.
- Demonstrated integrity, honesty, cooperation, loyalty, and patriotism.
- Academic excellence and significant improvement after academic setbacks or failures, including consistent completion of school assignments and responsible use of school facilities.
- Positive and active participation in school activities and competitions.
- Leadership capabilities, responsibility, and collaborative skills.
- Participation in projects and programs that positively impact the school, local community, and peers.
- Positive behavioral changes following undesirable behavior modifications.

❖ **Methods to Reinforce Desired Behavior:**

- Desired behavior among students at the class, school, and educational district levels is reinforced according to the student's age, educational stage, and exhibited behavior, using various methods including:
- Verbal praise, commendation, encouragement, and oral encouragement directed by school staff immediately upon positive behavior.
- Written commendations in grade cards or student notebooks.
- Thank-you notes and certificates of appreciation issued or endorsed by the school administration and delivered to the student or their guardian.
- Placing the student's name and photo on the honor board at the class or school level.
- Praising the student through school radio, wall newspapers, or magazines issued by the school.
- Publishing the student's name, photo, and praise on the school's website.
- Recognition during school celebrations, akin to honoring high-achieving and distinguished students.
- Representing the school in meetings, seminars, student conferences, external trips, and official student delegations.
- Material prizes and various forms of rewards.

❖ **General Provisions**

1. It is important in all cases to inform and update the guardian about the content of violations.
2. Under no circumstances should the following methods be resorted to:

- Physical punishment in any form.
- Grade reduction in academic subjects or threats thereof.
- Expelling the student from school during the school day on an individual decision.
- Collective punishment for individual violations.
- Doubling of school assignments.
- Publicly humiliating or defaming the violating student.
- Depriving the student of restroom facilities.

3. Decisions regarding behavior modification are issued based on the following criteria:

- Student's age.
- Frequency of violations by the student.
- Severity of the violation.
- Damage caused by the violation.

4. It is permissible to choose one or more measures from those specified for each level of minor violations, provided they are proportionate and appropriate.

5. All violations mentioned are dealt with if committed by the student during official school hours and within the school premises.

6. Progression from one level of measures to the next depends on the level of the violation and the student's age.

7. Some cases that warrant it may be referred to specialized entities for behavior modification, such as smoking or addiction treatment clinics, or psychological clinics,

while retaining reports from the relevant entity on the student's response to the behavior modification program.

8. No penalty shall be imposed without a written investigation detailing the facts and violations.

Students and their guardians have the right to lodge a complaint with the school administration in writing, specifying the reasons for the complaint and providing supporting documents.

Anti-Bullying Policy- Updated

- ❖ **Introduction**
- ❖ **Definition of Bullying**
- ❖ **Policy Objectives**
- ❖ **Anti-Bullying Committee Composition**
- ❖ **Commitment to the National Charter and Code of Conduct**
- ❖ **Bullying Awareness and Prevention Education**
- ❖ **Procedures for Handling Bullying**
- ❖ **Monitoring and Evaluation of the Policy**
- ❖ **Confidentiality and Data Protection**

❖ **Introduction**

This policy aims to outline the procedures followed to prevent and combat bullying in the school. Bullying is an unacceptable behavior that negatively impacts the educational environment and the health and safety of students.

❖ **Definition of Bullying**

Bullying is intentional and repeated aggressive behavior that can take many forms, including physical, verbal, social, and electronic (cyberbullying).

❖ **Policy Objectives**

- Create a safe and supportive school environment for all students.
- Promote positive behaviors and respect for others.
- Provide guidance and support to students affected by bullying.

- Take immediate and decisive action against bullying incidents.

❖ **Anti-Bullying Committee Composition**

The school shall establish a standing Anti-Bullying Committee responsible for the implementation, oversight, and review of all bullying-related matters. This committee shall include:

- School Principal
- School Counselor or Social Worker
- Head of Inclusion
- Health and Safety Officer
- Student representative
- Parent representative

Responsibilities of the Committee include:

- Monitoring the effectiveness of bullying prevention strategies
- Reviewing reported incidents and determining appropriate actions
- Leading awareness campaigns across the school
- Advising on policy updates and improvements
- Ensuring alignment with ADEK reporting protocols

❖ **Commitment to the National Charter and Code of Conduct**

All students are expected to sign the National Student Charter and the school's Code of Conduct at the beginning of each academic year.

In cases where bullying behavior is identified, students involved (both victims and perpetrators) shall reaffirm their commitment by:

- Re-signing the Student Charter and Code of Conduct
- Participating in a reflective discussion facilitated by the counselor or inclusion lead
- Engaging in a values-based session promoting empathy, respect, and responsible behavior

❖ **Bullying Awareness and Prevention Education**

The school is committed to a proactive approach to bullying prevention by embedding awareness across various platforms:

- **Curriculum Integration:** Anti-bullying content will be integrated into Moral Education and Wellbeing programs.
- **School-wide Campaigns:** Awareness weeks, assemblies, and thematic bulletin boards will reinforce key messages.
- **Parent Engagement:** Periodic workshops and information sessions will be conducted to educate families on bullying signs and reporting mechanisms.
- **Student Leadership:** Peer mentors and student council members will be trained to model and promote respectful behaviors.

Awareness and Education:

- Hold workshops and educational lectures on bullying and its effects.
- Integrate bullying topics into the curriculum to enhance awareness.

- **Promoting Positive Behavior:**

- Encourage students to act positively and reward good behavior.
- Implement educational programs that promote respect and tolerance.

❖ Procedures for Handling Bullying Incidents

Reporting:

- Students, teachers, and parents should report any bullying incident immediately.
- Provide confidential reporting boxes in the school.

Investigation:

- Form an investigation committee consisting of administration members and teachers.
- Conduct interviews with all involved parties and gather necessary evidence.

Intervention:

- Provide psychological support and counseling for the victim.

- Take appropriate disciplinary action against the bully, in proportion to the severity of the act.

Follow-Up:

- Monitor the victim's situation to ensure that bullying does not recur.
- Submit periodic reports to the administration on the effectiveness of the measures taken.

❖ **Bullying Incident Categories and Response Protocols**

To ensure tailored and appropriate interventions, the school recognizes the following categories of bullying and outlines specific response procedures:

Type of Bullying	Response Actions
Verbal	Investigate promptly; involve counselor; implement restorative dialogue
Physical	Immediate reporting; involve CPC and Principal; risk assessment and supervision plan
Social/Relational	Address via peer mediation and inclusion strategies; monitored by counselor
Cyberbullying	Involve IT lead and CPC; collect evidence; notify parents; initiate digital safety plans
Sexual or Gender-based	Escalate to CPC; inform Child Protection Unit if needed; involve trained staff
Property damage	Investigate motives; repair/restitution discussion; behavior reflection support

All responses must be documented and logged confidentially in student records.

❖ **Bullying Involving Students with Additional Learning Needs (ALN)**

- The school recognizes that students with Additional Learning Needs (ALN), including Students of Determination, may be more vulnerable to bullying and maltreatment.
- All bullying incidents involving students with ALN shall be documented in the student's individual record and escalated to the Head of Inclusion in coordination with the Supervisor.
- Any such incidents shall be reviewed in conjunction with the student's Documented Learning Plan (DLP) to determine if adjustments to accommodations, support structures, or supervision are necessary.
- The investigation committee must include a member of the Inclusion Team to ensure that the needs and rights of students with ALN are appropriately considered.
- Intervention strategies will include tailored emotional support, safety planning, and if needed, a review of peer groupings or supervision plans to reduce vulnerability.
- Regular follow-up meetings will be scheduled with the student, parents, and relevant staff to monitor well-being and ensure the bullying has ceased.
- All incidents of bullying or maltreatment targeting students with ALN shall be tracked and reported to ADEK as required under the ADEK Inclusion and Student Protection Policies.

❖ **Role of Administration and Teachers:**

Administration:

- Implement the policy firmly and ensure its execution.
- Provide necessary training for teachers and staff on how to handle bullying.

Teachers:

- Monitor students' behavior inside and outside the classrooms.
- Provide support and advice to students affected by bullying.

Role of Parents:

- Encourage their children to speak about their problems.
- Cooperate with the school to resolve bullying issues.
- Promote values of respect and tolerance at home.

❖ Monitoring and Evaluation of the Policy

The school shall evaluate the implementation and impact of its Anti-Bullying Policy annually through:

- Student and parent surveys (quantitative and qualitative data collection)
- Analysis of bullying incident logs and follow-up records
- Internal review by the Anti-Bullying Committee
- Recommendations for improvements submitted to the Senior Leadership Team

❖ Confidentiality and Data Protection

All records and reports related to bullying incidents are confidential and stored securely. Only the following personnel shall have access to these records:

- Principal
- Child Protection Coordinator (CPC)
- Head of Inclusion (when ALN students are involved)
- ADEK Child Protection Unit (as required)
- The school strictly prohibits public or informal disclosure of any details related to bullying incidents, including the identity of the involved parties, unless legally mandated.

School Fees Policy

- ❖ **Introduction**
- ❖ **Registration Fees for Enrolled and New Students**
- ❖ **Other Fees**
- ❖ **Procedures in Case of Non-Payment of School Fees**

❖ **Introduction**

The school administration is committed to the tuition fees approved by the Abu Dhabi Education Council. These fees are published on the school's website to inform the parents of both enrolled and new students about the tuition fees, which include (tuition fees, books, and transportation). This information is also provided through brochures attached to the registration form and the accounting department when paying the registration or re-registration fees. The school administration is also committed to displaying boards with the approved fees for all grade levels in the registration office, the accounting department office, and the administration entrance.

❖ **Registration Fees for Enrolled and New Students**

The school collects registration fees from new students and enrolled students as follows:

New Students:

The school opens the registration process starting from the beginning of the second semester each year. Upon completing the registration procedures, new students are required to pay a registration fee of 5% of the total tuition fees.

Enrolled Students:

The school notifies parents in March each academic year to secure a seat for the following academic year. If a parent does not contact the school administration and

reserve the seat within 30 days of the announcement, the student loses their right to the seat, and the school has the right to enroll a new student in their place.

The registration fees are considered part of the tuition fees. If the student does not join or withdraw from the school voluntarily, a non-refundable amount of 5% will be deducted from the tuition fees.

❖ **Tuition Fees and Other Charges**

Parents are required to pay tuition fees to continue the registration of their children for the following academic year or for new student registrations at the school according to the following terms:

Enrolled Students:

Tuition fees are paid in three installments:

- The first installment in August,
- The second installment in November,
- The third installment in January.

New Students:

Tuition fees are paid in three installments:

- The first installment in June,
- The second installment in September,
- The third installment in February.

The school reserves the right to retain a specified portion of the tuition fees in the following cases:

- Payment of tuition fees for a full month and the student attends for three weeks or less.
- Payment of tuition fees for two full months and the student attends for more than three weeks but less than six weeks.
- Payment of tuition fees for an entire semester and the student attends for more than six weeks.
- Holidays and absences are deducted from the weekly duration.
- Monthly fees are calculated by dividing the total tuition fees by ten months.

- The same conditions apply to transportation fees in case of student withdrawal or cancellation of registration.

❖ **PROCEDURES IN CASE OF NON-PAYMENT OF TUITION FEES:**

- The school will cancel the student's enrollment if the first installment of tuition fees is not paid.
- The school will withhold the delivery of textbooks if the first installment of tuition fees is not paid.
- If the second or third installment of tuition fees is not paid, the school will issue a written warning or send text messages. If payment is not made within a week, two additional warnings will be issued, each separated by a week.
- The student will be suspended from attending classes for three days if tuition fees are not paid. If non-payment continues, the suspension will be repeated.
- Documents such as report cards, transfer certificates, eSIS student transfers, and certificates of continuity will not be issued to the student.

School Uniform Policy

The school emphasizes the selection of appropriate uniforms that align with the preferences of parents and uphold the values and traditions of the United Arab Emirates community.

- The school enters into annual renewable contracts with private companies for the provision of school uniforms, ensuring that the company supplies the required uniforms in specified quantities within a reasonable timeframe for students to acquire them.
- School uniforms are mandatory for all students, including sports uniforms. Students are not allowed to deviate from wearing the uniform for any reason.
- Students are not permitted to attend physical education classes without wearing the designated sports uniform of the school.
- The school expects parents to cooperate and ensure their child's adherence to the school uniform throughout the academic year.
- Female students' uniforms consist of a white polo shirt with the school logo, paired with a navy skirt or trousers.
- Male students' uniforms consist of navy trousers and a white shirt with the school logo.
- The sports uniform includes a navy sports kit with the school logo and a white shirt with the school logo.
- Students are required to wear black shoes or sports shoes.
- The school informs parents about the locations where uniforms are sold and provides a price list.

- All accessories and jewelry are considered violations of the school uniform policy and will be confiscated from students, except for wristwatches.
- In case of non-compliance with uniform regulations, students will be verbally warned. If non-compliance persists, parents will be contacted, and the student will not be allowed to enter the school until compliance is ensured.

School Bag Policy

❖ Rationale

❖ Aims

❖ Definition

❖ Responsibilities

❖ Documentation

❖ References

❖ Rationale

Rawafed Private School is committed to ensuring every child's wellbeing, and to promoting their healthy growth and development. Heavy school bags can be a serious threat to a child's health and wellbeing. They can have a severe adverse physical effect on a child's growth, with the potential to cause damage to their spine and knees. Our purpose is to ensure that school bags are of an acceptable weight in order to minimize any detrimental impact on a child's physical health.

❖ Aims

In accordance with our rationale, Rawafed Private School aims to:

- Provide a safe and healthy environment for all students to grow and develop.
- Ensure that school bags or backpacks are worn correctly, so that the weight is evenly distributed across the body.

- Implement measures to minimize the weight of the school bag so it does not exceed 20% of a child's body weight.
- Increase students' and parents' awareness regarding the importance of the weight of a school bag, and the development of healthy habits.

❖ Definitions

It is recommended that a child's school bag does not exceed 20% of their body weight. Maximum school bag weights calculated based on the World Health Organization (WHO) child growth chart are shown in this table:

Grade	KG1	KG2	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10
Maximum backpack weight (kg)	2.2	2.4	2.6	3.0	3.4	3.8	4.1	4.5	5.0	5.8	6.5	7.3

❖ Responsibilities

- Educate parents, teachers and students about the health issues that may arise from children carrying heavy school bags to school.
- The bag itself: encourage parents and students to choose ergonomic school bags with individualized compartments to efficiently hold books and equipment, preferably made of light material, with no wheels, with padded adjustable and wide straps.
- Encourage students to wear both shoulder straps and to adjust the straps to suit their individual needs.

- Encourage students to repack their bags on a daily basis and avoid carrying unnecessary items.
- Encourage students to put their bag down while standing or waiting.
- Encourage recreation and physical activity.
- Liaise with teachers regarding homework, handouts, textbooks, files and materials in order to reduce the weight, and ensure student only bring necessary items to school.
- Raise student awareness about school bags by using hanging scales, allowing a bag to be weighed in order to determine whether it is too heavy.
- Frequently check the weight of school bags and do spot checks to ensure that all students are not carrying heavy bags with unnecessary materials.

Responsibilities of Administration:

- To share the policy with all staff, students and parents
- To monitor the implementation of the policy on a monthly basis

Responsibilities of the Class and Subject Teachers:

- Share relevant information about the school bags policy with their students, as regularly as is necessary
- Encourage students to only bring the necessary materials and equipment for each school day, and to repack their bag on a daily basis
- Use online curriculum materials where possible

Responsibilities of Traffic Control:

- Check that each student is wearing their bag correctly when they arrive at school
- Alert the Supervisor if a child's bag appears to be too heavy

Responsibilities of the Supervisor:

- On receiving an alert from Traffic Control, the Supervisor should check the weight of the child's bag using the hanging scales
- If the bag's weight is above that recommended, the Supervisor should contact the parent and make a record of their agreed actions

❖ Documentation Requirements

Document showing the results of checking the weight of students' school bags in order to evaluate the efficiency of the measures taken, and to adjust those measures accordingly.

National Identity Policy

- ❖ **Purpose of the Policy**
- ❖ **Definition of National Identity**
- ❖ **Responsibilities and Duties of the School**
- ❖ **Responsibilities and Duties of the Senior Leadership Team**
- ❖ **Responsibilities and Duties of Middle Leadership - Coordinators**
- ❖ **Responsibilities and Duties of Teachers**

❖ Purpose of the Policy

The "National Identity" program was launched in the school to instill moral values and promote the culture and traditions of the United Arab Emirates among students. The program is designed in alignment with local standards and international best practices, guided by the concepts of identity literature. It offers educational experiences based on inquiry and research, enhancing active student participation and fostering citizenship within a lively and interactive framework that deeply embeds elements and values of national identity among diverse groups of students.

❖ Definition of National Identity

National identity is "a system of social and moral values linked to the lifestyle of individuals in the past, present, and future. It is a system based on the essence of the people's existence and the factors underlying their survival, protecting and

safeguarding this existence against all challenges. We can achieve this by promoting concepts of belonging, citizenship, work, and fruitful initiatives."

The Ministry of Culture, Youth, and Community Development defines the qualities of an ideal citizen in the United Arab Emirates as a loyal, religious, moral, and educated individual who is fluent in Arabic, connected and open to the world, hospitable, positive, proactive, and productive, with an understanding of history, a strategic vision, a love for family, and a strong sense of belonging.

❖ **Responsibilities and Duties of the School**

- Ensure that the implementation of the National Identity program in the school enhances the professional development of teachers and administrators.
- The training program should focus on capacity building through providing a continuous and effective program that facilitates work within the school and with other schools.
- The program should aim to maximize community efforts and enhance cooperation and commitment through partnerships, for example, between private schools for different segments of the population, between private and public schools, and with parents, companies, and local organizations.
- The school should work on embedding the program's components into curriculum plans and adapting them to align with the curriculum.
- The school should establish an executive team to develop and prepare a flexible implementation plan that aligns with the school's specific context.
- The program should be based on a supportive and inclusive framework, and school leaders should be responsible for its implementation.

❖ **Responsibilities and Duties of the Senior Leadership Team:**

- Organize committee meetings.
- Keep the school principal informed with updated information about the program.
- Ensure that data and documents are aligned with the program.
- Take overall responsibility for the implementation of the program.
- Attend workshops and training sessions held by the Department of Education and Knowledge on the National Identity program and share them with the team and teachers.
- Provide the team with program updates.
- Conduct field visits to community institutions and schools related to the program.
- Assign roles to committee members.

❖ **Responsibilities and Duties of Middle Leadership - Coordinators:**

- Ensure the integration and incorporation of National Identity components within the curriculum subjects.
- Prepare a flexible planning and design approach in program implementation that considers variations in time and teaching while achieving objectives.
- Design the program in a way that reduces the burden on teachers.
- Provide support to teachers, parents, and students in terms of understanding, planning, implementing, and evaluating the program.

❖ **Responsibilities and Duties of Teachers:**

- Integrate the framework components into planning and teaching.
- Provide evidence of incorporating the program's components and topics within the curriculum plan.
- Offer equitable and fair learning opportunities for all students, regardless of age, gender, culture, interests, learning styles, and abilities, to ensure the achievement of the framework's outcomes and goals.
- Monitor and document student progress in relation to their understanding of the standards and elements of National Identity.
- Develop students' awareness, appreciation, and practical application of the values and standards of the framework.

Board of Trustees Policy

- ❖ **Who is Board of Trustees**
- ❖ **Trustees' key area of contribution**
- ❖ **Role of the chairperson**
- ❖ **Role of the principal**
- ❖ **Role of the board secretary**
- ❖ **Subcommittee responsibilities**
- ❖ **Governance and management**

❖ Who are they?

RPS trustees are a group of people who have been elected by school members and based on ADEK policy 17 and 18, Trustees will be elected every agreed period of time.

❖ Trustees' key area of contribution

The Board of Trustees key areas of contribution are to:

- Set and, as needed modify the vision, mission and values of the school.
- Protect the special character of the school.
- Ensure a sensible and feasible Strategic Plan.
- Approve and monitor the Annual Plan.
- Develop and review the general policy direction.
- Monitor and evaluate student learning outcomes.

- Appoint and assess the performance of the principal.
- Act as good employees and provide financial stewardship.
- Oversee, conserve and enhance the resource base.
- Approve major policies and programmed initiatives.
- Manage risk.
- Build a broad base of community support.

All Board members:

- Are accountable to the Chairperson.
- Make themselves accessible and sympathetic to the needs of staff and parents.
- Accept the paramount importance of the Charter.
- Attend Board meetings and various subcommittees meetings as required.
- Are prepared to accept responsibilities within the Board.
- Acknowledge the importance and need for continuous training related to their position.
- Adhere to the Trustees Code of Conduct.

❖ Role of the chairperson

- The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The Chairperson's role is to oversee all Board activities and to act as spokesperson for the Board. The Chairperson is (re) elected each year following the Annual Meeting.

Key Responsibilities:

- To provide leadership to the Board of Trustees as well as establish and maintain an ongoing working relationship with the principal.
- To ensure that the Principal's Performance Agreement and Appraisal are completed on an annual basis.
- To ensure that the work of the Board is completed.
- To effectively organize and chair Board meetings.
- To ensure the Board operates within its governance role.
- To assist sub-committees through processes and procedures.
- To promote good communication between the Board and the wider community.
- Ensure that the Board is a 'good employer'.
- Ensure the Principal has the freedom to manage the day-to-day operation of the school.
- Ensure reports to ADEK are punctual and accurate.
- Through the Principal, or independently, as appropriate, keep ADEK informed of school situations of an unexpected nature.
- Ensure all trustees fulfill their responsibilities and act in accordance with school policy and legislative and contractual requirements.
- Read all official documents from ADEK and through the Board Secretary keep the Board informed of matters which affect the school in any way.

❖ **Role of the principal**

- Attend all meetings of the Board.
- Maintain regular meetings with the Chairperson.

- Work cooperatively with trustees to facilitate responsibilities delegated to them, e.g.: subcommittees.
- Furnish a report on school operations, including curriculum, to the Board.
- Report outcomes of curriculum review to the Board according to the timetable documented.
- Report on progress in Staff Appraisal to the Board.
- Provide full and accurate information on all aspects of school operations to enable the Board to make wise decisions.
- Support the Board and foster harmonious relationships between Board and Staff.
- Facilitate opportunities for the Staff Trustee to report Board matters to staff or gather staff opinion for the Board.
- Work within Board policy and contractual obligations.
- Action Board delegations after meetings as quickly and efficiently as possible.

❖ **Role of the board secretary**

- Check incoming correspondence at least twice weekly.
- Bring any relevant correspondence to the attention of the Board Chair/Principal etc.
- Ensure meeting Minutes are typed and distributed as soon as possible following any meeting of the Board.
- Ensure one copy of the Board meeting documentation (Agenda, Minutes, and Reports etc.) is pasted into the Minute Book.
- Display a copy of the agenda for the upcoming Board meeting in the foyer of the Administration block.

- Display a copy of the current Board Meeting Minutes in the foyer of the Administration block.
- At least two days prior to the Board meeting, send out to all Board members a copy of all meeting documentation relevant to the meeting.
- Record all incoming ADEK correspondence.
- File all correspondence in the Board filing cabinet as soon as possible following the meeting.
- Circulate any ADEK mail outs as necessary for Board information.
- Hold a key for Board filing cabinet.
- Bring the Board Minute Book to the monthly meeting for Board Chairperson to sign.
- Keep a folder of Board Meeting Minutes available for public perusal.
- Ensure minutes are locked securely in the Board filing cabinet.

❖ **Subcommittee responsibilities**

- Meet at least once a term, and other times as required.
- Follow normal meeting procedures.
- Minutes, with recommendations of the subcommittees, are to be made available to the Board Secretary to include in Board meeting documentation.
- The resolutions or recommendations of the subcommittees must be approved by the full Board unless prior 'power to access has been granted.

❖ Governance and management

Governance is not the same as management, it is an active, day-to-day activity, which is concerned with the procedures that are undertaken within the school. Management is concerned with the procedure taken. It is the manager's task to implement decisions often made by a higher authority, in the form of programs and services.

Recruitment and Termination Policy

- ❖ **Introduction**
- ❖ **Employment**
- ❖ **Fair Employment**
- ❖ **Training and Development**
- ❖ **Evaluation and Review**
- ❖ **Personal Development Plans**
- ❖ **Termination**
- ❖ **Conclusion**

❖ Introduction:

The employment and termination policy at Rawafed Private School aims to ensure fairness, transparency, and efficiency in all stages of the employment and termination process, in alignment with the guidelines and instructions of the Department of Education and Knowledge (ADEK). We are committed to providing a work environment that supports professional development and enhances the achievement of the institution's educational objectives.

This policy serves as a framework to ensure fairness and efficiency in the recruitment and termination processes within the school according to ADEK's instructions. It can be amended to meet the needs of the school and local laws.

❖ **Employment:**

Job Announcements:

- Job vacancies are announced through the school's official channels and on specialized recruitment websites.
- The job description is clearly defined, specifying the required qualifications and experience.

❖ **Selection Process:**

- A recruitment committee is formed according to ADEK standards to conduct interviews with job applicants.
- Applicants are evaluated based on their qualifications, experience, skills, and alignment with the job requirements.
- The final decision is made based on predefined and documented criteria.

❖ **Fair Employment:**

- Equal opportunities are provided to all applicants regardless of gender, race, religion, or other factors.
- The school is committed to applying principles of transparency and fairness in all stages of the recruitment process.

❖ **Training and Development:**

Training Programs:

- Regular training programs are provided for new and current employees to enhance their skills and knowledge.
- Training programs cover topics such as professional development, classroom management, and the use of educational technology.

Development Opportunities:

The school encourages employees to participate in training courses, workshops, and professional conferences.

Opportunities for promotion are offered based on performance and merit.

❖ **Evaluation and Review:**

Periodic evaluations of employee performance are conducted using specific and clear criteria according to ADEK guidelines.

Constructive feedback is provided to employees to enhance their professional development.

❖ **Personal Development Plans**

Personal development plans are created for employees based on evaluation results to identify areas needing improvement.

Development plans include clear objectives and steps to achieve them, with regular follow-up.

❖ **Termination:**

- The decision to terminate employment is made based on performance evaluation or changes in the school's needs.
- Adequate notice is given to the affected employee in accordance with ADEK's guidelines.
- Clear justifications for the termination decision are provided, ensuring it is carried out humanely and respectfully.

❖ **Post-Termination Support:**

The school provides support to affected employees, such as assistance in finding new jobs and providing recommendations.

Career counseling and training courses may be offered to help employees transition to new positions.

❖ **Grievance and Complaints:**

The school provides clear channels for employees to submit grievances and complaints.

These channels include complaint submission forms and open meetings with the administration.

❖ **Handling Grievances:**

- Grievances and complaints are addressed seriously and promptly to ensure justice and resolve disputes.
- Grievances are investigated impartially and transparently, and employees are informed of the investigation results and the actions taken.

❖ **Conclusion**

We are committed to implementing this policy fairly and transparently to ensure a positive work environment that supports the school's goals and enhances job satisfaction among employees. We pledge to update this policy periodically to meet the school's needs and ensure compliance with applicable laws and regulations.

Parental Involvement Policy

Introduction:

The school believes that the role of the family is very important in the educational process and supports the role of the school. The more families are empowered to actively participate in school life the more they will feel that they are part of the school community and share in the responsibility. The school strives to maintain communication with parents and involve them in various areas that will positively reflect on the relationship between the school and the family.

- A Mothers' Council is formed, through which parents are involved in setting school policies and strategic planning to achieve the school's objectives, ensuring the interests of all concerned parties.
- The school maintains constant communication with families through various means such as: phone, email, text messages, meetings, and regular gatherings.
- The school grants parents the right to request a meeting with their children's teachers to discuss all academic and behavioral aspects of the student, by scheduling appointments that suit both the teacher and the parent.
- The school grants the teacher the right to request a meeting with the student's parents to discuss the student's academic and behavioral status and to develop strategies for support and improvement in collaboration between them.
- All appointments are arranged by the designated staff responsible for scheduling meetings with the teacher, supervisor, or school principal.

- The school principal follows an open-door policy in receiving parents, listening to their feedback, and discussing all aspects with them.
- The school ensures that all announcements and bulletins are posted on the school's website to enable parents to easily access them, as well as everything related to curricula, teaching methods, and tasks required from the students.
- The school administration is keen to invite parents to participate in all celebrations organized by the school and to involve them through attendance or by helping with organization.
- Parents are enabled to learn about their children's results and achievements through the following: regular meetings held mid-term, grade reports at the end of each term, and individual meetings during the school year.
- Parents are given the opportunity to familiarize themselves with the school building and the environment that will accommodate their children during appropriate times that do not affect the workflow, according to the prepared programs, and during regular meetings with parents or at the beginning of the school year.
- The school opens the door for annual participation by parents on National Day.
- The school expects active participation from parents in their children's education in accordance with the school's policies and vision, and this should be consistent with the regulations and laws governing the institution's operations.

Student Drop-Off and Pick-Up Policy

Private Transport

- ❖ **Objective**
- ❖ **Drop-Off and Pick-Up Times**
- ❖ **Drop-Off and Pick-Up Procedures**
- ❖ **Authorized Persons for Pick-Up**
- ❖ **Delays**
- ❖ **Student Safety and Security**

❖ Objective

The safety and security of students are top priorities at Al-Rawafed Private School. The drop-off/ pick-up policy is designed to ensure that these processes are organized efficiently and safely for all students.

❖ Drop-Off and Pick-Up Times

- Drop-Off Times: From [time] to [time].
- Pick-Up Times: From [time] to [time].
- Adherence to the specified times is required to avoid any disruptions to the educational process.

❖ **Drop-Off and Pick-Up Procedures**

- **Drop-Off Area:** Parents must use the designated drop-off area provided by the school.
- **Escort to the Door:** Parents are only allowed to accompany their children up to the school entrance.

Pick-Up Procedures:

- **Pick-Up Area:** Parents must use the designated pick-up area provided by the school.
- **Identification Card:** The authorized person for pick-up must show their identification card and the student's ID card.
- **Signature:** Parents or authorized persons must sign the pick-up register when collecting children from the school.
- **Written Authorization:** If someone other than the parent is picking up the child, a written authorization signed by the parent and prior approval from the school administration is required.

❖ **Authorized Persons for Pick-Up**

- Only authorized persons, whose names have been pre-registered with the school, are allowed to pick up the children.
- Parents must update the list of authorized persons for pick-up as needed.
- **Emergency Procedures:** In case of an emergency, parents must contact the school and inform them of any changes in pick-up arrangements.

- The school will maintain alternative contact methods to communicate with parents in emergencies.

❖ **Delay**

- Parents are requested to adhere to the specified pick-up times. In case of delay, a late fee will be charged to the parent.
- If delays are repeated, the school will review the situation with the parent to take appropriate measures.

❖ **Student Safety and Security**

- All parents and accompanying persons are required to follow the safety and security instructions within and around the school area.
- Children must not be left unattended in the drop-off or pick-up area.
- Contacting the School: In case of any issues or concerns regarding drop-off and pick-up, parents should contact the school administration directly.

Student Early Leave Policy

- ❖ **Introduction**
- ❖ **Guidelines**
- ❖ **Expectations for Students**
- ❖ **Expectations for Parents**
- ❖ **Procedures**
- ❖ **Conclusion**

❖ Introduction

Students' attendance is one of the school priorities, and considered as one of the important matters that the students and their guardian must adhere to, so that the student achieves the educational and academic goal by attending all classes without dropping out or missing classes. However, regular leave or absence for no reason can negatively impact student's academic and behavioral performance.

The school does not take students' early leave lightly and prevents any reason to leave the school early except for emergency and other reasons that are determined by school administration and aligned with ADEK and school policy and procedures.

❖ Guidelines

The school expectations for students and parents regarding adherence to school hours and not requesting permission to leave the school building are clear and

focused on achieving the school's educational goals. Here are some important points to consider:

❖ **Expectations for Students:**

- Students are expected to adhere to the designated school hours without requesting permission to leave the school premises for any reason, except in cases of emergencies as determined by the school administration.
- Academic Focus: The school emphasizes that students need to prioritize their academic responsibilities during school hours, attending all classes without absence or leaving the building without authorization.

❖ **Expectations for Parents:**

- Full Care and Commitment: Parents are expected to demonstrate a high level of care and commitment to ensuring that their children adhere to school hours. This includes making sure their children attend school regularly and do not request permission to leave during school hours.
- Avoid Contacting the School: Parents are encouraged not to contact the school to request permission for their children to leave the school building during school hours. This policy is based on their cooperation with the school administration for the benefit of their children's education.

These expectations highlight the importance of a structured and focused educational environment, where both students and parents play a vital role in supporting the school's educational objectives. By adhering to these expectations, the school aims

to provide students with the best possible opportunities for learning and skill development.

❖ Procedures

- A student is considered absent if he/she is absent from one or more classes or one or more days (with no official reason) is treated as absent for a whole one day.
- A student's leave during school hours will be the responsibility of the guardian, and the school administration or teachers will not compensate for the missing lessons or any skills he missed.
- The supervisor Introduce Student's Early Leave policy and procedures to the students each in their department.
- Introduce the policy to parents to clarify all aspects and impacts of regular attendance on student's academic progress.

The approved reasons for a student's early leave during school hours, as outlined in the policy, are clear and specific. Here are the key points:

- ✓ **Medical reason:** If a student has a medical condition that requires them to leave school for hours, they must provide a medical report. This document serves as evidence for granting permission to leave.
- ✓ **Death of a First-Degree Relative:** In the unfortunate event of the death of a first-degree relative, the student must submit a copy of the death certificate as proof in order to be granted permission to leave school.
- ✓ **Summons from an Official Body:** If a student receives a summons or official notice from a government or legal authority that requires their immediate

presence, they must submit the summons document to be allowed to leave school during hours.

These controls are in place to ensure that the leave during school hours is based on genuine and verifiable emergency reasons.

The approved process for a student to leave the school building during official working hours (early departure) involves specific steps, as outlined in the school's policy. Here's a summary of these steps:

1. Parent/ Guardian's Presence: A student's early leave from the school during official working hours requires the presence of the parent/guardian of the student.
2. Permission Form: The guardian must attend to the school administration to fill out a permission form. This form is used to officially request permission for the student to leave the school premises before the regular dismissal time.
3. Document for Reasons: Along with the permission form, the guardian is required to attach a document that explains the reasons for the student's early departure. This document serves as a justification for the request.
4. The policy prohibits the student from being accompanied by any other individual rather than the guardians, such as a driver, maid, or any other person.
5. The school's designated personnel responsible will review the submitted request and examine the reasons provided whether they align with the official reasons for early leave.

6. If the request and document provided are approved. The school allows the student to leave the premises early. Students leave only from Gate No. (1).
7. A copy of approved permission request and related documentation will be with the department supervisor who will periodically review the records to monitor frequency of early leave and attendance and report any significant issues to the school administration.
8. If a permission request is repeated more than five times, the guardian will be called and informed of the negative impact of frequent leave or absence on the student's performance.
9. If the parent does not respond or not adhere to the school policy, the school will send a formal letter of apology for the student to continue in school.

❖ Conclusion

The school administration expects positive response and cooperation of all students' parents is aligned with the goal of creating a positive and effective educational environment.

School Communication Monitoring Policy

- ❖ **Objective of the Policy**
- ❖ **Scope of the Policy**
- ❖ **Communication Monitoring Guidelines**
- ❖ **Definition of Inappropriate Communication**
- ❖ **Communication Monitoring Procedures**
- ❖ **Verification and Response**
- ❖ **Documentation and Reporting**
- ❖ **Awareness and Training**
- ❖ **Policy Compliance**

❖ Objective of the Policy

The purpose of this policy is to provide guidelines for monitoring all school communication channels to ensure a safe, respectful, and productive learning environment within our school community.

❖ Scope of the Policy

This policy applies to all communication channels used in the school, including mail, email, platforms, the school website, and communication within the classroom.

❖ **Communication Monitoring Guidelines**

Monitoring Team: The Senior Leadership Team (SLT) oversees the monitoring of all school communication channels. They review the content of all communications and messages, whether internal or external, before they are published or sent.

❖ **Definition of Inappropriate Communication**

Inappropriate communication includes, but is not limited to, bullying, harassment, discrimination, use of offensive language, and any form of communication that violates the school's code of conduct.

❖ **Communication Monitoring Procedures**

Internal Communications:

- All internal communications between team members must occur via Microsoft Teams or through the official school WhatsApp group.
- Coordinators oversee monitoring internal communications within their departments. These communications are then reviewed by a designated member of the Senior Leadership Team (SLT).
- The school's Operations Manager reviews and inspects all internal administrative communications.

External Communications:

- All external communications are conducted via SMS, Microsoft Teams, the school's electronic portal, or through the school's website.

- Coordinators are responsible for the preliminary monitoring and review of all external academic communications. After approval, they forward them to the direct supervisor in the Senior Leadership Team for final approval.
- The Operations Manager oversees the monitoring and approval of all non-academic external communications (administrative), including social media content and content on the school's portal and website.

❖ **Verification and Response**

- Reported content is investigated immediately, considering the context of the communication.
- Protocols for handling different types of incidents are followed to ensure fair and consistent responses.

❖ **Documentation and Reporting**

- All violations and actions taken are documented.
- Regular reports on communication activity, including significant events, are created and shared with the School Principal.

❖ **Awareness and Training**

- Educational sessions are provided to raise awareness among students, teachers, and staff about compliant online communication practices.
- Training courses on the consequences of inappropriate behavior are offered to promote digital citizenship within the school community.

❖ **Policy Compliance**

- All students, teachers, and staff are expected to adhere to this policy. Failure to comply with the guidelines may result in administrative action according to the school's code of conduct.

RAISING STUDENTS' COMPETENCIES POLICY

- ❖ **What does Student Competency mean?**
- ❖ **The core competencies**
- ❖ **Why it is important to master those competencies/ skills?**
- ❖ **What do students need today to succeed in university, career and life?**
- ❖ **Why does the frame contain values?**
- ❖ **Competencies' outcomes:**
- ❖ **Why include parents?**
- ❖ **Students' competencies action plan**

❖ What does Student Competency mean?

The Abu Dhabi government believes that there is a mismatch in the private education sector between those skills needed to meet the current and future needs and what is being taught at this time.

- It is necessary to provide students with the skills and qualities that make them active and lifelong learners and can make a positive contribution to their community and the societies of other countries, rather than focusing on educational systems to acquire knowledge, the focus is on developing the skills required to apply that knowledge.

- Students are scientists, artists, thinkers and future leaders. They should find solutions of today's problems while imagining building and creating a new tomorrow for themselves and their communities
- Competencies are an important tool, providing students with the skills, knowledge and attitudes they need to successfully pursue their lives, learning and work.
- Students use and develop competencies when they encounter unfamiliar or difficult situations. Competencies help and support students' learning, and how they think and what they can do. At school, students apply competencies through content and learning experiences.

❖ The core competencies

The students' competency framework identified thirteen core competencies which start in kindergarten or Grade 1 and continue through Grade 12. These thirteen competencies are divided into three domains:

First:

Learning and innovation skills:	
those skills which enable students to be become creative, innovative, flexible life-long learners who are able to be effective, multi-skilled productive workers	Critical Thinking
	Creativity
	Problem solving
	Independent learning
	Digital competence

Second:

Personal and social skills:	
those skills which enable students to become a cohesive, productive and tolerant member of society who is well prepared for the next stage of their education	Leadership and responsibility
	Collaboration/ Teamwork
	Communication
	Self confidence
	Initiative/ self-direction

Third:

National and global citizenship skills:	
those skills which enable students to become concerned and responsible citizens who are active participants in the local community and the global, multi-cultural, technologically advanced world.	Global awareness Citizenship
	Global and environmental awareness

❖ Why it is important to master those competencies/ skills?

Today, as our students graduate to a world in which the demands of professional, personal and public life change and renew each year, and become more complex,

instead of slowing down, these requirements are gaining momentum. Locally and globally.

❖ What do students need today to succeed in university, career and life?

Students must be willing to learn not only to learn basic subjects, but they must be prepared for the work and role they have in society and the world around them.

Every individual is an important element in ensuring the building and shaping of a successful future for the future generation.

❖ Why does the frame contain values?

Skills and knowledge must be based on values. Values are the identifiers of a person. They form the beliefs, attitudes and actions of the person and, as such, form the core of the student competency framework. What are those values?

- Respect – this is a Rawafed value
- Integrity – this is a Rawafed value
- Empathy
- Resilience
- Honesty
- Care
- Tolerance

❖ **Competencies' outcomes:**

- Students who are well prepared for the next stage of their education.
- Productive workers with flexibility, versatility and lifelong learning.
- Citizens who are able to take responsibility and understand the concerns of patriotism and contribute to the larger society.

❖ **Why include parents?**

Preparing students for skills and competencies is a team effort. The role of parents is important to support these skills and attributes in school when parents inspire and broaden the child's horizons at home.

❖ **How can parents help their children?**

- Ask the student's teacher about how to teach competencies, and ideas that can be applied at home.
- Talk to the child about the skills and knowledge they develop and their benefits in life.
- Doing common things that use one or more competencies. This links what the student learns in the school to the everyday things the child does, for example: preparing a meal together, learning new games, working in a team or discussing a topic or public opinion.

Child Protection Policy

❖ Rationale

❖ Purpose

❖ Policy Statement

❖ Process and Procedures

❖ Roles and Responsibilities

❖ Steps to report a suspected abuse

❖ Policy Appendices

❖ Rationale

The provisions of this policy shall be applied in all public and private schools in Abu Dhabi Emirate in a way that does not contradict the provisions of the Organizing Regulations of Private Schools in the Emirate of Abu Dhabi (2013). This policy substitutes Policy No.3 concerning Student Protection in the Private Schools Policy and Guidance Manual.

❖ Purpose

To ensure that all schools have student protection measures in place to:

1. Protect them in the school from all acts constituting physical, emotional and sexual abuse and exploitation, neglect and bullying.

2. Identify and support those students who may have suffered such abuse or neglect as strongly enforced by UAE Federal Law NO.3, 2016 on Child Rights and other relevant UAE laws.
3. Emphasis that ADEK employees and school staff are mandated reporters of cases of abuses and/or suspected abuse inside and outside the school.
4. Define duties and responsibilities of school principals and staff for responding to suspected cases of abuse and/or neglect.

❖ Policy Statement

A child under this policy is a person under 18 years old

- This policy defines all measures, steps and actions that must be taken to protect students from risks while they are in the school's care, travelling to and from school using school transport, and taking part in all activities (inside or outside) organized by the school.
- A school day is the time the student spends under school supervision and responsibility.
- Abuse refers to physical, sexual and emotional abuse it also includes bullying, exploitation and neglect.
- All types of abuse are explained in the policy in details

❖ Policy Process and Procedures

- All schools **MUST** comply with the provision of this policy and purplish it to protect students from any abuse and neglect.
- The school staff and principal are guardians of all students' rights for protection, safety and security.

- The school must ensure the supervision of students before the start of the school day and after school hours, students should **NEVER** left unattended at any time.
- School staff **MUST** inform the principal immediately when they suspect any case of abuse and/or neglect for any student.
- School staff is **STRICTLY** prohibited from discussing active or closed cases with any third parties or unauthorized persons.
- Failure to comply with this policy **is subject to legal accountability and administrative penalties stipulated with ADEK regulations.**

❖ Roles and Responsibilities

The policy sets clearly the roles and responsibilities of:

- Principal
- School staff
- Parents/ Legal guardians

❖ Steps to report a suspected abuse

First:

- Identify the signs of child abuse and/or neglect
- Refer to possible signs in attachments 1-4

Second:

- Inform the Principal when expect a case of abuse and/or neglect

Third:

- Communicate and meet the child's parents or guardians
- Sign the form for a suspected case

Fourth:

- Ensure confidentiality and privacy of any reported case
- Contact the Child Protection Center / MOI

❖ **Policy Appendices**

There are 5 attachments, and they explain the possible signs of:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Attachment 5 shows the process to report a suspected case

All Forms are kept with the authorized people assigned by Principal.

Violations to ADEK cultural Consideration policy

- ❖ **Policy Communication**
- ❖ **Reporting Mechanism**
- ❖ **Investigation**
- ❖ **Documentation**
- ❖ **Notification**
- ❖ **Interviews**
- ❖ **Decision-Making**
- ❖ **Consequences**
- ❖ **Educational Initiatives**
- ❖ **Prevention Strategies**
- ❖ **Follow-up**

Violations to ADEK cultural Consideration policy are handled through a structured and fair procedure to ensure that the issue is addressed appropriately. Here is a general guideline for the procedure:

❖ Policy Communication:

- The cultural consideration policy will be communicated well to all students, staff, and stakeholders.
- All stakeholders are aware of the expectations and consequences for violating the policy.

❖ **Reporting Mechanism:**

All staff feel safe in reporting violation of the Culture consideration policy. The reporting is done confidentially.

❖ **Investigation**

In case of infractions a senior leadership team will investigate the reported violations. The team will conduct a thorough investigation, gathering evidence and interviewing relevant staff.

❖ **Documentation**

- SLT will document all findings and maintain a record of the investigation process.
- The records are kept confidential, sharing information only with those directly involved in the resolution process.

❖ **Notification:**

- SLT will notify all parties that are involved in the reported violation about the initiation of an investigation.
- The team will maintain confidentiality while ensuring transparency about the process.

❖ Interviews:

SLT will conduct interviews with the individuals involved in the reported violation, ensuring a fair and unbiased approach while gathering statements from witnesses if available.

❖ Decision-Making:

The senior leadership team will review the evidence and statements to determine if a violation has occurred. The team will consider the severity of the violation and any previous incidents when making decisions.

❖ Consequences:

- SLT will apply appropriate consequences based on the severity of the violation.
- Consequences may include counseling, education, warnings, probation, suspension, or expulsion and termination depending on the circumstances.

❖ Educational Initiatives:

- The school will implement educational initiatives to promote a better understanding of cultural consideration policy and its importance.
- The school will offer several training sessions to enhance cultural awareness and sensitivity.

❖ **Prevention Strategies:**

- The school will develop and implement strategies to prevent future violations, such as ongoing education, awareness campaigns, and fostering a positive cultural environment.

❖ **Follow-up:**

- The school will monitor the individuals involved to ensure compliance with the consequences and provide any necessary support.
- The school will regularly review and update the cultural consideration policy violations handling procedure as needed.

Student Counseling and Guidance Policy

- ❖ **Introduction**
- ❖ **Purpose and scope**
- ❖ **Objectives**
- ❖ **Services provided**
- ❖ **Implementation**
- ❖ **Evaluation and Assessment**
- ❖ **Ethical Standards**
- ❖ **Community Involvement**
- ❖ **Conclusion**

❖ Introduction

The Student Counseling and Guidance Department at Rawafed Private School is dedicated to fostering a nurturing and supportive environment that caters to the holistic development of each student. By aligning our services with the requirements of ADEK CU Guidance Policy and Virginia standards, we aim to provide a balanced and comprehensive approach to academic, personal, and career counseling. Our commitment is to guide students through their educational journey, ensuring they develop the necessary skills, resilience, and confidence to thrive in school and beyond.

❖ Policy Purpose and Scope

Purpose:

The purpose of the Career and University Guidance Policy is to provide a comprehensive framework for career and university guidance services within the school. It aims to support students in making informed decisions about their future education and career paths, ensuring they are well-prepared for their post-secondary endeavors.

Scope:

This policy applies to all students within the school and encompasses a wide range of guidance activities, including career counseling, university application support, and the development of career-related skills. It outlines the roles and responsibilities of the school counselors, the resources available to students, and the processes for delivering effective guidance services.

❖ Objectives

- ✓ **Academic Guidance:** Assist students in setting academic goals, selecting appropriate courses, and developing effective study habits.
- ✓ **Career Counseling:** Provide information and support for college applications, career exploration, and vocational training.
- ✓ **Personal Development:** Support students in developing self-awareness, social skills, and coping strategies for personal challenges.
- ✓ **Emotional Well-being:** Offer counseling services to address emotional and mental health needs, including stress management and conflict resolution.

❖ Services Provided

- ✓ **Individual Counseling:** One-on-one sessions to address personal, academic, and career-related concerns.
- ✓ **Group Counseling:** Group sessions focusing on common issues such as stress management, peer relationships, and career planning.
- ✓ **Workshops and Seminars:** Regularly scheduled events on topics such as college admissions, career exploration, and personal development.
- ✓ **Parent Involvement:** Engage parents through informational sessions and regular communication to support their child's development.
- ✓ **Resource Center:** Provide access to a variety of resources, including college guides, career information, and self-help materials.

❖ Implementation

- ✓ **Counselor Availability:** Ensure that students have regular access to counselors through scheduled appointments and open office hours.
- ✓ **Confidentiality:** Maintain strict confidentiality of student records and counseling sessions, except in cases where disclosure is required by law.
- ✓ **Referral System:** Establish a system for referring students to external professionals for additional support when necessary.
- ✓ **Professional Development:** Ensure that counselors participate in ongoing professional development to stay current with best practices in student counseling and guidance.

Evaluation and Assessment

- ✓ **Feedback Mechanisms:** Collect feedback from students, parents, and teachers to continually improve counseling services.
- ✓ **Progress Tracking:** Monitor student progress and outcomes to assess the effectiveness of counseling interventions.
- ✓ **Annual Review:** Conduct an annual review of the counseling program to identify areas for improvement and set new goals.

❖ Ethical Standards

- ✓ Adhere to the ethical standards set by ADEK, ensuring that all counseling services are delivered with integrity, respect, and professionalism.

❖ Community Involvement

- ✓ **Partnerships:** Build partnerships with local organizations and institutions to enhance the resources and opportunities available to students.
- ✓ **Outreach:** Conduct outreach activities to raise awareness about the importance of counseling and guidance among students, parents, and the wider community.

❖ Conclusion

The Student Counseling and Guidance Department at Rawafed Private School is committed to fostering an environment where every student can achieve their highest potential. By providing comprehensive support and resources, we aim to equip our students with the skills and confidence they need to succeed in all aspects of their lives.

Occupational Health and Safety Policy

- ❖ **Purpose of the Policy**
- ❖ **Policy Overview**
- ❖ **Definitions**
- ❖ **Policy Statement**
- ❖ **Implementation Strategies**
- ❖ **Responsibilities**
- ❖ **Risk Assessment and Control**
- ❖ **Policy Maintenance**

❖ Purpose of the Policy

This policy establishes the roles and responsibilities of all individuals within the work environment. It underscores the importance of genuine consultation on health and safety matters and serves as the foundation for the ongoing development and implementation of procedures aimed at creating a safe and healthy working environment.

❖ Policy Overview

The health and well-being of Rawafed School's employees, contractors, students, and

visitors are of utmost importance. We believe that all occupational illnesses, workplace injuries, and environmental incidents are preventable and will not compromise our health and safety standards and procedures.

All members of the community and contractors utilizing Rawafed School premises must adhere to this policy and comply with applicable health and safety regulations, standards, and procedures.

❖ **Definitions**

1. **Staff Members:** Includes all full-time and part-time employees.
2. **Hazard:** A situation, factor, or agent that could cause harm to a person.
3. **Accident:** Any unplanned event causing or contributing to personal injury or property damage.
4. **Near Miss:** Any situation with the potential to cause personal injury, even if no injury occurred.
5. **Health & Safety Representative:** The person elected by the staff to represent health and safety interests at the school.

❖ **Policy Statement**

The Health and Safety regulations encompass all work situations and involve all members of Rawafed School. We must maintain a working environment free from hazards and risks. It is required that employees receive adequate health and safety information, instruction, and training. Rawafed School will

continuously disseminate relevant health and safety information to staff, students, visitors, contractors, and other users of the premises.

❖ **Implementation Strategies**

The policy will be achieved through the following strategies:

1. Integrate health and safety responsibilities into daily practices and managerial responsibilities.
2. Assess work activities by identifying hazards and evaluating risks.
3. Reduce risks through regular risk assessments and the maintenance of safe machinery, buildings, facilities, equipment, and work systems.
4. Minimize unavoidable risks through physical control measures and provision of personal protective equipment.
5. Provide necessary information, instruction, training, and supervision to ensure health and safety.
6. Allocate resources such as time, money, and equipment for policy implementation.
7. Maintain staff awareness of health and safety issues and responsibilities.
8. Set objectives for the Health and Safety Program throughout Rawafed School.
9. Review health and safety measures regularly and make recommendations to Management.
10. Develop strategies to promote a positive health and safety culture.

11. Monitor health and safety legislation and procedures in cooperation with representatives and consultants.
12. Receive and review reports from the school's Health and Safety Committee.
13. Report regularly to Management on health and safety matters.
14. Review accidents, dangerous occurrences, and diseases, and propose risk reduction strategies.
15. Monitor the effectiveness of health and safety management and compliance with the policy.
16. Promote cooperation and communication on health and safety matters within the school community.
17. Evaluate the adequacy of health and safety communication, publicity, and training.
18. Review the Health and Safety Committee's membership and operations periodically.
19. Comply with all OSH legal and regulatory requirements, including OSHAD SF, ADEK, and specific operational requirements.

❖ Responsibilities

Management Committee

The Management Committee is responsible for:

1. Setting corporate health and safety targets and monitoring performance.

2. Providing a safe working environment and safe systems of work.
3. Developing and implementing health and safety policies and procedures.
4. Ensuring equipment, substances, and appliances are safe for use.
5. Allocating resources for health and safety policy implementation.

Responsible Officer

The School Principals, as Responsible Officers, have overall responsibility for providing a healthy and safe workplace. They will ensure:

1. Development and implementation of effective health and safety policies and procedures.
2. Mechanisms for effective consultation with staff on health and safety matters.
3. Managers are equipped with the necessary knowledge for their responsibilities.
4. Health and safety performance is integrated into the school's business.
5. Monitoring and reporting on health and safety performance.
6. Setting and monitoring strategic health and safety plans and targets.

Senior Managers and Health and Safety Committee Members

Senior Managers and Committee members are responsible for:

1. Implementing health and safety policies and programs.
2. Identifying, assessing, and controlling hazards in their areas.

3. Providing appropriate health and safety training to all staff.
4. Investigating accidents/incidents and implementing control measures.
5. Notifying relevant departments of notifiable injuries and diseases.
6. Consulting staff on workplace changes affecting health and safety.
7. Informing staff and students of health and safety matters.
8. Ensuring contractors and visitors adhere to health and safety policies.

Occupational Health & Safety Coordinator

The coordinator is responsible for:

1. Assisting managers with hazard control measures.
2. Providing health and safety information, instruction, and training.
3. Monitoring legislative and technical changes.
4. Rectifying identified problems.
5. Reporting on risk control measures and health and safety performance.
6. Supporting staff and representatives in following policies and procedures.
7. Developing and managing health and safety programs.
8. Ensuring compliance with standard requirements.
9. Conducting fire drills and maintaining emergency preparedness.

Rawafed School Staff Members

Staff members are responsible for:

1. Protecting their own safety and that of others.
2. Reporting any accidents, incidents, hazards, or injuries.
3. Using personal protective equipment as required.
4. Following reasonable instructions related to health and safety.
5. Complying with health and safety policies and procedures.
6. Not performing hazardous work without proper training.
7. Raising unresolved health or safety issues with the Health and Safety Representative.
8. Keeping work areas safe and free from hazards.
9. Avoiding impairment due to alcohol or drugs.
10. Participating in health and safety discussions and rehabilitation programs.
11. Abiding by agreed medical treatment.

Health and Safety Committee

1. Monitors and reviews all health and safety arrangements.
2. Acts as a consultative body for health and safety matters affecting staff, students, and visitors.

3. Composed of the Headmaster (Coordinator), a health and safety representative, evacuation officers, and first aiders.

Health and Safety Representatives

Representatives are responsible for:

1. Advocating for staff and student health and safety interests.
2. Inspecting work areas and responding to incidents.
3. Consulting on proposed changes affecting health and safety.
4. Investigating complaints and making management representations.
5. Accessing and addressing risks to health and safety.

First Aider

1. Maintains a first aid box and provides medical assistance.
2. Ensures treatment is administered free of charge with a signed agreement form.

Visitors and Contractors

Visitors and contractors must adhere to all health and safety instructions and directions provided by the school.

❖ Risk Assessment and Control

1. Conduct risk assessments and ensure the safety of conditions and situations.

2. Address substance abuse, accident/incident reporting, and performance monitoring.
3. Conduct emergency drills at least twice a year.

❖ **Evacuation Procedures**

1. Follow siren signals for evacuation or “stop and drop” procedures.
2. Follow specified evacuation routes and procedures.
3. Conduct roll calls and ensure safety until further instructions are provided.

❖ **Policy Maintenance**

1. Conduct an annual review of the policy and procedures.
2. Address non-conformance and assist in achieving compliance.

Cyber Safety Policy

❖ Aim

❖ Procedure

❖ Aim

This policy exists to ensure that all staff and students follow certain basic rules about internet use and the use of IT in general. Its aim is to prevent students or staff coming to harm because of the misuse of IT facilities by others. Moreover, this policy aims to protect students and staff from cyber bullying and promotes safe use of the internet.

❖ Procedure

Use of the internet

The Information Technology Department will provide internet access to teachers and students for the primary purpose of study, legitimate research, email access and general internet access.

The availability and variety of information on the internet has meant that it can be used to obtain material reasonably considered to be offensive. The use of the internet to access and/or distribute any kind of offensive material, or material that is not work or study related, is prohibited and leaves an individual (staff and students) liable to disciplinary action.

The use of the internet for any of the following purposes constitutes serious misuse:

- Transmitting, retrieving or storing any communications of a discriminatory or harassing nature.
- Transmitting, retrieving or storing any communications which are derogatory to any individual or group.
- Obtaining material that would cause offence on the grounds of race, color, religion, political beliefs, ethnic origin, sexual orientation, gender, age, disability, nationality, marital status.
- Engaging in ANY form of cyber bullying searching for obscene, offensive or sexually explicit material.
- Obtaining any material for harassment of another person.
- Establishing communications which are defamatory or threatening.
- Obtaining material that is unlawful or that infringes on another person's legal rights (e.g illegal downloads)
- Conducting internet searches and looking at websites which can in any way be regarded as extremist, intolerant of other's faiths and beliefs, or that challenge the rule of law and the right to individual liberty.

Social networking sites (By using Tablet)

The use of the internet for any of the following purposes constitutes serious misuse:

- Searching for illegal and inappropriate sites or material.

- Harassment or bullying of any individual through blogs, emails, chatrooms, or any other form of internet use
- Illegal download of information.
- Use of the internet to give opinions that are extremist, intolerant of other's faiths and beliefs, or that challenge the rule of law and the right to individual liberty.
- Placing on a social networking site any work-related issue or material that could adversely affect the school, its staff or its students, at any time and via any medium.

E Mail

Unauthorized or inappropriate use of the E-mail system may result in disciplinary action.

Al Rawafed Private School will not tolerate the use of the E-mail system for unofficial or inappropriate purposes, including:

- Any messages that could constitute bullying, harassment or other detriment.
- Personal use (e.g. social invitations, personal messages, jokes, cartoons, chain letters or other private matters).
- On-line gambling.
- Accessing or transmitting pornography

Penalty for Security Violation

Al Rawafed Private School takes the issue of cyber security very seriously. Those students or staff who use the technology and information resources of school must be aware that they can be disciplined if they violate this policy.

School Physical Education Policy- Updated

- ❖ **Introduction**
- ❖ **PE Vision and Mission**
- ❖ **Purpose**
- ❖ **Curriculum**
- ❖ **Facilities and Equipment**
- ❖ **Safety and Supervision**

❖ Introduction

Physical Education (P.E.) is an integral part of the overall educational experience at Rawafed Private School. It plays a crucial role in promoting the physical, mental, and social well-being of our students. This policy outlines the principles and guidelines for the effective implementation of the P.E. program at our school.

❖ P.E. Vision

To foster a community where all students embrace an active lifestyle and develop the knowledge, skills, and confidence to engage in lifelong physical activity.

❖ P.E. Mission

To provide a dynamic, inclusive, and well-rounded P.E. program that nurtures students' physical abilities, promotes teamwork, and cultivates a commitment to health and fitness, both within and beyond the school setting.

❖ Purpose

The primary objectives of the P.E. program at Rawafed Private School are to:

- Foster a lifelong appreciation for physical activity and overall health.
- Develop and enhance students' physical fitness, motor skills, and coordination.
- Promote teamwork, sportsmanship, and positive social interactions.
- Encourage the adoption of a healthy and active lifestyle beyond the school setting.
- **Curriculum**

The Physical Education (P.E.) curriculum at Rawafed Private School is thoughtfully designed to offer a holistic and well-rounded approach to the physical development of all students. It aims to nurture students' physical abilities, promote teamwork, and foster a lifelong appreciation for physical activity. This comprehensive approach ensures that students of all fitness levels, interests, and abilities are actively engaged and included.

- **Diverse Interests and Abilities:**

The curriculum is designed to cater to the diverse interests and physical capabilities of all students. Recognizing that each student brings a unique set of skills and preferences, the P.E. program offers a wide range of activities. These activities range from traditional sports like Football, basketball, and volleyball to different fitness exercises. By providing varied options, the school ensures that students can find an activity they enjoy, feel comfortable in, and excel at, thus fostering an inclusive environment where every student feels valued and motivated to participate.

- **Inclusivity and Engagement:**

Rawafed Private School is committed to ensuring that the P.E. curriculum promotes inclusivity by addressing the different physical abilities of each student. Special attention is given to adapting lessons and activities to accommodate students with varying fitness levels or physical limitations. Modified activities, alternative exercises, and flexible groupings are employed to guarantee that all students, including those with disabilities or health concerns, can participate meaningfully and feel a sense of achievement.

- **Key Aspects of Physical Development:** The curriculum focuses on **four primary aspects** of physical development:

1. **MOTOR SKILLS DEVELOPMENT:** This includes both gross motor skills, like running, jumping, and throwing, which involve large muscle groups, and

fine motor skills, such as hand-eye coordination and precision tasks. These activities and exercises are designed to support overall physical fitness, balance, agility, and body control.

2. **HEALTH-RELATED FITNESS:** It includes activities that focus on cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. These components are crucial for maintaining a healthy lifestyle and preventing diseases.
3. **COGNITIVE SKILLS:** These skills include understanding rules, strategies, and tactics of games, as well as the ability to analyse situations, make quick decisions, and adjust movements accordingly. Cognitive development helps students enhance their focus, memory, and the ability to plan and execute actions effectively, contributing to both physical performance and overall learning.
4. **SOCIAL AND EMOTIONAL SKILLS:** These abilities help students interact positively with others and manage their emotions during physical activities. These skills include teamwork, communication, cooperation, leadership, empathy, and respect for others. Students learn to handle success and failure, control frustration, build confidence, and foster a sense of belonging. Developing these skills helps them build healthy relationships, enhance their emotional well-being, and improve their ability to work effectively in group settings.

- **Variety of Activities:**

To ensure continued student interest and engagement, the P.E. program incorporates a broad spectrum of activities that target various aspects of fitness. The inclusion of traditional sports, like football, basketball, and track and field events, helps build team spirit and sportsmanship. Fitness exercises, such as cardiorespiratory endurance, muscular strength endurance, and flexibility exercises are integrated to encourage enjoyment of physical activity in a non-competitive setting. This diversity not only keeps students motivated but also educates them about the different ways to stay active and healthy throughout their lives.

- **Health and Fitness Understanding:**

The curriculum is structured to provide students with a broader understanding of health and fitness beyond mere participation. Through lessons on exercise physiology, the benefits of regular activity, proper nutrition, and personal health management, students are empowered with the knowledge to make informed decisions about their well-being. This aspect of the curriculum aims to instill physical literacy—the ability to understand and apply fitness concepts—which students can carry with them beyond the school environment.

- **Minimum Activity Time:**

As part of the school's commitment to fostering physical health and development, every student will participate in a minimum of 30 minutes of physical activity each school day. This time is dedicated to structured physical education activities that ensure consistent, daily movement. The 30-minute minimum aims to improve students' overall fitness levels, support physical development, and promote habits that contribute to long-term health benefits. These 30 minutes may be broken down into warm-ups, skill-building exercises, and more intensive physical activities depending on the lesson plan and fitness objectives for the day.

❖ Facilities and Equipment

Rawafed Private School is committed to providing safe and well-maintained facilities and equipment for P.E. classes. Regular inspections will be conducted to ensure the safety and functionality of all sports equipment, playing fields, and exercise spaces. Any necessary repairs or replacements will be addressed promptly.

❖ Safety and Supervision

The safety of students during P.E. activities is of utmost importance. Teachers will adhere to safety guidelines and protocols, and appropriate protective gear will be provided as needed. Adequate supervision will be maintained during all P.E. classes to ensure a secure and supportive environment.

❖ P.E. Literacy

The Physical Education (P.E.) program will place a strong emphasis on developing P.E. literacy, which involves equipping students with the knowledge and understanding of essential fitness concepts, exercise techniques, and the overall importance of maintaining health and well-being. This literacy extends beyond just physical skills; it includes teaching students about basic fitness principles, such as cardiovascular health, strength training, flexibility, and nutrition, as well as how to incorporate these principles into their daily lives.

By fostering a deep understanding of these concepts, students will not only learn proper exercise techniques that minimize the risk of injury but also understand how different activities contribute to overall health. This education will help them recognize the mental and emotional benefits of physical activity, such as stress reduction, improved mood, and enhanced concentration.

Ultimately, by developing P.E. literacy, the program will empower students to make informed and responsible decisions about their personal fitness and long-term health. They will gain the confidence to create their own fitness routines, set realistic health goals, and adopt lifelong habits that promote physical and mental well-being, ensuring they can lead active, healthy lives well beyond their school years.

❖ Professional Training for P.E. Teachers

Rawafed Private School is dedicated to providing continuous professional development for its Physical Education (P.E.) teachers to ensure they remain up-to-

date with the latest advancements in the field. This commitment includes training in modern teaching methods that foster more effective instruction, enabling teachers to apply innovative strategies that enhance student learning and engagement. Teachers will also stay informed about fitness trends, such as new exercises, activities, and wellness practices that promote lifelong health.

Additionally, the school prioritizes the importance of safety protocols, ensuring that teachers are well-equipped to maintain a safe learning environment for all students. Special attention will be given to developing inclusive practices, so teachers can address the diverse needs of students, including those with different physical abilities or learning styles. The goal is to create lessons that are not only physically challenging but also engaging and promoting in a wide range of physical activities. This holistic approach will ensure that students receive a well-rounded education in P.E., encouraging both skill development and an appreciation for healthy living.

❖ **Assessment and Evaluation**

Student progress in Physical Education will be assessed through a diverse range of methods that provide a comprehensive view of their development. These methods include skill assessments, where students are evaluated on their ability to perform specific physical tasks and techniques; participation, where active involvement in activities is considered; and their knowledge of fitness principles, including understanding the benefits of exercise and healthy living.

The evaluation process will go beyond measuring physical abilities alone. It will also emphasize important factors such as effort (the willingness to try and improve),

attitude (positive mindset and sportsmanship), and cooperation (working well with peers). This holistic approach ensures that students are recognized not only for their physical performance but also for their personal growth, motivation, and ability to engage with others in a positive and supportive way.

❖ **Communication**

Regular communication between P.E. teachers, students, and parents is essential. Updates on the P.E. program, upcoming activities, and students' progress will be shared through SMS, newsletters, parent-teacher conferences, and other appropriate channels.

❖ **Community Engagement**

Rawafed Private School will actively engage with the local community to promote physical activity and well-being. Collaboration with community organizations, sports clubs, and health professionals will enhance the overall impact of our P.E. program.

❖ **Review and Revision**

This policy will be reviewed periodically to ensure its effectiveness and relevance. Feedback from students, teachers, and parents will be considered in the revision process.

Extracurricular Activities and Events Policy- New

- ❖ **Alignment with UAE Educational Vision**

- ❖ **Aim**

- ❖ **Governance and Oversight**

- ❖ **Planning and Organization**

- ❖ **Supervision and Monitoring**

- ❖ **Health and Safety**

- ❖ **Inclusion and Accessibility**

- ❖ **Documentation and Evaluation**

- ❖ **Compliance and Accountability**

- ❖ **Alignment with UAE Educational Vision**

- ❖ **Rationale**

Rawafed Private School recognizes that education extends beyond the academic curriculum and into broader experiences that shape students into well-rounded individuals. Extracurricular activities (ECAs) are essential for fostering self-confidence, social interaction, physical wellness, creativity, and leadership. They also provide students with opportunities to explore interests, develop talents, and engage in collaborative and community-based learning. This policy ensures that ECAs are delivered safely, inclusively, and purposefully, in alignment with UAE

health and safety regulations, moral education values, and the UAE goals of Vision 2031. By offering a structured and culturally responsive ECA program, Rawafed supports students in building a strong sense of belonging and lifelong learning habits.

❖ **Aim**

The aim of this policy is to establish a clear and comprehensive framework for planning, implementing, monitoring, and evaluating extracurricular activities and events at Rawafed Private School. It ensures that all activities promote students' holistic development—intellectual, emotional, physical, and social—while safeguarding their well-being. The policy also aims to define the roles and responsibilities of staff, coordinators, and parents; guarantee inclusivity and accessibility for all students; maintain compliance with national educational and safety standards; and ensure that all activities reflect the school's mission and the broader educational vision of the UAE.

❖ **Governance and Oversight**

Governance of the extracurricular program is led by the Student Engagement Lead, who is tasked with creating an annual calendar of activities that reflects feedback from students, parents, and staff. This individual coordinates with all stakeholders—including internal staff and external activity providers—to ensure all activities are well-organized, purposeful, and safe. The Student Engagement Lead is also responsible for obtaining the necessary approvals from school leadership and managing logistical aspects such as permissions, resource planning, and health documentation. The Extracurricular Committee, comprising the Student

Engagement Lead, Head of Department, and a member of the Senior Leadership Team (SLT), ensures that activities remain aligned with school objectives, promote inclusivity, and are regularly reviewed to enhance quality and student participation

❖ **Planning and Organization**

The planning phase begins with needs assessments conducted via surveys or meetings involving students and parents to determine interest and areas for development. Each activity must be intentionally designed with clear learning goals, measurable outcomes, and connections to academic or personal development. An activity plan must include a detailed description, expected learning outcomes, a timeline, list of required resources, and defined roles for facilitators. Safety is a key component, with risk assessments and emergency response plans integrated into the activity design. Parental consent and medical disclosures are required for any activity involving physical exertion or off-campus engagement. Approval from school leadership is mandatory prior to launching any activity or event.

❖ **Supervision and Monitoring**

Supervision of students during extracurricular activities is a shared responsibility between the Student Engagement Lead, designated school supervisors and the facilitator of the activity. These individuals must actively monitor student behavior, ensure all safety protocols are being followed, and intervene promptly in case of emergencies or incidents. Proper staff-to-student ratios must be maintained for all activities to guarantee effective supervision. Supervisors should also maintain a positive and inclusive environment that encourages student engagement and

leadership. Incidents are documented and reported in accordance with school and regulatory guidelines.

❖ **Health and Safety**

Health and safety are foundational to all extracurricular programming. Risk assessments must be conducted for all activities—especially those involving physical exertion, external venues, or large groups. Each activity must have an emergency plan in place, which includes clear evacuation procedures and communication protocols. Supervisors and staff involved in activities must be trained in basic first aid and emergency response. First aid kits and updated emergency contact lists must be available at all times. The school also ensures that transportation and off-campus venues comply with ADEK and national safety regulations.

❖ **Inclusion and Accessibility**

In keeping with the values of equity and inclusion, all extracurricular activities must be designed to accommodate students of determination. This includes providing physical access, modifying roles where necessary, and incorporating assistive technologies or tools as required. Participation must be inclusive and promote respect for individual differences. No student should be excluded from any activity based on ability, gender, language, or cultural background. The school makes every effort to provide equitable access through flexible scheduling, varied options, and supportive environments.

❖ Documentation and Evaluation

Accurate documentation is essential to the effective implementation of extracurricular activities. Supervisors are required to maintain records that include student attendance, risk assessments, incident reports, parental approvals, and medical records if applicable. Termly reports must be submitted to the Extracurricular Committee detailing participation rates, student feedback, incident trends, and suggested areas for improvement. An annual review of both the policy and the implementation process must be conducted to ensure continuous improvement and alignment with evolving student needs and national directives.

❖ Compliance and Accountability

All staff members and external providers involved in delivering extracurricular activities must read and sign the policy acknowledgment form to confirm their understanding and commitment. Event coordinators are responsible for completing compliance checklists for each activity. In cases of non-compliance—such as failure to adhere to safety procedures or inappropriate conduct—an investigation will be launched, and corrective actions, including exclusion from future events, may be taken. Regular training and awareness sessions are held to keep staff and providers updated on policy changes and expectations.

❖ Alignment with UAE Educational Vision

All extracurricular activities must support and reflect the core values outlined in UAE Vision 2031 and the national identity framework. This means that activities should promote tolerance, respect, civic responsibility, environmental awareness,

and sustainability. In addition, student voice and leadership are encouraged through roles such as club leaders, event organizers, and student mentors. Activities must also integrate the UAE's moral education objectives and heritage, ensuring students are connected to their culture while becoming global citizens.

Wellbeing policy- Staff and Students- New

Rawafed Private School Student and Staff Wellbeing Policy Aligned with ADEK
School Wellbeing Policy (Version 1.1, September 2024)

Effective Date: August 1, 2025

- ❖ **Policy Overview**
- ❖ **Purpose**
- ❖ **Wellbeing Defined**
- ❖ **Scope**
- ❖ **Wellbeing Strategy**
- ❖ **Relevant ADEK Policies Covered**
- ❖ **Roles and Responsibilities**
- ❖ **Awareness and Engagement**
- ❖ **Monitoring and Evaluation**
- ❖ **Inclusion and Additional Needs**
- ❖ **Policy Review**
- ❖ **Wellbeing Procedures and Action Plan**

❖ Policy Overview

At Rawafed Private School, we recognize that the wellbeing of our students and staff is a cornerstone of academic success and a thriving school community. This

policy sets out a comprehensive, inclusive, and evidence-informed strategy aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) School Wellbeing Policy (Version 1.1, September 2024). It combines the wellbeing needs of both students and staff and outlines the strategy, procedures, and monitoring mechanisms to be adopted.

❖ **Purpose**

- To ensure that wellbeing is embedded across school practices and culture.
- To align the school's wellbeing efforts with ADEK's policies and strategic goals.
- To empower students and staff to flourish in a psychologically, socially, physically, intellectually, digitally, and environmentally supportive setting.

❖ **Wellbeing Defined**

In line with WHO and ADEK definitions, wellbeing refers to a positive state of feeling good and functioning well, enabling individuals to realize their potential, manage life stressors, work productively, and contribute meaningfully to their communities.

Dimensions addressed:

- Psychological and Emotional Wellbeing
- Physical Wellbeing
- Social and Community Wellbeing
- Intellectual and Academic Wellbeing
- Digital Wellbeing

- Environmental Wellbeing

❖ **Scope**

This policy applies to:

- All students
- All teaching, administrative, and support staff
- Volunteers and visitors involved in school activities

❖ **Wellbeing Strategy**

The school's wellbeing strategy includes:

- A clear vision and wellbeing goals
- Annual action plans and initiatives
- Alignment with all relevant ADEK policies (see list below)
- Inclusion and accessibility measures for individuals with additional learning needs
- Staff Continuous Professional Development (CPD) on wellbeing practices
- Annual review and adaptation of the strategy based on monitoring insights

❖ **Relevant ADEK Policies Covered:**

- Digital Policy
- Student Behavior Policy
- Staff Wellbeing Policy

- Student Protection & Safeguarding Policies
- Inclusion Policy
- Physical Education & Sports Policy
- Mental Health Policy
- Healthy Eating & Food Safety Policy
- Health & Safety Policy

❖ **Roles and Responsibilities**

- **Senior Leadership Team (SLT):** Responsible for overseeing the development and implementation of the wellbeing strategy.
- **Wellbeing Lead / Committee:** Appointed to monitor, evaluate, and adapt initiatives and coordinate with all stakeholders.
- **All Staff:** Expected to identify, support, and report wellbeing concerns and integrate wellbeing into their daily practice.
- **Counsellors and Inclusion Team:** Provide specialized and personalized support.

❖ **Awareness and Engagement**

To promote awareness and engagement:

- The wellbeing policy will be published on the school website.
- It will be included in the Parent Handbook.
- Staff will be inducted and trained in the policy and strategy.

- Informal and formal initiatives (e.g., competitions, awareness weeks) will raise visibility.

❖ **Monitoring and Evaluation**

Annual student and staff wellbeing surveys will cover:

- Psychological and emotional wellbeing
- Physical and social health
- Digital competency and safety
- Intellectual and academic engagement
- Environmental satisfaction

Survey results will be:

- Analyzed anonymously and securely
- Used to create action plans and refine strategy
- Reported to ADEK with progress updates

❖ **Inclusion and Additional Needs**

- Students of determination and those with additional learning needs will have access to tailored wellbeing initiatives.
- Accommodations will be offered in collaboration with the Head of Inclusion, counselors, and parents.

❖ Policy Review

- Reviewed annually and updated based on survey insights and community feedback.

❖ Wellbeing Procedures and Action Plan

Area	Action Item	Responsible	Timeline	Resources Required
Strategy Development	Review and refine annual wellbeing goals	SLT, Wellbeing Lead	August annually	Leadership time, policy guide
Awareness	Update website, handbook, conduct assemblies	Wellbeing Lead	September	Communications team
Survey Implementation	Conduct wellbeing surveys for staff and students	SLT, Admin, Counsellor	April annually	Digital survey tools
Inclusion Support	Design accommodations for learners with needs	Head of Inclusion	Ongoing	Staff time, SEN support tools

Training & CPD	Conduct staff CPD on wellbeing strategies	Wellbeing Lead, SLT	Termly	External trainers, CPD budget
Family Engagement	Hold wellbeing workshops for parents	Counsellors , SLT	Twice yearly	Parent engagement tools
Environmental Wellbeing	Expand greenery, recycling initiatives	Facilities Manager	Ongoing	Garden tools, student clubs
Health & Nutrition	Organize health screenings and healthy lifestyle weeks	Nurse, PE Department	Termly	ADEK guidelines, partnerships
Digital Safety	Integrate digital citizenship in curriculum	IT and Curriculum Lead	Term 1	Curriculum content, online tools

For inquiries or implementation support, please contact:

Wellbeing committee on Teams

Artificial Intelligence Policy

- ❖ Title and Purpose
- ❖ Scope and Definition
- ❖ AI Approval Committee Structure
- ❖ Roles and Responsibilities
- ❖ Procedures for AI Use Approval
- ❖ Acceptable Use Guidelines
- ❖ Data Privacy and Safeguard
- ❖ Monitoring and Evaluation
- ❖ Training and Support
- ❖ Appendix

❖ Title and Purpose

The “*AI Use Policy for Responsible Classroom Integration*” establishes clear guidelines, expectations, procedures, and safeguarding instructions for the ethical, educational, and legally compliant use of AI (Artificial Intelligence) tools within the classroom of the school, which is a UAE based K–12 educational institutions. The primary goal of the policy and the AI integration system is to maximize the benefits of AI for both teaching and learning while ensuring that it helps protect the privacy and security of students and ensures the well-being of staff. It also ensures accordance with the regulations of the UAE Personal Data Protection Law (Federal

Decree-Law No. 45a normal space using spacebarofa normal space using spacebar2021), the UAE MoE (Ministry of Education) Ethical Guidelines, and ADEK's Student Data Protection & CyberSafety- Framework of 2023 (Thanvi, 2023). Through the policy, a guide for decision-making, assigning accountability, and supporting regular improvement is established for the teachers and students, respectively. It enables thorough and regular monitoring, professional development, and engagement with all stakeholders involved.

❖ Scope and Definitions

Policy Application

The AI integration policy initiated by the institute applies to all the students between Kindergarten and Grade 12, along with the teaching, administrative, IT Personnel, and support staff employed by the school. The policies will also be regulated for teachers, interns, and volunteers who operate on a school campus or remotely. The key target audience for the “*AI Use Policy for Responsible Classroom Integration*” is parents and guardians who will be supporting their children with school-based AI activities at home.

Definitions

Term	Definition
<i>Artificial Intelligence (AI)</i>	Computer systems that perform tasks normally require human intelligence, such as pattern recognition, natural language processing, decision-making, or standard prediction based on data.

<i>AI Tool/Application</i>	Any software, hardware, or cloud service incorporating AI capabilities, including generative AI of text, image, audio, or code generation, adaptive learning platforms, predictive analytics, and intelligent tutoring systems.
<i>Classroom Use</i>	Use of AI tools by teachers and students for curricular, assessment, administrative, or enrichment purposes within school hours or for homework assigned by teachers.
<i>Personally Identifiable Information (PII)</i>	Information that can identify an individual student, such as name, Emirates ID, photo, voice recording, geolocation, health, and academic records.
<i>Sensitive Data</i>	Data classified as sensitive under UAE PDPL (Personal Data Protection Law) or ADEK (Abu Dhabi Department of Education and Knowledge) guidelines, including biometric data, special educational needs (SEN) records, and disciplinary reports.

❖ AI Approval Committee Structure

Composition

The following is a structured composition of the AI Approval Committee (AIC), which involves multiple stakeholders all involved in ensuring the accurate implementation of policies and AI tools while protecting the safety and security of students as well as their personally identifiable information (PII). Developing a well-structured committee enhances the overall efficiency and potential for success of

the institute's implementation of AI tools. Each stakeholder in the committee holds a prominent position and accompanying powers to command authority and mitigate potential risks. The committee composition is as follows:

- *Chair*: School Principal/Head of School
- *Vice Chair*: Vice principal
- *AI Pedagogical Leads*: A teacher certified in AI integration
- Technical support: Information Technology Department
- *Safeguarding Officer*: Child Protection Lead
- *Student Representative*: President of Student Council of Grades 10–12 only.

Figure: AI Approval Committee Structure

(Source: Self-Made)

Responsibilities

A list of the committee's overall responsibilities is presented below, outlining key aspects of the roles that the AI Policy Committee will fulfil. The committee's responsibilities are as follows:

- Review and decide on AI Tool Request Forms within one month.
- Ensure compliance with UAE laws, ADEK standards, and the established policy.
- Maintain a central registry of approved, conditionally approved, and rejected AI tools.
- Produce bi-annual reports for the School Leadership Team and School Governing Board to ensure comprehensive progression.

- Recommend updates to this policy during the annual review cycle to further make improvements.

❖ Roles and Responsibilities

The following sections provide a list of all the responsibilities that each stakeholder of the school will be required to accomplish for the “*AI Use Policy for Responsible Classroom Integration*” to be implemented effectively and successfully.

School Leadership

- Endorse and resource policy implementation.
- Appoint AIC members and approve AIC recommendations.
- Report major incidents to ADEK or MoE within the required timelines.

Teachers

- Submit AI Tool Request Forms (*Appendix 10.1*) before classroom deployment.
- Enforce Acceptable Use Guidelines with students.
- Maintain Lesson Plan AI Logs (*Appendix 10.3*) and retain evidence of learning.
- Inform parents about AI use that impacts home learning through via the schools established communication pathways(similar to *Appendix 10.2*).

Information Technology Department

- Conduct technical due diligence focusing on security, data residency, and integration.
- Enforce network-level controls, content filtering, and logging.
- Provide tier-1 technical support and coordinate vendor.

Students

- Use AI tools only with teacher permission.
- Cite any content generated or assisted by AI tools in their work.
- Report any misuse, inappropriate outputs, or technical issues related to AI tools to their teacher or the AI Approval Committee.

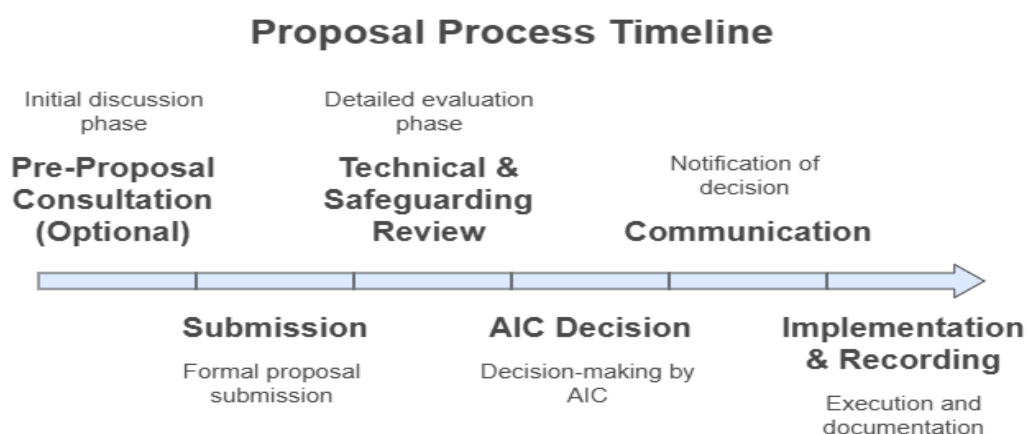
Parents and Guardians

- Review information letters and provide consent when required.
- Support responsible home use consistent with school guidelines.
- Report concerns about AI use to class teachers or AIC.

❖ Procedure for AI Use Approval

Request Process

Teachers are required to submit an AI Tool Request Form (Appendix 10.1) to their leaders, who must first determine its suitability for their department before submitting it to AIC at least two weeks prior to the intended use for review and analysis. The structured request process will follow the following steps:



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Information to be submitted

Key information will be required to be submitted by teachers and other faculty members intending to use AI tools in the operations via their leaders, which will further be reviewed by the AIC. The information required for review includes name of the AI Tool to be used, its provider, and the website; intended classroom purpose and the learning objectives to be achieved with the same; AI functionalities which will be involved in the process, such as generative content, summarization, others; the usage of data and how it will comply with the privacy policies; target grade level and lesson plan reference for the AIC to review and cross-reference; and, risks and ethical concerns identified by the teachers. These are key information that the AIC must receive for a structured review to be conducted in favor of the AI tool.

Timeline for Review

As the request for review must be submitted a minimum of two weeks in advance, the AIC meets either physically or virtually within one month either

approve, approve with conditions, or reject the requests. The board will review requests submitted by faculty members within (30) working days, and based on a preliminary review, the committee may request additional documentation if required. The final approval or rejection of the request will be communicated through via the schools established communication pathways to the teacher or faculty member.

Communication of Decisions

The committee will communicate its decision on the request review through three of the below methods, culminating in each aspect of the decision:

- Approved tools by the committee will be added to the school's "Approved AI Tools List," which would further limit the time required for review in the future; however, teachers must submit the request to use the form.
- Rejections must be accompanied by an explanation by the committee underlying the reasons detailing why the AI tool is assumed to be unhelpful by the board.
- In case of rejection, appeals can be made to the School Principal within 5 days of the rejection email.

❖ Acceptable Use Guidelines

Permissible Uses

- *Educational Purpose Only:* AI tools shall be used solely to advance curriculum objectives or administrative efficiency.

- *Age-Appropriate Content:* Generative AI outputs must be previewed by teachers before being displayed to students; filters must block explicit, violent, or discriminatory content.
- *Data Minimisation:* Only the minimum necessary student data may be entered into AI systems, and anonymization must be applied where feasible.
- *Teacher Supervision:* Students under Grade 6 normal space using spacebar6 require real-time adult supervision when using generative AI.

Prohibited Uses

- *No AI-Generated Summative Grading:* Final grades or high-stakes assessments may not be determined exclusively by AI, as teacher professional judgment is mandatory.
- *Plagiarism & Academic Integrity:* Students must cite AI-assisted content as they cannot submit unedited AI-generated work as original.
- *Prohibition on Emotion Recognition:* Tools that infer emotions or mental states from facial or voice data are disallowed unless explicit ADEK approval is granted for ALN, SEND interventions.
- *No Facial Recognition for Attendance:* Biometric attendance systems must follow separate biometrics policy and UAE Federal Decree-Law No. 44 of 2021.
- *Advertising & Data Monetisation:* Tools with targeted advertising or data commercialization models are prohibited.

Ethical Boundaries

- *AI Limitation:* AI use must not reinforce harmful stereotypes, infringe cultural sensitivities, or contravene UAE cybercrime laws.

- *Biasness*: The biasness of AI tools and their limitations must be taught to students to improve their understanding of training data biasness.
- *Teaching Duties*: Teachers must not overstep the ethical boundaries of teaching by delegating their responsibilities as professionals to AI tools.

Enforcement and Consequences

Any misuse of AI tools, including unauthorized use, failure to follow ethical guidelines, or data breaches, may result in disciplinary action. For students, this includes restriction from tool access or behavioural reporting. For staff, violations may lead to retraining, administrative review, or other actions as per school policy.

❖ Data Privacy and Safeguards

Data Protection Measures

Ensuring data protection is the primary goal of the AI policy, and thorough analysis and evaluation of data help ensure that each tool used by teachers limits exposure to privacy issues. To ensure data protection, teachers and faculty members will only use tools with end-to-end encryption systems and GDPR (General Data Protection Regulation) and UAE compliance approval. Data protection will further be undertaken by ensuring no tools collect or store student information beyond the limitations of education. The adopted tools must operate on UAE servers or store data in compliance with the UAE Data Protection Law.

Consent Requirements and Anonymization

The consent requirements based on the AI policy are as follows:

- Parental consent forms are mandatory for students under eighteen (18) when external AI platforms collect data.

- Templates will be provided by the AIC for each tool requiring consent.
- Teachers must use fictitious name or generic identifiers when uploading student work.
- Students' AI-generated work will be stored within the school's secure Learning Management System and not shared publicly.

❖ **Monitoring and Evaluation**

Usage Monitoring

Implementation of institute-wide policies requires continuous oversight and a transparent reporting format. Thus, a multi-layered governance system will be implemented that promotes accountability and helps support the involved stakeholders. Key monitoring mechanisms to be implemented include biannual IT audits with the complete integration of AI usage logs, lesson plan reviews that utilize data collected through logs to ensure the actual usage of AI tools aligns with their approved purpose, and student reflections will be encouraged to support their cognitive development.

Reporting Misuse

All individuals who are part of the school community, including teachers, faculty members, students, and parents, as well as guardians, have the liberty to report any form of misuse of AI that they notice. Prominent examples of misuse to help identify the issue include unauthorized access to AI tools, use of generative AI for plagiarism work, and unsafe usage of data, which exposes students to unsafe platforms.

Annual Review Process

The AIC is required to conduct a thorough formal review in June of each academic year, and the process will evaluate the following:

- Tool performance and educational impact.
- Misuse patterns and mitigation strategies.
- Updates in national AI and data laws.
- Feedback from all stakeholders via surveys or town hall meetings.

❖ Training and Support

Training Offerings

The effectiveness of AI and other technology usage policies is only as effective as the people who use the tools; thus, guidelines for training, delivery, and improvement of AI usage are outlined. The teachers and other faculty members will be required to take training twice every year, once at the beginning and once in the middle of the academic session or when needed. Some of the key topics of the faculty training will include responsible integration of AI into lesson planning, ethical dilemmas, and case studies, practice demo classes, and others. Training will also include how to teach students core digital literacy concepts, including AI bias, source evaluation, and responsible content use. This supports national goals for digital citizenship.

Delivery

The delivery of each session during training will be conducted by either in-house certified EdTech leaders or approved consultants who will be hired from external

sources, and these will help ensure training is conducted through high-quality methods and they are tailored to the K-12 context.

Feedback and Improvement

To ensure continued improvement, a structured feedback loop will be created, such as post-training surveys, which will be implemented at the end of every training session and measure comprehension and confidence, training effectiveness, and additional needs.

❖ Appendix

AI Tool Request Form

Field	Description
<i>Teacher Name</i>	
<i>Date of Request</i>	
<i>Tool Name</i>	
<i>Tool Provider</i>	
<i>Intended Use</i>	
<i>Grade Level</i>	
<i>Learning Objective</i>	
<i>Does it collect data? (Yes / No)</i>	
<i>Parental Consent Required? (Yes / No)</i>	
<i>AI Functions Used</i>	
<i>Attached Lesson Plan (Yes / No)</i>	
<i>Teacher's Signature</i>	

Email to Parents

Subject: Notification of AI Tool Use in Classroom

Dear Parents/Guardians,

This email is to inform you that your child's classes will be using governing board-approved AI tool as part of the upcoming lesson plan. The integration of the AI tool

will support the learning of your child by providing them additional help, which enhances their capabilities and efficiency.

We assure you that the tool has been thoroughly reviewed and approved by our AI Approval Committee following a careful examination of all its features. No personal data will be collected from the students or yourself without proper consent, and it is also ensured that the tool complies with UAE's data protection laws.

We request you to please review the attached consent form thoroughly and return it to us. You are also invited to attend our upcoming AI Orientation Session to learn more about how these tools enhance your child's education and safety.

Thank you for your continued support in the journey of building a better future.

Sincerely,

The School Board

Lesson Plan AI Log

Date	Subject	AI Tool Used	Objective	Notes
12/09/2025	English	Grammarly Edu	Editing writing drafts	Students revised essays under teacher supervision. No personal data was uploaded.
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

AI Tool Review Rubric (Used by AIC)

Criteria	Description	Rating (1–5)
Data Privacy	Complies with UAE PDPL, no sensitive data shared/stored	
Educational Value	Aligns with lesson objectives and supports student learning	
Age Appropriateness	Suitable for the intended grade level	
Technical Security	Secure login, hosted on UAE/GDPR-compliant servers	
Ethical Use	Avoids bias, emotion/facial recognition, or inappropriate outputs	
Total Score: ____ / 25		
<i>(Minimum passing score: 20/25 for approval)</i>		

❖ Reflection: Alignment of Policy with School Context

The developed policy, *“AI Use Policy for Responsible Classroom Integration,”* is designed to align with the advent of AI in the education sector with a focus on improving learning and teaching efficiency. Each aspect of the policy is developed to meet the needs of a UAE-based school with a K–12 structure, delivering an American curriculum. Since the UAE government and the Ministry of Education (MoE) prioritize student-focused inquiry-based learning and the integration of world-class technology to enhance student's skills, the AI integration policy has

been designed to fit this context. The developed policy focuses on the dual needs of the UAE education system, prioritizing both world-class technology integration and alignment with the Ministry of Education's (MoE) regulatory frameworks.

The community of our school includes students from diverse backgrounds, faculty members with varying levels of degrees and forms of technology proficiency, and parents, as well as guardians who have a mixed understanding of AI and its role in education. Considering these factors, the policy has been designed as both an enabler and protector; it ensures that the use of AI is conducted safely by the students through a thorough review and approval process, as well as promotes enhanced learning outcomes for the students and enhanced efficiency for the faculty members. The emphasis on the AIC reflects the school's collaborative leadership structure as it involves stakeholders from different levels of the school. The approval process is another key practical aspect of our school, as it encompasses a wide range of subjects and numerous AI tools. Thus, a verification process contributes to transparent decision-making.